

Miami-Dade County Public Schools

Carol City Middle School



2022-23 Schoolwide Improvement Plan

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Carol City Middle School

3737 NW 188TH ST, Miami Gardens, FL 33055

<http://carolcitymiddle.dadeschools.net/>

Demographics

Principal: Andrija Harrison A

Start Date for this Principal: 7/28/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: C (53%) 2018-19: C (44%) 2017-18: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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Carol City Middle School

3737 NW 188TH ST, Miami Gardens, FL 33055

<http://carolcitymiddle.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Carol City Middle School is to Believe, Belong, Become - Believe in each other's greatness, Belong to the school community by staying connected and engaged and Become the person we were born to be through maximizing our potential.

Provide the school's vision statement.

The vision of Carol City Middle School is to provide students with a quality education and rich experiences where they will be competitive and successful in high school, college, career and beyond in the global community.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Harrison, Andy	Principal	Mr. Harrison supports all students and staff by supervising to ensure that kids are safe and secure, and that there is consistently quality instruction taking place. His role is to elevate the school on all fronts, including academic achievement, school culture, and school profile.
Espinosa, Romulo	Assistant Principal	Mr. Espinosa supports the Principal and all students and staff by supervising to ensure that kids are safe and secure, and that there is consistent quality instruction taking place. His role is to elevate the school on all fronts, including academic achievement, school culture, and school profile.
McIntosh, Shekinah	Assistant Principal	Ms. McIntosh supports the Principal and all students and staff by supervising to ensure that kids are safe and secure, and that there is consistent quality instruction taking place. Her role is to elevate the school on all fronts, including academic achievement, school culture, and school profile.
Knowles, Arisha	Instructional Coach	Ms. Knowles supports students and teachers to ensure that best practices are being used and will plan with teachers to ensure that the appropriate content is being taught through developmentally appropriate practices. This includes providing constructive feedback so that teachers can continue refining their practice.
Jefferson, Kenya	Instructional Coach	Ms. Jefferson supports students and teachers to ensure that best practices are being used and will plan with teachers to ensure that the appropriate content is being taught through developmentally appropriate practices. This includes providing constructive feedback so that teachers can continue refining their practice.

Demographic Information

Principal start date

Wednesday 7/28/2021, Andrija Harrison A

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Total number of teacher positions allocated to the school

23

Total number of students enrolled at the school

501

Identify the number of instructional staff who left the school during the 2021-22 school year.

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	170	150	181	0	0	0	0	501
Attendance below 90 percent	0	0	0	0	0	0	51	53	57	0	0	0	0	161
One or more suspensions	0	0	0	0	0	0	18	36	62	0	0	0	0	116
Course failure in ELA	0	0	0	0	0	0	39	49	32	0	0	0	0	120
Course failure in Math	0	0	0	0	0	0	56	47	62	0	0	0	0	165
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	72	59	87	0	0	0	0	218
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	81	83	81	0	0	0	0	245
Number of students with a substantial reading deficiency	0	0	0	0	0	0	83	81	95	0	0	0	0	259

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	87	90	115	0	0	0	0	292

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	13	8	2	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	10	14	21	0	0	0	0	45

Date this data was collected or last updated

Friday 7/15/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	173	169	148	0	0	0	0	490	
Attendance below 90 percent	0	0	0	0	0	0	48	74	56	0	0	0	0	178	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	35	34	57	0	0	0	0	126	
Course failure in Math	0	0	0	0	0	0	42	21	41	0	0	0	0	104	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	28	23	21	0	0	0	0	72	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	26	30	26	0	0	0	0	0	82	
Number of students with a substantial reading deficiency	0	0	0	0	0	85	92	77	0	0	0	0	0	254	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	49	48	60	0	0	0	0	157

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	1	1	2	0	0	0	0	4	
Students retained two or more times	0	0	0	0	0	0	6	7	4	0	0	0	0	17	

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	173	169	148	0	0	0	0	490	
Attendance below 90 percent	0	0	0	0	0	0	48	74	56	0	0	0	0	178	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	35	34	57	0	0	0	0	126	
Course failure in Math	0	0	0	0	0	0	42	21	41	0	0	0	0	104	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	28	23	21	0	0	0	0	72	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	26	30	26	0	0	0	0	0	82	
Number of students with a substantial reading deficiency	0	0	0	0	0	85	92	77	0	0	0	0	0	254	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	49	48	60	0	0	0	0	157	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	1	1	2	0	0	0	0	4	
Students retained two or more times	0	0	0	0	0	0	6	7	4	0	0	0	0	17	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	35%	55%	50%				28%	58%	54%
ELA Learning Gains	51%						34%	58%	54%
ELA Lowest 25th Percentile	48%						29%	52%	47%
Math Achievement	37%	43%	36%				41%	58%	58%
Math Learning Gains	66%						45%	56%	57%
Math Lowest 25th Percentile	67%						37%	54%	51%
Science Achievement	42%	54%	53%				36%	52%	51%
Social Studies Achievement	53%	64%	58%				56%	74%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	19%	58%	-39%	54%	-35%
Cohort Comparison						
07	2022					
	2019	25%	56%	-31%	52%	-27%
Cohort Comparison		-19%				
08	2022					
	2019	34%	60%	-26%	56%	-22%
Cohort Comparison		-25%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	35%	58%	-23%	55%	-20%
Cohort Comparison						
07	2022					
	2019	36%	53%	-17%	54%	-18%
Cohort Comparison		-35%				
08	2022					
	2019	23%	40%	-17%	46%	-23%
Cohort Comparison		-36%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	14%	43%	-29%	48%	-34%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	89%	68%	21%	67%	22%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	73%	-14%	71%	-12%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	63%	37%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	12	38	44	16	43	41	11	6			
ELL	37	63		25	52						
BLK	35	50	45	38	66	68	39	55	83		
HSP	35	57	61	31	62	63	62	40			
FRL	35	51	47	37	66	67	42	53	82		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	5	22	27	5	18	21		7			
ELL	18	38	38	20	21	25					
BLK	35	42	40	34	30	24	33	62	82		
HSP	33	44	33	24	21	21	36	46			
FRL	33	41	39	32	28	23	32	60	77		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	12	36	29	24	42	29	38	27			
ELL	13	32	24	48	46	20					
BLK	27	34	30	40	44	41	34	59	92		
HSP	32	35	23	45	50	31	50	42	83		
FRL	29	34	27	40	44	38	38	56	90		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	481
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on our 2022 data using the PowerBi school grade component, our overall data went up in every single category except Civics. Our biggest jumps were in learning gains where ELA went up from 42 to 51% in ELA and the lowest 25% went up from 39 to 48% in ELA. In Math, our learning gains went from 28 to 66% and our lowest 25% went from 23 to 67%. The data also revealed that in ELA the proficiency for SWD decreased from 13% in 2021 to 8% in 2022. In addition, ELA proficiency for ELL subgroup increased from 0% to 4%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on our 2022 data using the PowerBi school grade component, our biggest areas of improvement can come from our Civics classes. Our Civics classes showed the largest decline, going down from 61% to 53%. In regards to our subgroups, another area for improvement can come from our ELL and SWD students where our proficiency in ELA for SWD students decreased from 13% in 2021 to 8% in 2022. Our ELL subgroup increased from 0% proficient in 2021 to 4% in 2022. Additionally, our Hispanic students in the area of Math where there was a large gap from our Hispanic students in which 20% of the students are proficient compared to the district where 53% of the students were proficient.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

There were a number of factors that contributed to the decline in these areas. The biggest change was replacing a highly effective veteran teacher in the area of Civics who was an expert in the content and classroom management and replaced her with a beginning, new teacher to the field. The teacher did very well herself and will continue growing with support, but as a first year teacher, there are the typical growing pains. As a result of our growing Hispanic population we need to add highly effective personnel and mechanisms in place to ensure that every child is being given the opportunity to succeed.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on 2021-2022 data using the PowerBi school grade component, the area that showed the most improvement were learning gains in Mathematics which went from 28% in 2021 to 66% in 2022 and learning gains in mathematics for the lowest 25% which went from 23% in 2021 to 67% in 2022.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors to our success in 2021-2022 in these areas came from conducting intentional planning with our teachers in the form of standards-aligned instruction and differentiation. All students are expected to meet the grade level standard and programs like iReady are being used to meet students at their level and push them closer to grade level. We also provided interventions to students in the lowest 25% and addressed basic math skills. New actions included teachers receiving PD on the new BEST standards as well as conducting consistent student product reviews with each department.

What strategies will need to be implemented in order to accelerate learning?

In order to continue accelerating learning we need to remain focused and consistent with standards-aligned instruction. We also need to focus on all students that continue to show growth and make sure

we target them during interventions to accelerate their growth to proficiency. Learning will continue to accelerate if our instructional coaches continue providing coach-teacher collaborations where they identify areas of growth and then model how to improve their instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities that will help to accelerate learning start with being standards-aligned in our focus. In Math, the new standards and new resources will require teachers to be trained to ensure that their instruction meets the rigor of the standards. The school will also focus on providing PD for teachers from the Miami LEARNS platform on best strategies from classroom management to specific strategies based on content. Many of the Miami LEARNS PDs will be focused on having our teachers attain a "Highly Effective" status which means that they will be developing their skills sets and learning about best practices consistently

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

In regard to ensuring sustainability for 2022 and beyond there are a few practices in place. We always work to build up those around us and provide them with leadership opportunities to build a bridge of leaders in the building that can sustain practices at the same quality that is expected of all us. We also created a "New to the Tribe" mentoring program which is designed for teachers new to the profession or new to the building to have a deeper understanding of what it means to do things the "Chief" way. Finally, we have worked to build the level of parental involvement through our PTSA with various recruitment initiatives so that the parents and surrounding community understand that children succeed better when done in unison between the home and the school.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

A review of the 2022 data shows that our greatest need for the 2022-2023 school year would be addressing the subgroup SWD and ELL proficiency. The data revealed that the ELA SWD decreased from 13% to 8%. The ELA subgroup ELL proficiency increased from 0% to 4%.

The focus will be getting the SWD and ELL students to proficiency through differentiated instruction. This focus on differentiation will positively impact student learning and impact our overall school improvement by ensuring that we are meeting students at their specific needs while building proficiency. The differentiated approach requires an attention to details that allows us to be more efficient. The focus is on differentiation in ELA, but these actions will be schoolwide in all content areas.

**Measurable
Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation differentiated instruction, our goal for the 2022-2023 school year is to have 20% of our ELL and SWD population become proficient from the first FAST assessment to the last FAST assessment in the area of ELA. This will be an increase of 12 percentage points by SWD students and 16 percentage points for our ELL sub group.

**Monitoring:
Describe how this
Area of Focus will
be monitored for
the desired
outcome.**

Administration (Andy Harrison, Shekinah McIntosh, and Romulo Espinosa), Instructional Coaches (Arisha Knowles and Kenyada Jefferson), Department Chairs (Dr. Crystal Cunningham, Desiree Culpepper, Kenyada Jefferson) will monitor teachers progress in providing true differentiation instruction to students based on needs. This will be evidence through on-going observations, data chats (after assessments), weekly lesson plans, weekly common planning, and student product reviews (quarterly).

**Person
responsible for
monitoring
outcome:**

Romulo Espinosa (romuloespinosa@dadeschools.net)

**Evidence-based
Strategy:
Describe the
evidence-based
strategy being
implemented for
this Area of Focus.**

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

**Rationale for
Evidence-based
Strategy:
Explain the
rationale for
selecting this
specific strategy.
Describe the
resources/criteria**

With differentiated instruction implemented, all students will be provided with instruction and content that helps meet them at their needs and developmental levels. This allows students to grow from where they are and fill in gaps based on individual needs and ultimately helps students grow at a faster rate. The rationale for using this strategy goes back to the need for our SWD and ELL to increase their proficiency.

**used for selecting
this strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Beginning August 14, 2022 and ongoing, each department will host weekly collaborative planning sessions led by our transformation coaches and department chairs with targeted team members (ex. Core teacher with intensive/Double Dose teachers). This allows for teachers to be more strategic in how the classes can best support each other to focus on specific students needs.

Person Responsible Romulo Espinosa (romuloespinosa@dadeschools.net)

Two Professional Development sessions on 9/26/22 and 10/5/22 will be provided on the BEST standards, led by Arisha Knowles (our PD Liaison) to ensure that teachers have an understanding of the changes and that all instruction meets the rigor of the standards. Professional Development will also be provided to teachers during common planning based on strategies from Teach Like a Champion and specific to the needs of the teachers based on administrative and coach observations.

Person Responsible Arisha Knowles (aknowles@dadeschools.net)

Beginning 9/6/22 and ongoing, push in and pull out support will be provided by interventionist across core subject areas that will allow these student to learn in a smaller setting that will be more conducive to supporting student growth. The groups of students being provided intervention will change consistently dependent on AP2, PM2, and mid-year data as well as informal assessments throughout the year.

Person Responsible Romulo Espinosa (romuloespinosa@dadeschools.net)

Beginning 8/31/22 and ongoing, data chats will be led by our transformation coaches/department chairs and conducted by teachers after each assessment with these students so that they have a better understanding of where they are coming from and be able to set goals with clear action steps so that they understand where they need to arrive by the end of the school year. Teachers will utilize this data to develop an action plan to assist these students in meeting these goals.

Person Responsible Romulo Espinosa (romuloespinosa@dadeschools.net)

On November 8th, Professional Development will be provided to our faculty to assist teachers in providing our ELL students with specific strategies to enhance their learning as well as focusing on grading for ELL students.

Person Responsible Arisha Knowles (aknowles@dadeschools.net)

On November 8th, Professional Development will be provided to our faculty to assist teachers in providing our SWD students with specific strategies to enhance their learning as well as focusing on grading for SWD students.

Person Responsible Romulo Espinosa (romuloespinosa@dadeschools.net)

#2. Transformational Leadership specifically relating to Leadership Development

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2022 staff climate survey 62% of staff feel that their ideas are not listened to or considered unlike the previous 4% in 2021. During our grade-level , department, and common planning meetings teachers will be able to share their perspectives and ideas. This increase in teacher voice should assist in creating greater buy-in from staff and creating a common voice and vision.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of shared leadership, our goal for the 2022-2023 school year is that less than 10% of the staff will feel as if their ideas are not acknowledged or considered as compared to 62% in 2021-2022 as found in the Staff Climate Survey. This would be a growth in this area of 52 percentage points. If we can close that gap so that all voices feel respected and heard, then, we can create a positive and effective working environment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

One of the ways to monitor this, is to provide spaces for staff feedback. We will continue our monthly leadership team meetings, bi-weekly dept./grade level team meetings, monthly grade level team leaders meeting, monthly "New to Tribe", and committee meetings.

Person responsible for monitoring outcome:

Andy Harrison (pr6051@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Shared Leadership - Shared Leadership involves systems designed to develop leadership capacity among all members of the school community. In Shared Leadership, teachers, staff, parents, and principals work together to solve problems and create an engaging school climate that fosters student learning. This can be achieved by understanding that different leadership styles are needed, engaging all stakeholders in working together towards a shared purpose, and ensuring all participants share responsibility and accountability.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale behind using shared leadership is that 62% of staff stated that they didn't feel that their ideas were listened to or considered. This is a concern because if our staff doesn't feel that they're not being listened to, then they will not buy into the shared vision of the school. It would be important to close this gap so that all voices feel respected and heard to create a positive and effective working environment.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

By August 31st. the school will implement a shared master calendar to ensure that all teachers and staff are aware of school-wide events and meetings. This will ensure that all stakeholders on on the same page and have access to everything taking place in the school.

Person Responsible Andy Harrison (pr6051@dadeschools.net)

A number of committees will be created to enhance teacher voice in the daily production of the school day. This allows teachers to voice their concerns and present ideas that will be present on a daily basis. These committees are attendance committee, social committee, discipline committee, leadership development committee, and recruitment and retention committee. Beginning September 8th. 2022. these committees will meet twice a month on every other Thursday from 8:30-9:00am. Staff have also been provided with link called "Chief Voices" that allows them to provide anonymous feedback or ask a question that will be addressed during the subsequent faculty meeting.

Person Responsible Romulo Espinosa (romuloespinosa@dadeschools.net)

Beginning September 13th, 2022 and for the remainder of the year, Leadership meetings with the extended leadership team will be held monthly and led by the principal. This includes counselors, grade level chairs, department chairs, activities director and test chair among others so that the extended leadership team has a voice and understanding of all schoolwide functions.

Person Responsible Andy Harrison (pr6051@dadeschools.net)

Beginning, August 16th, 2022 monthly peer mentoring meetings led by Mr. Harrison will take place in an effort to provide teachers new to the profession or new to our building with an opportunity to receive support and gain a greater understanding of how things are done at Carol City Middle School.

Person Responsible Andy Harrison (pr6051@dadeschools.net)

Beginning October 24th and ongoing, teachers will have the opportunity to provide feedback anonymously through our "Chief Voices" initiative. The instructional leadership team will then provide solutions to staff during faculty meetings that address the question or concern presented.

Person Responsible Andy Harrison (pr6051@dadeschools.net)

As a continuation from the action step that started on August 16th, ideas shared and created during the various committees that have been created will begin their implementation phase so that teachers can see their voice turn into actionable items at the school site in an effort to enhance teacher buy-in and create a positive school culture.

Person Responsible Andy Harrison (pr6051@dadeschools.net)

#3. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2022 FSA proficiency data, 37% of the 6th-grade students are proficient in ELA, 31% of the 7th-grade students are proficient in ELA and 38% of the 8th-grade students are proficient in ELA. 32% of the 6th grade students are proficient in Mathematics, 30% of the 7th grade students are proficient in Mathematics, and 26% of the 8th graders are proficient in Mathematics. In Science 41% are proficient and 54% Civics. Based on the data, standards aligned instruction has been proven to be effective in middle school to address this critical need.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of standards-aligned instruction our goal is that 40% of students earn a proficient score on the FAST assessments for ELA and Math as well as the FCAT and EOC's for Science during the 2022-2023 school year. Additionally, our goal for Civics is that 60% of our students will be proficient on the 2022-2023 EOC.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

Administration (Andy Harrison, Shekinah McIntosh, and Romulo Espinosa), Instructional Coaches (Arisha Knowles and Kenyada Jefferson), Department Chairs (Dr. Crystal Cunningham, Desiree Culpepper, Viviana Lumpkin, Kenyada Jefferson) will monitor standards-aligned instruction as evidence through on-going observations, weekly lesson plans, weekly common planning, student product reviews (quarterly), and assessments such as MYA, topic assessments, and i-Ready and Progress Monitoring data.

Person responsible for monitoring outcome:

Arisha Knowles (aknowles@dadeschools.net)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Standards-Aligned Instruction refers to teachers executing lessons based on the standards/learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objective/s through their work samples/tasks.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for

The rationale behind choosing standards-aligned strategy is that our students need to meet the appropriate rigor of the standards to improve proficiency on the F.A.S.T. As we transition to BEST standards and progress monitoring, students must be provided with the opportunity to learn on-grade level content through effective standard align instruction. In order for students to be successful on their Science and Civics end of year assessments, teachers must ensure that they are providing standards-aligned instruction based on the item specifications.

selecting this strategy.**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Beginning August 22, 2022 and ongoing, each department will host weekly collaborative planning sessions led by our instructional coaches and department chairs with targeted team members (ex. Core teacher with intensive/Double Dose teachers). This allows for teachers to be more strategic in how the classes can best support all students.

Person Responsible Arisha Knowles (aknowles@dadeschools.net)

Beginning on August 22, 2022, teachers will be trained on Standards-aligned grading during their respective common planning time and it will be implemented on an ongoing basis. Standards Aligned Grading is a practice that will allow both teachers and students to demonstrate mastery at their own pace. The goal is for students to show mastery of standards by the time they leave their respective grade level, not necessarily at the end of a specific topic or unit. This method allows for flexibility and student growth throughout the school year.

Person Responsible Crystal Cunningham (280752@dadeschools.net)

Beginning October 13th, 2022 each department will conduct quarterly product reviews where we will analyze work samples to ensure that student products are aligned to standards. Additionally, teachers will utilize data trackers after standards-aligned assessments to provide visual cues for both students and teacher to monitor their practice.

Person Responsible Kenyada Jefferson (kjefferson@dadeschools.net)

Two Professional Development sessions on 9/26/22 and 10/5/22 will be provided on the BEST standards and led by Arisha Knowles (our PD Liaison) to ensure that teachers have an understanding of the changes and that all instruction meets the rigor of the standards. Professional Development will also be provided to teachers during common planning based on strategies from Teach Like a Champion and specific to the needs of the teachers based on administrative and coach observations.

Person Responsible Arisha Knowles (aknowles@dadeschools.net)

Beginning on October 24, 2022, teachers will be trained on Standards-aligned grading during their respective common planning time and it will be implemented on an ongoing basis. Standards Aligned Grading is a practice that will allow both teachers and students to demonstrate mastery at their own pace. The goal is for students to show mastery of standards by the time they leave their respective grade level, not necessarily at the end of a specific topic or unit. This method allows for flexibility and student growth throughout the school year.

Person Responsible Kenyada Jefferson (kjefferson@dadeschools.net)

Beginning November 16th, administrations will conduct student product reviews with their teachers to determine alignment of student end products and make adjustments to our instructional programs to ensure the students are meeting the rigor of the standards.

Person Responsible Romulo Espinosa (romuloespinosa@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Discipline**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to district discipline comparison report 12% of our students had one referral and 13% had two or more referrals compared to the districts with 7% with one referral and 5% with two or more.

**Measurable
Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of monitoring Early Warning Systems and targeting challenging areas related to discipline we will reduce the number of students with referrals. Our goal is to have a decrease in students with 2 or more referrals from 13% to 5% and the number of overall referrals from 25% to 10%. This would be a decrease of 8 percentage points for students with one referral and a decrease of 15% for students with two referrals.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

Discipline monitoring will happen in a variety of ways. Our discipline committee (Dean of Discipline, Security, CIS, Success Coach, and Counselor) will create a school-wide discipline plan including alternatives to suspensions, the progressive discipline plan, and the student code of conduct. The committee will monitor and track habitual disruptive behavior. This committee will meet monthly and determine which practices are effective and which practices need to be revised based on observation and teacher feedback.

**Person
responsible for
monitoring
outcome:**

Terry Stubbs (tstubbs@dadeschools.net)

**Evidence-based
Strategy:
Describe the
evidence-based
strategy being
implemented for
this Area of
Focus.**

Early Warning Systems (EWS) involves establishing a system based on student data to identify students who exhibit behavior or academic performance that puts them at risk of dropping out of school. Response to EWS utilizes predictive data, identifies off-track or at-risk students, targets interventions, and reveals patterns and root causes.

**Rationale for
Evidence-based
Strategy:
Explain the
rationale for
selecting this
specific strategy.
Describe the
resources/criteria
used for selecting
this strategy.**

In order to reduce the number of referrals it's important to put early warning systems in place to eliminate classroom disruptions and target students with behavioral interventions.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Beginning August 31, 2022 and continued throughout the school year, a schoolwide discipline plan will be created which will include the voice of all teachers. This includes the creation of a discipline committee which will meet monthly to monitor data, revise the plan, and come up with additional strategies to ensure that the schoolwide discipline plan is providing our students and teachers with an opportunity to enhance instruction throughout the day.

Person Responsible Andy Harrison (pr6051@dadeschools.net)

Beginning September 21, 2022 and continued throughout the school year, our student services team will develop a student tracking log that will allow them to keep track of the different services begin provided to all students. This will include which students are being serviced, by whom, and the type of service being provided along with ongoing notes.

Person Responsible Terry Stubbs (tstubbs@dadeschools.net)

Beginning August 22, 2022 and continued throughout the school year, behavioral interventions will be implemented such as counseling and the inclusion of district and outside providers to render services.

Person Responsible Shekinah McIntosh (smayard@dadeschools.net)

Beginning August 31, 2022 and continued throughout the school year, a positive behavior system will be created in an effort to avoid a punitive and negative connotation. Students will be included in the bi-monthly discipline committee meetings to voice their ideas regarding incentives and consequences.

Person Responsible Kenyada Jefferson (kjefferson@dadeschools.net)

As a continuation from the action step that began on August 31st and ongoing, the school will implement a positive reinforcement system that allows students to be rewarded for positive actions and behaviors in lieu of consistently providing negative consequences for unwarranted actions and behaviors.

Person Responsible Shekinah McIntosh (smayard@dadeschools.net)

Beginning October 21st and ongoing, attendance initiatives are being put in place to reward students and classes with perfect attendance. This action step includes ensuring that students are coming to school on time and getting to each class on time. Students will be recognized via the positive reinforcement system mentioned in a previous action step.

Person Responsible Shekinah McIntosh (smayard@dadeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Before the school year begins and throughout the year, our staff socializes outside of school to create relationships outside of the classroom that can lead to connections inside the school setting. As a school team, we make sure that we set very high expectations for our staff and students and everyone is held to that standard. Our tribe mentoring program connects the majority of the staff to our lowest 25% and students who need additional counseling. Our teacher mentoring program pairs teachers who are new to the building with veteran Chiefs. Our students know and recite our school's vision and mission statement. Staff and students are allowed and encouraged to follow their passions and interests and bring those interests into the school setting. Staff are recognized with affirmations for both small and large accomplishments. Our "Coffee and Conversation" meetings allow our principal to connect with parents and the community. We consistently try to engage families as often as possible with our Chief Cafe meetings and have established and maintained our PTSA. We also connect with community leaders and establish community partnerships to assist with school beautification, mentoring, and other initiatives to promote a positive culture and build positive relationships.

Identify the stakeholders and their role in promoting a positive school culture and environment.

We include various stakeholders to promote a positive environment and positive school culture. Our school counselor, Mr. Stubbs, teaches students about the importance of being a positive citizen and role model. We also have counselors like Ms. Thomas who focus on conflict resolution and provides students with strategies to correct their behaviors through positive reinforcement. We also create a number of partnerships with outside entities that focus on student empowerment, creating a welcoming physical environment, and promoting health and healthy interactions among other things.