George W. Carver Elementary School

2022-23 Schoolwide Improvement Plan

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George W. Carver Elementary School

238 GRAND AVE, Coral Gables, FL 33133

http://littlecarver.dadeschools.net

Demographics

Principal: Patricia Fa IR Clough D

Start Date for this Principal: 7/28/2018

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	44%
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 White Students Economically Disadvantaged Students
School Grades History	2021-22: A (72%) 2018-19: A (66%) 2017-18: A (69%)
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	N/A
* 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	No	44%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of the International Studies/International Education Magnet program at G.W. Carver Elementary is to foster an innovative, multilingual program with an academically challenging and rigorous curriculum, ensuring student achievement and personal growth for success in a global society.

Provide the school's vision statement.

Our vision is to provide a multilingual environment that prepares students for global success in an ever-changing world.

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
Fairclough, Patricia	Principal	Principals supervise teachers and educational staff and keep track of student performance. They ensure that school facilities remain safe for students and faculty and plan regular maintenance of school grounds and equipment. Principals also research and acquire new materials and resources to improve the experience of both students and teachers.
Montano, Kadie	Assistant Principal	The Assistant Principal is responsible for facilitating the day-to-day requirements of the school. She needs to ensure the safety of students, as well as, the fulfillment of federal and state student and teacher performance guidelines. This leadership position includes interactions with students, teachers, other administrators, board members, and parents.
Cameron, Geraldine	Teacher, K-12	Teachers are responsible for keeping the classroom under control, developing lesson plans, establishing and enforcing a set of rules for the classroom;, as well as, keeping parents updated on their child's progress. In addition, teachers are charged with preparing students for standardized tests, monitoring and enforcing rules and expectations to ensure safety, encouraging students to learn, and recognizing students deficiencies and strengths to facilitate progress towards proficiency in state and national standards.
Martinez, Evelyn	Magnet Coordinator	Special Programs/Magnet Coordinator is responsible for coordinating site-based program activities. This includes integrating each program's theme into curricula as assigned, exploring partnerships to enhance educational offerings, and marketing the program to potential families and the community.
Jimenez, Johanna	Other	Provides support and counseling services to students; develops prevention and intervention strategies; assesses students and families; provides case management; monitors student progress; and makes referrals.
Chery, Victoria	Other	Responsible for assisting learners in developing their potential to grow academically, socially, and emotionally.

Demographic Information

Principal start date
Saturday 7/28/2018, Patricia Fa IR Clough D

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.*
2

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.*
8

Total number of teacher positions allocated to the school
34

Total number of students enrolled at the school
576

Identify the number of instructional staff who left the school during the 2021-22 school year.
9

Identify the number of instructional staff who joined the school during the 2022-23 school year.
8

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	98	104	112	107	79	76	0	0	0	0	0	0	0	576
Attendance below 90 percent	0	4	2	6	4	1	0	0	0	0	0	0	0	17
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	1	2	1	1	0	0	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	2	5	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	3	3	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	0	0	0	8	4	6	0	0	0	0	0	0	0	18
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	4	2	3	0	0	0	0	0	0	0	9

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	3	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 7/28/2022

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	94	121	107	94	83	74	0	0	0	0	0	0	0	573
Attendance below 90 percent	1	2	5	9	1	6	0	0	0	0	0	0	0	24
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	4	0	3	0	0	0	0	0	0	0	9
Course failure in Math	0	0	1	2	0	5	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	6	17	19	5	6	0	0	0	0	0	0	0	53

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	1	2	0	4	0	0	0	0	0	0	0	7

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	1	0	0	0	0	0	0	0	0	0	1
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	94	121	107	94	83	74	0	0	0	0	0	0	0	573
Attendance below 90 percent	1	2	5	9	1	6	0	0	0	0	0	0	0	24
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	4	0	3	0	0	0	0	0	0	0	9
Course failure in Math	0	0	1	2	0	5	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	6	17	19	5	6	0	0	0	0	0	0	0	53

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	1	2	0	4	0	0	0	0	0	0	0	7

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	1	0	0	0	0	0	0	0	0	0	1
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	79%	62%	56%				71%	62%	57%
ELA Learning Gains	67%						72%	62%	58%
ELA Lowest 25th Percentile	59%						56%	58%	53%
Math Achievement	88%	58%	50%				80%	69%	63%
Math Learning Gains	81%						74%	66%	62%
Math Lowest 25th Percentile	68%						55%	55%	51%
Science Achievement	63%	64%	59%				55%	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	58%	60%	-2%	58%	0%
Cohort Comparison		0%				
04	2022					
	2019	79%	64%	15%	58%	21%
Cohort Comparison		-58%				
05	2022					
	2019	69%	60%	9%	56%	13%
Cohort Comparison		-79%				

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	80%	67%	13%	62%	18%
Cohort Comparison		0%				
04	2022					
	2019	88%	69%	19%	64%	24%
Cohort Comparison		-80%				
05	2022					
	2019	73%	65%	8%	60%	13%
Cohort Comparison		-88%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	55%	53%	2%	53%	2%
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	40	55		54	70						
ELL	84	67		91	94		64				
BLK	42	55	55	66	60		38				
HSP	84	68	59	90	85	76	61				
WHT	97	76		100	85		85				
FRL	70	62	57	82	80	64	52				

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	24			31							
ELL	79	64		77	43		53				
BLK	53	38		53	31		25				
HSP	82	75		73	50		64				
WHT	96			96							
FRL	70	56	50	59	30	30	44				

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	25			25							
ELL	70	77	81	82	81	69	61				
BLK	43	48	27	64	54	50	23				
HSP	78	77	68	83	77	53	55				
WHT	94	91		94	100						
FRL	61	67	50	73	66	48	40				

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)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	579
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	55
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	79
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	75
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	89
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	67
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?

According to the 2021-2022 Data Maps, we showed significant improvement in all subgroups and all content areas. In ELA, we increased 5% points from 75% to 80% proficiency and increased our ELA learning gains (LG) by 5% points and our Lowest 25% population (L25) by 6% points. In Mathematics, we increased from 70% to 88% of our students achieving proficiency levels, from a 44% to 81% in the area of LG, and an increase from 44% to 81% for our L25. Finally, in Science, we increased from a 52% to 63% proficiency in grade 5. The only area we did not achieve an increase in our proficiency levels when compared to the 2021 data was ELA achievement, which remained at 79% of students who achieved proficiency.

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

According to progress monitoring and the 2022 state assessments, our greatest need for improvement is in Science Achievement, especially as it pertains to the subgroup of our black students who scored only 38%. This score is significantly lower than all other subgroups. A similar trend is true when you look at our subgroup data for ELA achievement, which indicates that our black students are reaching levels of proficiency at a significantly lower rates when compared to their white, hispanic, and ELL classmates.

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

Data from the same subgroup in other subjects suggest that the gap between the black subgroup and other subgroups follows the same pattern. The black subgroup scored the lowest in every category assessed. We believe it may be due to limited opportunities for enrichment during and beyond school when compared to peers in other subgroups. To address this need for improvement, we will need to ensure that teachers are trained on how to encourage this subgroup and promote inclusivity. Being aware of this achievement gap will also help teachers encourage more participation from this subgroup and highlight the need for them to use a variety of instructional strategies to engage and accelerate the bridging of the gap.

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

According to the School Data for 2022 and 2021, our students showed the most improvement in the area of Mathematics. In particular, our mathematics learning gains increased by 37 percentage points from 44% to 81%, overall achievement increased 15 percentage points from 73% to 88%, and the learning gains of our lowest 25% population increased by 32 percentage points from 32% to 68%.

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

We believe our significant improvement in the area of mathematics can be attributed to the consistent use of standard-aligned instruction and the increased use of manipulatives to build understanding. In addition, strategic and consistent differentiated instruction, as well as, the incorporation of online programs such as IXL, i-Ready, and Reflex Math were other factors that contributed to this growth.

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

In order to accelerate learning, we plan to continue to look for ways to enrich our students in all content areas, while also still planning for standards-aligned whole group and differentiated instruction. This school year in particular with the new BEST standards, new assessments, and new curriculum, collaborative planning will be imperative to ensure that our teachers are effectively unwrapping the standards in order to effectively plan for the accelerated learning that many students may require.

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.

Teachers will be able to participate in professional development activities that will dig deeper into the BEST standards and will assist our staff in effectively unwrapping the standards. In addition, our teachers will also engage in professional development on how to effectively analyze their data points in order to make strategic instructional decisions in order to create an environment that is inclusive to all students and provides scaffolding, intervention, and enrichment opportunities.

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

Additionally, PLST and Leadership team will continue to monitor progress with all subgroups and provide continuous support to teachers in using engagement strategies, aligning lessons to standards, assessing mastery, and supporting IEP programs whenever necessary.

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 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.	Our ELA proficiency levels remained the same (79%) on the 2022 FSA ELA Reading when compared to our 2021 FSA ELA Reading proficiency levels. In addition, according to the 2021-2022 Data Maps, we showed significant improvement in all subgroups and all content areas. To ensure that we continue to maintain and increase our overall data in all subject areas and content areas we will focus on improving instructional strategies within grade levels by prioritizing standards-aligned instruction based on data. The teachers will utilize the varied student data to determine appropriate student intervention/enrichment tools and instructional resources. In addition, common planning will be key this school year. Teachers will have common planning sessions focused on unwrapping the standards to ensure they are teaching to the depth and complexity levels of each standard.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If teachers are effectively planning, analyzing their data, collaborating, and delivering standards-aligned instruction, then we expect that we can reach our academic ELA Reading proficiency goals of 79% on the PM3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration will monitor standards-aligned instruction via classroom walk-throughs, attending common planning sessions on a weekly basis, and most importantly, monitoring student data.
Person responsible for monitoring outcome:	Kadie Montano (kdmontano@gmail.com)
Evidence-based Strategy: Describe the evidence-based strategy being	In order to address the need for standards-aligned instruction, the strategy we will be implementing is Standards-Based Collaborative Planning. Standards-Based Collaborative Planning will be utilized to bring teachers and administration together to learn from one another and collaborate to strategically plan (i.e. unwrapping the standards, aligning activities and enrichment opportunities to the depth and complexity of the standards) and ensure standards-aligned, data driven instruction, which will ultimately lead to student achievement. Collaborative Planning will increase collaboration among teachers and promote learning and constructive feedback/

implemented for this Area of Focus.	conversations that will occur through the professional discussions among both the teachers and administration. This strategy will support us in reaching our goal of 79% proficiency levels because standards-based lessons, units, materials, and resources are improved when teachers work on them collaboratively.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	With new standards, new assessments, and new textbooks, it is imperative that teachers feel supported as we learn to navigate all of the changes. In order to plan for an effective lesson, teachers must first understand the expected outcome by unwrapping the standards. In order to effectively plan for and deliver standards-based lessons, it is imperative that our teachers understand the demands and complexity levels of the standards/learning targets.

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.

8/22/22-10/14/22: Facilitate bi-weekly collaborative planning meetings focused on providing teachers with an opportunity to collaborate in unwrapping the standards and planning for standards-based instruction. If teachers understand the demands of the standards/learning targets, then they are able to plan and deliver lessons that are aligned to meet the complexity levels and depth of those standards.

Person Responsible	Kadie Montano (kdmontano@gmail.com)

8/22/22-10/14/22: During collaborative planning, teachers will review performance data to not only reflect on their instruction, but strategically target the lowest performing standards. As a result, teachers will develop targeted instruction to improve student achievement.

Person Responsible	Kadie Montano (kdmontano@gmail.com)

8/22/22-10/14/22: Selected teachers will be selected to participate in the Math & Reading ICADs and share their knowledge with their peers. Teachers meet with their grade levels and disseminate information pertaining to standards-aligned instruction. If teachers attend these professional development opportunities and lead the charge to disseminate this information to their colleagues, then collaboration among grade level teams will increase, as well as, effective planning for standards-based instruction.

Person Responsible	Kadie Montano (kdmontano@gmail.com)

8/22/22-10/14/22: During collaborative planning, teachers will collaboratively review student work samples in order to calibrate their grade-level appropriate assignments/expectations to ensure grading is based on mastery of the standard. As a result, teachers can better assess the student output and grades according to the mastery level of the standard that was demonstrated.

Person Responsible	PATRICIA FAIRCLOUGH (pr0721@dadeschools.net)

10/31/22-12/16/22: The SLT will offer on going in-house workshops to ensure that all teachers are proficient in using Performance Matters, pulling assessment data, and in pulling i-Ready reports and

analyzing their data. Teachers will learn how to best utilize these reports to plan and execute standards-aligned instruction based on the students' needs. If teachers can access and analyze their data, then they can plan to effectively reteach or enrich their students based on their individual needs.

Person Responsible PATRICIA FAIRCLOUGH (pr0721@dadeschools.net)

10/31/22-12/16/22: Facilitate bi-weekly collaborative planning meetings focused on providing teachers with an opportunity to collaborate in unwrapping the standards and planning for standards-based instruction. If teachers understand the demands of the standards/learning targets, then they are able to plan and deliver lessons that are aligned to meet the complexity levels and depth of those standards.

Person Responsible Kadie Montano (kdmontano@gmail.com)

#2. 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.	According to the data pertaining to our learning gains, in 2021 Mathematics increased from 73% to 88%. In 2022, ELA went from 62% in 2021 to 67% in 2022. It is evident we have students on varying levels and many who benefited from the increased use of small group/ differentiated support to meet their individual needs in both Reading and Mathematics. Last school year, we prioritized differentiated instruction and we saw our return on this investment. It is important that we provide our students with the opportunity to build understanding in the area of mathematics, as well as enrich experiences when necessary. This will allow the students to effectively translate their knowledge of concrete models and examples to applying this knowledge to the abstract symbols and procedures in mathematics. In ELA, it is imperative that teachers are differentiating and scaffolding instruction to ensure that all students can effectively access and engage with grade-level, standards-based curriculum.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If our teachers utilize their varies forms of informal and formal data to inform their small group/differentiated instruction in the area of mathematics and reading, then we anticipate our proficiency levels will increase from FAST PM1 to FAST PM 3, as well as, the number of students who show growth from FAST PM 1 to FAST PM 3 in both reading and mathematics. We anticipate that 85% of our students will show growth in both Reading and Math from FAST PM 1 to FAST PM 3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration and teachers will monitor their topic/bi-weekly assessment data, as well as, the i-Ready Diagnostics throughout the school year. Our lowest 25% population, as well as, any other students identified utilizing available data will also complete progress monitoring assessments once a month, which will assist us in monitoring their specific progress as well.
Person responsible for monitoring outcome:	Patricia Fairclough (pfairclough@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Differentiated instruction will be our evidenced-based strategy 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.

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.

Small group/differentiated instruction allows for teachers to better meet the needs of all of your learners through targeted, strategic instruction. In addition, the discussions that students and teachers are able to have in small groups gives teachers insight into student thinking so they can better support their learning. Finally, differentiated instruction is the most effective way to remediate or enrich our the standards-based instruction.

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.

8/22/22-10/14/22: Teachers will have the opportunity to attend common planning with their grade level colleagues to analyze data and plan for effective implementation of small group instruction. The school leadership team (SLT) and administration will assist teachers during collaborative planning with collecting resources and interpreting data to plan for differentiated instruction (D.I.) weekly. If we successfully implement common planning sessions, teachers will have the opportunity to collaborate with their colleagues and share best practices to implement differentiated instruction. As a result, differentiated instruction lessons and resources will be reflected on lesson plans and student work samples.

Person Responsible PATRICIA FAIRCLOUGH (pr0721@dadeschools.net)

8/22/22-10/14/22: Teachers will implement a student data tracker using iReady data, topic/unit assessments, as well as, standards aligned data from the FAST Progress Monitoring (PM) 1. As a result, teachers will conference with students to inform their students of their learning progress, target instruction, monitor student progress and adjust as necessary.

Person Responsible Kadie Montano (kdmontano@gmail.com)

8/22/22-10/14/22: At the end of our testing window, administration will engage in data chats with teachers to review student progress, collaboratively analyze data from on-going progress monitoring assessments (OPM's), i-Ready, and topic assessments in order to make instructional shifts as necessary. If we successfully implement administration/teacher data chats, then teachers and administration will work collaboratively to make instructional shifts necessary to increase student achievement.

Person Responsible Patricia Fairclough (pfairclough@dadeschools.net)

8/22/22-10/14/22: At the end of the testing window, teachers will engage in formal and informal data chats with their students at the end of mathematics topic assessments, ELA unit assessments, science topic assessments, Progress Monitoring Assessments, and i-Ready growth monitoring assessments. If teachers engage in student data chats based on the expectations of the grade-level standards, then students will not only be informed of their own data, as well as, their areas of strengths and growth, but we expect students to have more ownership over their academic progress and goals.

| **Person Responsible** | Patricia Fairclough (pfairclough@dadeschools.net) |

10/31/22-12/16/22: It is evident in the primary grades that students are struggling with their spatial reasoning skills as per current data. To help improve these areas, manipulatives, music, and/or academic videos will be integrated into the lessons to help offer additional support and strategies that will help improve their abilities. As a result of a needs assessment conducted by the teachers, (teacher made tests, district assessments, etc.) they will be able to plan and execute mini lessons that are tailored to the students' needs. Additionally, those students who will benefit from challenging and enriching activities will also benefit from activities that are created specifically for them. As a result of this, student improvement will continue to grow in the area of mathematics.

| **Person Responsible** | Kadie Montano (kdmontano@gmail.com) |

10/31/22-12/16/22: Although our ELA student learning gains increased from 2021 to 2022, there is still a lot of work to be done in the areas of reading and writing. One of the major factors is increasing enrichment activities in reading and integrating more writing in core and content areas. By increasing writing instruction, students are going to be able to improve their comprehension skills and it will translate across all curriculum areas. Differentiated instruction will be geared towards introducing students to specific skills that are focused on writing. By making these short, specific lessons, teachers will be able to begin integrating these skills into their whole group instruction as the students gain proficiency in their writing abilities. Enrichment activities will also transpire during small group instruction. These will include project-based learning opportunities to help challenge the students in researching, comprehension, writing, and overall take on a holistic approach to their learning. This not only promotes and requires critical thinking skills, but also lends itself to engaging students and making them accountable for their learning. As a result, students' learning gains should continue to grow as demonstrated by the data collected throughout the school year.

| **Person Responsible** | Kadie Montano (kdmontano@gmail.com) |

#3. Positive Culture and Environment specifically relating to Leadership/Building Stronger Relationships

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Data findings from the 2021-22 School Climate Surveys reflect that the staff feels positive regarding the overall climate at the school and that help is provided to our students. Data regarding staff morale was much lower than we anticipated. According to the 2021-2022 School Climate Survey, only 48% of staff felt that their ideas were listened to and considered, which was a 33% decrease from the previous school year.
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, at least 60% of our staff will agree with the statement "I feel my ideas are listened to and considered" on the 2022-23 School Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Positive Culture and Environment will be monitored through an anonymous, monthly check-in surveys that will be conducted at our monthly faculty meetings and reviewed at our SLT meetings.
Person responsible for monitoring outcome:	Victoria Chery (338525@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Shared Leadership is the practice of governing a school by expanding the number of people involved in making important decisions related to the school's organization, operation, and academics. In general, Shared Leadership entails the creation of leadership roles or decision-making opportunities for teachers, staff members, students, parents, and community members. In order for our staff to feel that their ideas are listened to and considered, we believe the strategy of Shared Leadership will assist us in facilitating those conversations and creating those opportunities and roles for our staff to be more involved in the decision-making processes.
Rationale for Evidence-based Strategy: Explain the	Teachers are in the trenches and are constantly facing the harsh realities of teaching. However, they are also very knowledgeable of what is needed in order to help improve the quality of education in our school. Consequently, shared leadership is a very effective way to ensure we are troubleshooting any areas that need to be addressed. By encouraging our staff members to take on leadership positions in our school, they could

rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.
share their expertise, help build staff morale, and help all stakeholders. As a result, teachers will feel their voices are being heard, they are appreciated, valued, and respected.

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.

8/22/22-10/14/22: Teachers will have the opportunity to join school-based committees to not only support school-wide initiatives and events, but also to afford them the opportunity to use their talents and expertise outside of their classrooms and join committees they feel passionate about (i.e. STEM, Spanish, Social Committee, etc.) As a result of creating committees, teachers will have the opportunity to engage in a leadership role, improve relationships, and take a part in school-wide decision making.

Person Responsible	Patricia Fairclough (pfairclough@dadeschools.net)

9/28/22: During our faculty meeting, we will conduct a survey to identify the "Experts in My Building" list. This "Experts in My Building" list will be shared with the staff so they know who they can contact or seek assistance from in the school building. As a result of developing and sharing this list, staff members will feel empowered to seek members of their school community to support them. In addition, these experts will become part of our committees and teams throughout the school year to share their expertise when making important decisions.

Person Responsible	Evelyn Martinez (e.martinez@dadeschools.net)

8/22/22-10/14/22: Each month our faculty meetings will be hosted by a Grade Level Team. The grade level teachers must plan to share a best practice with the staff that they are currently utilizing in their classrooms. As a result of sharing best practices, teachers have the opportunity to engage in a leadership role and enhance their colleagues' skillset.

Person Responsible	PATRICIA FAIRCLOUGH (pr0721@dadeschools.net)

8/22/22-10/14/22: On a monthly basis, department teams (i.e. Security, custodial, leadership team, Grade Level Chairs) will have the opportunity to meet, share updates, and discuss any concerns from their assigned areas. As a result, faculty and staff will have the opportunity to engage with the different departments that allow our school to run so efficiently and get a deeper understanding of the moving parts, shared responsibilities, and will be given the opportunity to share some of their concerns and/or questions. If we effectively implement the evidence-based strategy of creating partnerships between teachers and staff, then faculty will feel that their ideas/concerns are listened to and they are supported, which will boost overall staff morale.

Person Responsible	PATRICIA FAIRCLOUGH (pr0721@dadeschools.net)

10/31/22-12/16/22:Leading committees is an exceptional way to showcase your talents and expertise. By allowing teachers to sign up for school committees they are given the opportunity to select areas they are adept in. With the committees that are currently offered in our school site, monthly meetings will be hosted to exchange ideas, make adjustments where necessary, and provide a safe space for the staff to express themselves. As a result, school leaders will be able to gain further knowledge, improve their areas of expertise, and further develop and strengthen work relationships.

Person Responsible   Patricia Fairclough (pfairclough@dadeschools.net)

10/31/22-12/16/22:Often times staff may believe the different school committees are functioning properly, however they may not be privy to information that demonstrate the opposite is in fact the case. In order to address and improve communication amongst the school leaders and staff, surveys can be created by committee leaders, to help ascertain what areas should be addressed to make improvements. Creating and participating in these kinds of surveys will not only serve to improve the functionality, goals, and progress of the aforementioned, but as a result, school leaders will also gain a lot from this. It can serve as a way for them to become introspective, thus make adjustments to both their leadership skills and their committees or areas they lead.

Person Responsible   Evelyn Martinez (e.martinez@dadeschools.net)

#4. Transformational Leadership specifically relating to Teacher Recruitment and Retention	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Data findings from the 2021-22 School Climate Surveys reflect that the staff feels positive regarding the overall climate at the school and that help is provided to our students. In addition, the overall school grade assigned by the staff in the school climate survey was an A, as indicated by 52% of our staff members and a B, as indicated by 44% of our staff members. Data regarding staff morale was much lower than we anticipated. According to the 2021-2022 School Climate Survey, only 36% of the school staff stated that they enjoyed working at the school, which is a 53% decrease from the previous school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of promoting the morale and performance of the team, 50% of our staff will agree with the statement "I enjoy working at my school" on the 2022-23 School Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Transformational Leadership, as it specifically relates to teacher recruitment and retention, will be monitored in weekly common planning sessions with administration, monthly grade level chair meetings, and finally via quarterly school-based, anonymous school climate surveys. This will allow the school leadership team to get a pulse on the school climate each quarter to make the necessary adjustments or changes.
Person responsible for monitoring outcome:	Patricia Fairclough (pfairclough@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy that will be implement for this area of focus is promoting the morale and performance of the team. Promoting the Morale and Performance of the Team means that leaders check in with team members regularly and identify the need for boosting morale through incentive programs, rewards for positive performance, or other positive reinforcement. Administration and our school leadership team will also incorporate opportunities to elevate the team's morale during struggle or opportunities for improvement. By intentionally creating these checks-ins, incentives, and positive reinforcements throughout the year, we hope to create an positive environment where teachers feel appreciated and celebrated.

Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**	We decided to focus on promoting the morale and performance of the team to address the staff morale needs in our school. If we consistently check-in with our staff, make the necessary shifts to support them through times of struggle (i.e. new curriculum,, new assessments, parent conflicts), implement incentives to boost morale, and motivational efforts are employed regularly, then we expect that teachers will feel that supported and celebrated, which will boost overall staff morale.

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.

8/22/22-10/14/22: Each month, we will host an optional team engagement activity/team-building activity to not only increase staff morale and promote relationship building among the staff, but to enhance and increase staff participation in the "Dream Team" vision for this school year.

Person Responsible	Evelyn Martinez (e.martinez@dadeschools.net)

8/22/22-10/14/22: All staff members will complete a birthday survey, which will be posted in the faculty lounge. The SLT will facilitate birthday celebrations and birthday shout-outs for each staff member to ensure that the staff feels that they are not only appreciated for the work they do in the classroom, but also we appreciate and celebrate all milestones.

Person Responsible	Evelyn Martinez (e.martinez@dadeschools.net)

8/22/22-10/14/22: Grade level department chairs will have meetings once a month to share best practices, discuss resources, and plan with the teachers. As a result of hosting these monthly department/grade level meetings, teacher leaders will be afforded leadership opportunities, as well as, a place to voice their concerns.

Person Responsible	Kadie Montano (kdmontano@gmail.com)

8/22/22-10/14/22: At our monthly faculty meetings, the school leadership team will share faculty Shout-Outs. During this time, we will recognize and celebrate the individual staff members who went above and beyond in creating partnerships with teachers. As a result of these shout-outs and celebrations, staff morale will improve and teachers will feel empowered to share their expertise and develop others.

Person Responsible	PATRICIA FAIRCLOUGH (pr0721@dadeschools.net)

10/31/22-12/16/22: Utilizing our school's broadcasting program, a monthly teacher spotlight segment will feature a different educator where their expertise, accolades, best practices, etc. will be shared with our Carver community. As a result, the teachers will have an opportunity to shine and thus feel valued and appreciated for the great work they have and continue to do. This recognition is vital in helping our staff feel empowered, while offering their colleagues the opportunity to also learn from them.

Person Responsible	Rachel Gomez (rachelg@dadeschools.net)

10/31/22-12/16/22: The importance of feeling understood and appreciated is imperative for developing healthy, collegiate relationships. Laughter is a source that often helps bring people together. In order to accomplish the former, incorporating comedic staff skits and/or creating staff music videos has proven to be a great remedy for releasing stress and form bonds. As a result of this, our staff members will feel they are being acknowledged, included, and will be more willing to partake in staff activities for the betterment of our school morale.

Person Responsible   Rachel Gomez (rachelg@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.

Our school works together to analyze trends and feedback to identify the developing needs of our stakeholders. A team comprised of teachers, administration, and support personnel meets to discuss the data findings and personal experiences to develop sustainable solutions that align with our school's mission and vision. We consider School Culture a priority because we acknowledge the importance of relationships, as well as, students and staff feeling safe, heard, and happy and how these can all impact student achievement, overall culture and staff and student morale.

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

The stakeholders in our school community are our community members and leaders, students' families, community partners, and school staff. Our community members and leaders work to support our school programs and school initiatives by helping us secure funds, and much-needed resources, and participating in school events. Our students' families work in collaboration in the pursuit of student achievement. Families enrich our school experience by providing their expertise during a variety of activities and school collaborations. As part of PTA and EESAC, our families work with the school community to fundraise and allocate funds to school projects with the greatest impact on our children. Our community partners provide enrichment opportunities for our students by working with our teachers, both virtual and face-to-face, and supporting our students' progress towards proficiency.