

Miami-Dade County Public Schools

Carol City Elementary School



2022-23 Schoolwide Improvement Plan

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Carol City Elementary School

4375 NW 173RD DR, Miami Gardens, FL 33055

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

Demographics

Principal: Tiffany Davis N

Start Date for this Principal: 7/15/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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)	English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Grades History	2021-22: B (54%) 2018-19: C (52%) 2017-18: B (61%)
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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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)
Elementary School PK-5	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	B		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.

Carol City Elementary School's mission is to equip students to become academically proficient and perform at their maximum potential in a risk-free learning environment. Students will acquire the knowledge, skills, and mind-set necessary to become contributing citizens that can compete in a global market.

Provide the school's vision statement.

Carol City Elementary School is committed to educational excellence and acceleration for all stakeholders, where we exceed standards and expectations, breaking down all barriers to learning day-by-day, and child by child.

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
Lee, Donna	Principal	The face of the school as well as Instructional Leader. Oversees all aspects of the organization such as leadership, direction, day to day operations, budget, and decision making.
Arce, Cortnye	Assistant Principal	Coordinates with the principal regarding standardized curricula, assessing teaching methods, monitoring student achievement, day to day operations, encouraging parent involvement and enforcing and revising policies and procedures.
Colon, Antonia	Instructional Coach	Works with the leadership team and collaborates in the school's decision making process. Collaborates with Leadership Team in developing the SIP. Works with educators in the areas of curriculum, lesson plans, setting goals, analyzing data, problem solving and identifying student strengths and weaknesses regarding Reading.
Davis, Angelisha	Other	ESE Chair works with the leadership team and collaborates in the school's decision making process. Collaborates with the Leadership Team in developing the SIP. Works with teachers and assists with adapting general education lessons to meet the learning needs of SPED students.
Jackson, Marthe	School Counselor	Works with the leadership team and collaborates in the school's decision making process. Collaborates with Leadership Team in developing the SIP. Works with students, parents and staff to improve overall mental health.
	Math Coach	Works with the leadership team and collaborates in the school's decision making process. Collaborates with Leadership Team in developing the SIP. Works with educators in the areas of curriculum, lesson plans, setting goals, analyzing data, problem solving and identifying student strengths and weaknesses regarding Mathematics.

Demographic Information

Principal start date

Monday 7/15/2019, Tiffany Davis N

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.*

1

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.*

22

Total number of teacher positions allocated to the school

23

Total number of students enrolled at the school

272

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

1

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

2

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	32	48	46	37	43	34	0	0	0	0	0	0	0	240
Attendance below 90 percent	0	16	20	9	11	5	0	0	0	0	0	0	0	61
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	3	14	8	8	0	0	0	0	0	0	0	36
Course failure in Math	0	2	2	6	1	6	0	0	0	0	0	0	0	17
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	7	7	0	0	0	0	0	0	0	24
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	13	6	0	0	0	0	0	0	0	28
Number of students with a substantial reading deficiency	0	3	3	13	10	9	0	0	0	0	0	0	0	38

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	1	0	1	0	0	0	0	0	0	0	2

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	3	3	10	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 9/7/2022

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	23	42	32	60	31	46	0	0	0	0	0	0	0	234
Attendance below 90 percent	13	15	14	30	9	16	0	0	0	0	0	0	0	97
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	4	21	7	13	0	0	0	0	0	0	0	45
Course failure in Math	0	0	3	17	5	19	0	0	0	0	0	0	0	44
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	5	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	5	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	2	6	22	44	8	14	0	0	0	0	0	0	0	96

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	4	0	4	25	5	15	0	0	0	0	0	0	0	53

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	5	0	1	15	0	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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	23	42	32	60	31	46	0	0	0	0	0	0	0	234
Attendance below 90 percent	13	15	14	30	9	16	0	0	0	0	0	0	0	97
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	4	21	7	13	0	0	0	0	0	0	0	45
Course failure in Math	0	0	3	17	5	19	0	0	0	0	0	0	0	44
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	5	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	5	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	2	6	22	44	8	14	0	0	0	0	0	0	0	96

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	4	0	4	25	5	15	0	0	0	0	0	0	0	53

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	5	0	1	15	0	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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	37%	62%	56%				51%	62%	57%
ELA Learning Gains	71%						52%	62%	58%
ELA Lowest 25th Percentile	72%						61%	58%	53%
Math Achievement	40%	58%	50%				59%	69%	63%
Math Learning Gains	62%						58%	66%	62%
Math Lowest 25th Percentile	50%						30%	55%	51%
Science Achievement	43%	64%	59%				52%	55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	44%	60%	-16%	58%	-14%
Cohort Comparison		0%				
04	2022					
	2019	54%	64%	-10%	58%	-4%
Cohort Comparison		-44%				
05	2022					
	2019	47%	60%	-13%	56%	-9%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	58%	67%	-9%	62%	-4%
Cohort Comparison		0%				
04	2022					
	2019	63%	69%	-6%	64%	-1%
Cohort Comparison		-58%				
05	2022					
	2019	47%	65%	-18%	60%	-13%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	44%	53%	-9%	53%	-9%
Cohort Comparison						

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	11	42		26	50		9				
ELL	27			40							
BLK	36	68	80	36	61	57	41				
HSP	43	80		53	63		50				
FRL	36	70	72	36	59	47	39				
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	4	20		17	40						
ELL	31										
BLK	23	31		22	17		12				
HSP	33	31		4	8		18				
FRL	25	32		18	16		15				
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	38	50		46	40						
ELL	38	33		47	38						
BLK	52	53	64	59	59	28	47				
HSP	46	45		62	57						
FRL	52	52	57	59	58	30	54				

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	2
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	425
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	54
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	57
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	50
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?

Although ELA and Math data reflect a trend of increasing percentages of students demonstrating mastery from the 2021-2022 school year, the District proficiency rate is higher in ELA, Math and Science. 2022 FSA ELA Achievement and Learning Gains for all students reflect a 12 percentage point increase from 2021 data, however, we are below the District proficiency rate in all grades. 2022 FSA Math Achievement and Learning Gains, for all students as well as for L25 students, reflect 22 and 47 percentage point increases over 2021 performances respectively. This is considerably lower than the District average in Grades 3 and 5. Florida Science Assessment results have increased from 14% to 43%. This is a 29-percentage point increase, however it is 6 percentage points below the District proficiency rate.

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

Based on 2022 state assessment data, 3rd Grade ELA and Math is the data component in greatest need of improvement. The percentage of 3rd Grade students demonstrating Mastery in ELA compared to the District average is a 29% decrease. The percentage of 3rd Grade students demonstrating Mastery in Math as compared to the District average is a 20 percentage point decrease.

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

The impacts of decreased student engagement and additional obstacles arising from COVID-related closures and lost instructional time are contributing factors to the difference in student proficiency rate. Increased emphasis and support for the implementation of the new B.E.S.T. Standards will be crucial to accelerate student learning. This will occur through weekly common planning and professional development. In addition, enhancements to data-driven, inclusive, and differentiated instructional efforts are needed throughout the 22-23 school year. Staff expertise in specific content areas need to be implemented strategically as well.

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

A review of 2022 Florida Standards Assessment results indicates an overall increase of 47-percentage points in Math Learning Gains when compared to 2021 FSA Math results. Additionally, Math Learning Gains for students in the Lowest 25% reflect a 50-percentage point increase when compared to 2021 FSA Math results.

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

Increased emphasis and support for the implementation of the standards contributed to accelerating student learning. In addition, enhancements to data-driven, inclusive, and differentiated instructional efforts were made during the 21-22 school year.

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

Continue support for the implementation of the new B.E.S.T. Standards to accelerating student learning. In addition, enhancements to differentiated instructional efforts will continue as well as before and after school tutoring.

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 Leadership Team and PLST will identify and facilitate professional development opportunities focused on the implementation of the new curriculum. Additional professional development opportunities addressing social-emotional learning, instructional technology, progress monitoring, effective inclusive practices, high impact strategies to support inclusive teaching and learning, the use of data to instructional differentiation and interventions, will be provided to faculty and staff.

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

Instructional supports for ESE and ELL students will be strategically scheduled and provided so as to optimize their effectiveness. Master schedules will be developed with primary consideration being given to a structure that facilitates the provision of supports to students in need of them. Staff will be assigned, and deliberately scheduled, in a manner that supports the consistent and effective provision of instructional supports, particularly in Science, ELA, and Math. Extended Learning Opportunities will continue to be offered, including Reading, Math and Science. Emphasis will be placed on the inclusion of SWD and L25 in all extended learning opportunities, as appropriate and available.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Carol City Elementary School will implement differentiated instruction as directly related to ELA and Math in Grades 3-5. According to the 2022 ELA FSA proficiency data, 24% of the 3rd grade students are proficient, 50% of the 4th grade students are proficient and 42% of the 5th grade students are proficient. When compared to the tiered schools at the same level, 3rd grade was 6 percentage points below the tiered average. According to the 2022 Math FSA proficiency data, 27% of the 3rd grade students are proficient, 74% of the 4th grade students are proficient, and 27% of the 5th grade students are proficient. When compared to the tiered schools at the same level, 3rd grade was 8 percentage points below the tiered average. Based on the data, differentiation has proven to be effective in grades 3-5th. We will continue to focus on differentiated instruction to continue showing progress in student proficiency performance.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>If we successfully implement differentiated instruction as related to ELA and Math with fidelity in Grades 3-5, then we will increase 5 percentage points as evidenced by the FAST Progress Monitoring (PM3) Assessment.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>The Leadership Team will conduct regular walkthroughs and quarterly data chats to adjust groups based on current data in real time. The team will follow-up with monthly meetings to review data analysis of formative assessments and ensure that differentiation is aligned to current data. Administrators will continue to review lesson plans for indication of differentiation. Data from topic assessments will be analyzed during planning sessions to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth.</p>
Person responsible for monitoring outcome:	<p>Donna Lee (mrslee@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>Our school will focus on the evidence-based strategy of: Differentiation. Differentiation will assist with increasing overall proficiency as it is a systematic approach to instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations. Additionally, these data-focused discussions will provide opportunities for teachers to communicate any additional needs for support from the administration and/or Leadership Team as they implement focused instructional plans.</p>

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

Explain the

**rationale for
selecting**

**this specific
strategy.**

**Describe the
resources/**

criteria used

for selecting

this

strategy.

Differentiated instruction addresses the various levels of students performance and readiness levels through individualized instruction. Content delivery can be modified for student learning modalities and built upon to increase foundational weaknesses. Teachers will adjust their instructional delivery and content depth as new data indicates areas of weakness.

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.

Weekly common planning meetings will be facilitated to provide teachers with an opportunity to collaborate on understanding the foundation of the B.E.S.T. Standards, ways to improve lesson quality, teaching effectiveness, differentiated instruction and learner achievement. It is also an opportunity to brainstorm challenges, needs, and shared best practices. (August 22, 2022 - October 14, 2022)

Person Responsible Antonia Colon (actoni27@dadeschools.nets)

Teachers will develop lesson plans that will guide the learners trajectory of the standard. These plans will include the method and procedures being utilized to get to the learning goal. Lesson plans will be result oriented are inclusive of DI instruction to ensure students individual academic needs are met. (August 22, 2022 - October 14, 2022)

Person Responsible Antonia Colon (actoni27@dadeschools.nets)

Teachers will develop student differentiated instructional groups that will target specific weaknesses for remediation. Target group materials will be identified for appropriate content, processing ability, and small group learning environments. (August 22, 2022 - October 14, 2022)

Person Responsible Antonia Colon (actoni27@dadeschools.nets)

Teachers will participate in professional development to increase their understanding of student profiles and align appropriate differentiated instruction strategies. Daily Walkthroughs by administration will be conducted to ensure fidelity of standards being taught, differentiated instructional group materials and target goals. Data analysis after each assessment will occur to ensure remediation instruction is targeting non-mastered skills. (August 22, 2022 - October 14, 2022)

Person Responsible Donna Lee (mrslee@dadeschools.net)

To successfully drive differentiated instruction as related to ELA, teachers will implement Data Trackers and continue showing progress in student proficiency performance while identifying gaps as necessary. (Oct 31-Dec. 16).

Person Responsible Cortnye Arce (carce1@dadeschools.net)

To successfully implement differentiated instruction as related to Mathematics and to reach the diverse needs of all students, teachers will implement DI resources from the Pacing Guide with fidelity. (Oct 31-Dec. 16).

Person Responsible Cortnye Arce (carce1@dadeschools.net)

#2. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**Area of Focus****Description**

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

Transformational Leadership is an area of focus based on the results of the 2022 School Climate Survey which indicated 50% of teachers felt overloaded and overwhelmed at their job. To decrease this percentage, additional support will be provided to assist with classroom needs, providing immediate and specific feedback to issues that arise and remaining visible through continuous walkthroughs to offer classroom support.

Measurable**Outcome:**

State the

specific

measurable

outcome the

school plans to

achieve. This

should be a

data based,

objective

outcome.

Results of the 2023 School Climate Staff Survey will reflect a 10 percentage point decrease in the percentage of teachers feeling overloaded and overwhelmed at their job.

Monitoring:

Describe how

this Area of

Focus will be

monitored for

the desired

outcome.

The Leadership team will increase the frequency of walkthroughs to ensure classroom support is consistent.

Coaches will liaison between administration and teachers to ensure their concerns are addressed and suggestions are voiced. Follow-up conversations and feedback will be held within 48 hours after issues, concerns or questions arise. Additionally, surveys and/or discussions will be conducted to assess the effectiveness of these efforts and provide quantitative data to increase refinements to the implemented strategies.

Person

responsible for

monitoring

outcome:

Donna Lee (mrslee@dadeschools.net)

Evidence-

based

Strategy:

Describe the

evidence-

based strategy

being

implemented

for this Area of

Focus.

Consistent, developmental feedback involving the provision of clear expectations, progress towards goals, and a clear description of the behaviors and supports that will be provided. Leadership Team will model and utilize expertise and skills, to assist faculty and staff with building capacity and attaining goals.

Rationale for

Evidence-

based

Strategy:

Explain the

rationale for

The creation and sustainment of a positive and productive school culture relies on the availability of necessary supports as progress is made toward goal achievement. Increasing administrative access and visibility, while clearly articulating the supports to be provided as a result of expressed needs or observed conditions, will contribute to improvements in this area. By increasing the frequency of walkthroughs, expanding mechanisms for communicating information, and enhancing two-way communication

selecting this specific strategy.**Describe the resources/ criteria used for selecting this strategy.**

with administration in order to facilitate the timely provision of support, capacity will increase and teacher satisfaction will improve.

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.

Instructional coaches will continue to meet with teachers on a weekly basis to plan lessons. Incorporated into these meetings, will be any needs or request that can alleviate additional stressors such a needed material, student concerns, classroom assistance, clarification of lessons, etc. These concerns will be addressed by coach support during the session. (August 22, 2022 - October 14, 2022)

Person**Responsible**

Antonia Colon (actoni27@dadeschools.nets)

During weekly leadership meetings, instructional coaches will share teacher concerns and outcomes provided. Based on each issue, additional support from the counselor, administration or SPED chair will be implemented. (August 22, 2022 - October 14, 2022)

Person**Responsible**

Donna Lee (mrslee@dadeschools.net)

Administration will continue daily walkthrough to remain proactive with providing support to teachers in areas requested or observed. Feedback regarding requested assistance will be addressed in writing within 48 hours. (August 22, 2022 - October 14, 2022)

Person**Responsible**

Donna Lee (mrslee@dadeschools.net)

Bi-Monthly internal climate surveys will be created and electronically distributed to the staff to ensure needs are being met. Survey results and follow-up plans will be addressed during leadership meetings. (August 22, 2022 - October 14, 2022)

Person**Responsible**

Cortnye Arce (carce1@dadeschools.net)

The Leadership Team will develop a focused walkthrough schedule to ensure that teacher and classroom support is consistent and targeted. Teacher feedback will continue to be a priority to increase support and satisfaction. (Oct 31-Dec. 16)

Person**Responsible**

Donna Lee (mrslee@dadeschools.net)

Administration will Increase the focus on identifying and addressing areas in need of additional supports based on available data (e.g., Student Case Management records, student services documentation). Additional support from the school counselor regarding SEL will be a priority. (Oct 31-Dec. 16)

Person**Responsible**

Donna Lee (mrslee@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Empowering Teachers and Staff**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 2021-2022 School Climate Survey feedback from staff, 25% of teachers Strongly Agreed that their ideas are listened to and considered, in comparison to 33% during the 2020-2021 School Climate Survey feedback, this indicates a decrease of 8 percentage points. This data indicates that there is a critical need to increase staff participation.

Measurable Outcome:

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

If we successfully implement Empowering Teachers and Staff, our staff will feel their ideas are listened to and considered by an increase in percentage points and the staff morale will increase 10 percentage points (for a total of 43%) in the 2022-2023 Climate survey by June 2023.

Monitoring:

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

Leadership Team will conduct quarterly surveys to determine teacher's perceptions regarding this indicator, and recommend strategies to support continued improvements, as appropriate. The Leadership Team will review survey data to inform any additional actions needed. Based on survey responses, teachers will be asked to volunteer to lead different initiatives and showcase their leadership skills.

Person responsible for monitoring outcome:

Cortnye Arce (carce1@dadeschools.net)

Evidence-based**Strategy:**

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

Within the Area of Focus of Positive Culture and Environment, we will focus on Empowering Teachers and Staff to ensure that our teachers have a voice and can participate in the decision-making process.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The administration at Carol City Elementary wants to empower teachers in our school by listening to their ideas and involving them in the decision making process. Leading different initiatives will provide leadership opportunities for teachers while also considering their input on what initiatives to implement.

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.

The leadership team will be assigned personnel to gather opinions and suggestions regarding current school issues and/or concerns. This will focus on one-to-one conversation to ensure those that do not speak out during meetings are still heard. These ideas and suggestions will be discussed and teachers will be given an opportunity to implement certain plans. (August 22, 2022 - October 14, 2022)

Person Responsible

Marthe Jackson (proverb13@dadeschools.net)

During monthly meetings, teachers will be highlight and appreciated for their efforts and hard work. The leadership team will celebrate specifics that individuals and grade levels have done. (August 22, 2022 - May 17, 2023)

Person Responsible Cortnye Arce (carce1@dadeschools.net)

Teachers will choose committees to participate in which will provide them with an opportunity to collaborate and brainstorm together. Teachers will create an action plan for events and spearhead all components. Administration will review the written plan 30 days prior to the event. (August 22, 2022 - May 17, 2023)

Person Responsible Cortnye Arce (carce1@dadeschools.net)

Teachers will have an opportunity to schedule personal conference time with administration. This time slot will be used to discuss whatever concerns or topics the individual may have. Plans to implement new activities may be suggested at this time. The topics of these meetings are purely at the discretion of the teacher/ staff. (August 22, 2022 - May 17, 2023)

Person Responsible Donna Lee (mrslee@dadeschools.net)

Teachers will have the opportunity to attend monthly committee meetings to collaborate and discuss school goals while increasing teacher motivation, improving problem-solving skills and empowering teachers. (Oct 31-Dec. 16)

Person Responsible Cortnye Arce (carce1@dadeschools.net)

Teachers will have an opportunity to have conference time with the administration and communicate information and their interest in and ability to engage with issues occurring within the school. By empowering teachers, the school as well as the students benefit. (Oct 31-Dec. 16)

Person Responsible Cortnye Arce (carce1@dadeschools.net)

#4. 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.

Based on the 2022 FSA data, 27% of ELL students are proficient in ELA, while 11% of Students with Disabilities (SWD) students are proficient. When compared to the 2021 data, ELL decreased by 4% while SWD increased by 7%. However, SWD is still below the 41% target of students demonstrating mastery. The Universal Design Learning (UDL) technique will be implemented with ELA and SWD students to increase their levels of proficiency as well as an inclusive education setting.

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

With the implementation of UDL, students in the ELL and SWD subgroups will exhibit an increase of 10% in proficiency on the 2023 Florida Assessment of Student Thinking (F.A.S.T Assessment).

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

The Leadership Team will conduct regular walkthroughs to ensure that UDL is implemented within inclusive classrooms. Administration will review lesson plans for indication of UDL techniques. We will create an UDL observation checklist to monitor on a weekly basis. The observation checklist will be analyzed during the Leadership Team meeting to ensure students are receiving the strategies to be a successful student in a general education setting.

The LEA and Exceptional Student Education chairperson will conduct bi-weekly data chats with teachers in grades K-2. The Exceptional Education Chairperson will model and provide support facilitation for general education teachers with students in the ESSA subgroup.

Person responsible for monitoring outcome:

Angelisha Davis (angelisha@dadeschools.net)

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

Carol City Elementary will focus on the evidence-based strategy of: Universal Design for Learning (UDL). UDL will assist with reducing barriers in instruction. UDL will provide appropriate support for SWD and ELL students to their full academic potential. Data-Driven instruction infused with UDL will be monitored using trackers to drive the instructional planning and delivery of instruction.

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

Universal Design Learning will provide teachers with various strategies and resources to help meet diverse learning needs, improve accessibility to learning opportunities, and increase student success. As new data evolves, teachers will modify their instruction, plans, and instructional delivery.

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.

Provide Professional Development for teachers on effective implementation of Universal Design Learning Instructional Delivery aligned to the school goals/ objectives based on data. As a result, teachers will develop a Universal Design Learning classroom for the targeted subgroup. Teachers will also provide cognitive support, summarizing major points, giving background and contextual information, and delivering effective prompting. The PD will take place October 19, 2022.

Person Responsible Angelisha Davis (angelisha@dadeschools.net)

Teachers will create lesson plans infused with Universal Design Learning for inclusive instruction and delivery. As a result, teachers will have students utilize outlines, summaries, graphic organizers, and other scaffolding tools to assist students in learning. (August 22, 2022 - October 14, 2022)

Person Responsible Angelisha Davis (angelisha@dadeschools.net)

Facilitate weekly collaborative planning meetings with coaches to equip teachers with UDL strategies and student accommodations. Teachers will also have the opportunity to discuss methods that perform well with students aligned with the best practices. Teachers will begin to incorporate the UDL to guide lesson planning for clear and explicit delivery of instruction. (August 22, 2022 - October 14, 2022)

Person Responsible Angelisha Davis (angelisha@dadeschools.net)

Teachers will collaboratively create a UDL framework that can be used to monitor bi-weekly assessments aligned to the whole and small group instruction. Teachers will use current data to observe the learners' progress and revise as required. (August 22, 2022 - October 14, 2022)

Person Responsible Angelisha Davis (angelisha@dadeschools.net)

SPED Teacher will have Bi-Weekly follow up on UDL implementation during Common Planning Reading and Math with teachers to discuss issues and concerns regarding student accommodations and strategies as well as best practices. (Oct 31-Dec. 16)

Person Responsible Angelisha Davis (angelisha@dadeschools.net)

SPED Chair will have meetings with administration to review issues and concerns from teachers regarding student accommodations and strategies as well as best practices. (Oct 31-Dec. 16)

Person Responsible Cortnye Arce (carce1@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

The 2022 SAT data for ELA shows, 37% of the current 1st grade and 78% of the current 2nd grade students are not currently on progress to meet the requirements to be successful in 3rd grade. Consistent implementation of standard based planning with an emphasis on delivery, understanding and proficiency will occur. Data trackers will be implemented and reviewed to determine adjustments to strategies and small group remediation.

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

The 2022 SAT and FSA data shows, 86% of the current third grade, 76% of the current 4th grade and 72% of the current 5th grade are not on track to score a level 3 or above in the 2023 ELA FAST assessment. Consistent implementation of standard based planning with an emphasis on delivery, understanding and proficiency will occur. Data trackers will be implemented and reviewed to determine adjustments to strategies and small group remediation. In addition, selected students will attend extended learning opportunities to receive additional small group instruction to remediate foundational skills and review grade level deficiency.

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)

With the implementation of itemized collaborative planning sessions, an additional 10% of the primary population will score within a range that projects proficiency in 3rd grade on the 2023 state assessment in ELA.

Grades 3-5: Measureable Outcome(s)

With the implementation of standards based collaborative planning and extended learning opportunities, an additional 10% of the intermediate grade student will score at or above grade level proficiency on the 2023 ELA state assessment.

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.

Administration will attend collaborative planning session on a weekly basis. Administration will conduct daily walkthroughs to ensure planning focus is being implemented during classroom instruction. Data Analysis of formative assessments will be reviewed as assessed to observe progress and target students for small group remediation and extended learning opportunities.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Lee, Donna, mrslee@dadeschools.net

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?

The evidence-based strategy that will be implemented in this area of focus is Standards-Based Collaborative Planning. Weekly time will be provided to teachers to work together with the instructional coaches, share best practices, analyze data and collaborate on effective strategies and techniques for student achievement.

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?

Standard based collaborative planning will ensure that teachers are using recent data to work with differentiated groups and lessons are aligned to B.E.S.T. standards. Teachers will continuously adjust their instruction, plans, and instructional delivery as new data becomes available.

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
Provide Professional Development for teachers on effective implementation of B.E.S.T. Standards in ELA and Writing and their vertical progression through grade levels will occur. Teachers will be equipped with knowledge to scaffold lessons for students who may need remediation in specific standards to push for proficiency. (August 22, 2022 - October 14, 2022)	Lee, Donna, mrslee@dadeschools.net
Teachers will create a teacher led center planner that is inclusive of DI instruction. Teachers will have timely data driven student groups, appropriate resources, and lesson plans that reflect DI instruction. (August 22, 2022 - October 14, 2022)	Lee, Donna, mrslee@dadeschools.net
Instructional coaches will facilitate weekly collaborative planning meetings to guide teachers through analysis of data, appropriate resources, and sharing of best practices. Members of the collaborative planning session will modeling explicit instruction during small groups. (August 22, 2022 - October 14, 2022)	Lee, Donna, mrslee@dadeschools.net
Teachers will analyze data that can be used to track student performance on bi-weekly assessments to revise differentiated groups as needed. (August 22, 2022 - October 14, 2022)	Lee, Donna, mrslee@dadeschools.net
Weekly Leadership Team walkthroughs during DI instruction and Intervention will occur to ensure that proper and consistent implementation is taking place and programs address the identified need for student achievement. (Oct 31-Dec. 16)	Lee, Donna, mrslee@dadeschools.net
Teachers will have an opportunity to attend the Reading Horizons Intervention @ Carol City Elementary School on November 8, 2022, the Mandatory Professional Development Day. This PD will ensure that teachers are provided with the resources and tools on how to successfully implement Intervention strategies and best practices. (Oct 31-Dec. 16)	Colon, Antonia, actoni27@dadeschools.net

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.

Meaningful change and improvements are not produced by events; they are processes. As such, Carol City Elementary has implemented broad initiatives that, by combining numerous individual programs and activities, synergize their impact and creates an environment where sustainable progress, growth, and success are supported. We have created an inclusive school culture where all students can feel safe, where parents know they can access resources and support, and where all faculty and staff are equipped with the strategies and information needed to address a wide variety of social, emotional, and mental health/wellness issues. These initiatives are: 1) To identify and address the needs of students experiencing trauma or distress; 2) To provide programs and activities that reflect inclusive practices, kindness, and mindfulness.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Instructional Leaders, and Counselors. These individuals constitute the school's Leadership Team. In addition to the Leadership Team, the school's EESAC and PTA provide additional support and guidance in maintaining a positive school culture.

The Principal's role is to provide overall administrative and instructional leadership for all faculty and staff, as well as a common vision and instructional leadership for data-based decision-making, oversees all the school's initiatives, and responds to concerns raised by staff and stakeholders.

The Assistant Principal will support the development and implementation of Social/Emotional and Wellness initiatives for students, staff, and stakeholders, ensuring compliance with program and activity monitoring and facilitating evaluations of the same.

The Counselors (Guidance Counselor, Student Support Specialists, and Mental Health Counselor) will primarily be tasked with the implementation of Social/Emotional and Wellness initiatives and activities for students, staff, and stakeholders, sharing information with the Leadership Team and school community in order to inform revisions to initiatives.

Instructional Leaders will assist by providing and responding to feedback from stakeholders. Feedback will be shared during Leader Meetings and used to refine improvement efforts. All stakeholders are responsible for making specific efforts to connect and build relationships with students, staff, parents, and families.