

Miami-Dade County Public Schools

Carol City Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	25
V. Reading Achievement Initiative for Scholastic Excellence	25
VI. Title I Requirements	28
VII. Budget to Support Areas of Focus	30

Carol City Elementary School

4375 NW 173RD DR, Miami Gardens, FL 33055

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

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Davis, Tiffany	Principal	As the principal of Carol City Elementary, Mrs. Davis ensures a common vision as well as provides instructional leadership for data-based decision making at the school site. Additionally, she oversees all aspects of the day to day organization, operations, budget, and evidence of student achievement.
Arce, Cortnye	Assistant Principal	Ms. Arce collaborates 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. She works directly with staff to ensure the safety of the students and fulfills the federal and state student and teacher performance guidelines.
Colon, Antonia	Reading Coach	Ms. Colon collaborates with the leadership team and actively participates in the school's decision-making process. She works with the Leadership Team in developing the SIP. Additionally, she will facilitate weekly grade level meetings and lesson planning sessions with all grade levels (3-5) focusing on ELA and sharing of best practices to ensure that lesson plans are standard-aligned. She will also facilitate quarterly data chats so that instruction is data-driven and analyze all school data to identify strengths, areas for improvement and trends. Ms. Colon will provide job embedded professional development that is relevant to teachers.
Davis, Angelisha	Instructional Coach	Ms. Davis, ESE Chair, works with the leadership team and collaborates in the school's decision making process. She collaborates with the Leadership Team in developing the SIP. Additionally, she focuses on IEP implementation as well as high yield strategies to improve students' performance.
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.
Tarver, Terri	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.
Wooten, Chaneqa	Reading Coach	Ms. Wooten collaborates with the leadership team and actively participates in the school's decision-making process. She works with the Leadership Team in developing the SIP. Additionally, she will facilitate weekly grade level meetings and lesson planning sessions with all grade levels (K-2) focusing on ELA and sharing of best practices to ensure that lesson plans are standard-aligned. She will also facilitate quarterly data chats so that instruction is data-driven and analyze all school data to identify

Name	Position Title	Job Duties and Responsibilities
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strengths, areas for improvement and trends. Ms. Wooten will provide job embedded professional development that is relevant to teachers.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Improvement Plan outlines the goals, objectives, and action steps the school will use and create to improve the performance of the school. Stakeholders play an important role in the development of the SIP. As stakeholders they have an interest and investment in the school. After analyzing the previous year's data, the school's Leadership Team strategically develops specific areas of focus to create our school goals. Once the draft is completed it is then shared out with faculty, staff and stakeholders of the school in order to gain insight. Since the SIP is a live document, EESAC meetings are held throughout the school year where stakeholders may provide input and give suggestions to the SIP. The common goal of every stakeholder is to achieve the vision and mission of the school.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is an ongoing document which is reviewed and reflected on. It will be monitored regularly for effective implementation by weekly classroom walkthroughs, data analysis, common planning sessions and leadership team meetings. Furthermore, Open House, the Annual Title 1 meeting, monthly EESAC meetings and School Climate Surveys will be used to gather parental and community feedback. The leadership team will make adjustments as needed to close the achievement gap and ensure continuous improvement throughout each grade level.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification	ATSI

*updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	11	15	8	5	8	4	0	0	0	51	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	7	8	9	5	0	0	0	0	29	
Course failure in Math	0	7	4	11	9	1	0	0	0	32	
Level 1 on statewide ELA assessment	0	0	0	13	16	11	0	0	0	40	
Level 1 on statewide Math assessment	0	0	0	17	15	7	0	0	0	39	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	11	20	18	19	21	19	0	0	0	108	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	7	4	16	14	7	0	0	0	49

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	16	20	9	11	5	0	0	0	61	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	3	3	14	8	8	0	0	0	36	
Course failure in Math	0	2	2	6	1	6	0	0	0	17	
Level 1 on statewide ELA assessment	0	0	0	10	7	7	0	0	0	24	
Level 1 on statewide Math assessment	0	0	0	9	13	6	0	0	0	28	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	3	13	10	9	0	0	0	38	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	0	1	0	0	0	2

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	3	10	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	16	20	9	11	5	0	0	0	61	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	3	3	14	8	8	0	0	0	36	
Course failure in Math	0	2	2	6	1	6	0	0	0	17	
Level 1 on statewide ELA assessment	0	0	0	10	7	7	0	0	0	24	
Level 1 on statewide Math assessment	0	0	0	9	13	6	0	0	0	28	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	3	13	10	9	0	0	0	38	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	0	1	0	0	0	2

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	3	10	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	28	60	53	37	62	56	25		
ELA Learning Gains				71			31		
ELA Lowest 25th Percentile				72			40		
Math Achievement*	46	66	59	40	58	50	18		
Math Learning Gains				62			15		
Math Lowest 25th Percentile				50					

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	52	58	54	43	64	59	14		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	55	63	59	50			21		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	204
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	425
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL	46			
AMI				
ASN				
BLK	35	Yes	1	
HSP	57			
MUL				
PAC				
WHT				
FRL	40	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	1	1
ELL	39	Yes	1	
AMI				
ASN				
BLK	54			
HSP	57			
MUL				
PAC				
WHT				
FRL	50			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	28			46			52					55
SWD												
ELL	25			58							3	55
AMI												
ASN												
BLK	23			41			47				4	
HSP	43			67			58				4	61
MUL												
PAC												
WHT												
FRL	30			45			43				5	55

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	37	71	72	40	62	50	43					50
SWD	11	42		26	50		9					
ELL	27			40								50
AMI												
ASN												
BLK	36	68	80	36	61	57	41					
HSP	43	80		53	63		50					55
MUL												
PAC												
WHT												
FRL	36	70	72	36	59	47	39					40

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	25	31	40	18	15		14					21
SWD	4	20		17	40							
ELL	31			0								21

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	23	31		22	17		12					
HSP	33	31		4	8		18					21
MUL												
PAC												
WHT												
FRL	25	32		18	16		15					21

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	39%	56%	-17%	54%	-15%
04	2023 - Spring	27%	58%	-31%	58%	-31%
03	2023 - Spring	19%	52%	-33%	50%	-31%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	38%	63%	-25%	59%	-21%
04	2023 - Spring	39%	64%	-25%	61%	-22%
05	2023 - Spring	50%	58%	-8%	55%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	50%	50%	0%	51%	-1%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was 3rd Grade ELA with 19% proficiency. There was a lack of scaffolding during Tier 1 instruction as well as a lack of teacher/coach support and collaborative planning after January. This was due to the Reading Coach being assigned to the 5th Grade classroom.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

4th grade Math showed the greatest data decline from the previous year. In 2021-2022, math proficiency was 71.88% whereas during 2022-2023 school year proficiency was 39.02%. This was a 32.86 percentage point loss.

The biggest factor that contributed to this decline was a change of 4th grade personnel. Additionally, the Math Coach resigned in January 2023. This caused a lack of weekly collaborative planning with the teacher.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

3rd grade ELA showed the greatest gap with 19% proficient, while the state average is 50%. That is a 31-percentage point gap. The factors that contributed was the influx of ELL students after January 2023. Additionally, inconsistencies of intervention resources and lack of weekly collaborative planning with the coach contributed to the gap as well.

Which data component showed the most improvement? What new actions did your school take in this area?

5th grade Math showed the most improvement by showing an increase in data from 34.43% to 50.00% proficiency; a gain of 15.57 percentage points. 5th grade Science also showed considerable improvement in data by increasing proficiency from 50% to 56.00%; a gain of 6 percentage points. Change in personnel (5th Grade Math/Science teacher) contributed to the improvement as well as the fidelity of systems in place for both subjects.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

After reviewing the EWS data, 3rd Grade and 4th Grade are two potential areas of concern due to the fact that these grade levels have the highest numbers of 2 or more Early Warning Indicators.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Using the graphic organizer from Synergy Strategic Planning, 3rd Grade ELA is ranked our highest priority with an emphasis on DI, Intervention and Time Management. 3rd Grade Math is our second priority with an emphasis on DI, Intervention, Time Management and the use of district approved resources. 4th Grade ELA is our third priority with an emphasis DI, Intervention, and the use of district approved resources. 4th Grade Math is our fourth priority with an emphasis on teacher content

knowledge and the use of district approved resources. 5th Grade ELA is our fifth priority with an emphasis of DI, Intervention and phonics skills.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 data, 18% of 3rd grade students were proficient in ELA as compared to the state average of 50% and the district average of 51%. Based on the data and the several contributing factors such as: a high number of ESOL Level 1 and 2 students, ESE, and retained students, an abundance of non- approved district instructional resources, and poor time management, student's low performance limit the ability to perform on grade level tasks. Therefore, we will implement the targeted element of ELA.

Measurable Outcome:

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

With the successful implementation of Differentiated Instruction during ELA with fidelity and the utilization of district instructional resources, 32% of the 3rd Grade population will score at or above grade level in the area of ELA by the 2023-2024 FAST PM3 assessment.

Monitoring:

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

The Leadership Team will conduct weekly walkthroughs to monitor the fidelity of DI, adjust groups based on current data, and facilitate weekly collaborative planning to analyze ELA data, develop groups and ensure the use of district approved materials. Administrators will review lesson plans for indication of differentiation. Data trackers will be completed to monitor OPM data on a bi-weekly basis. Data will be analyzed during weekly collaborative planning with the reading coach. Extended learning opportunities will be provided to students not showing growth across various data points.

Person responsible for monitoring outcome:

Tiffany Davis (tndavis70@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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. Research demonstrates this method benefits a wide range of students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Within the Targeted Element of ELA, our school will focus on the Evidence Based Intervention of Differentiated Instruction to accommodate learning needs and maximize growth. DI is an instructional strategy that when implemented successfully with district approved resources, will assist teachers in using data to meet the needs of students with different ability levels. Additionally, DI will provide opportunities for students to take responsibility of their own learning while working in groups will give the ELL community the opportunity to grow and learn from other students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

As a result of weekly Collaborative Planning with the Reading Coaches and ETO support, teachers will create ELA and DI lesson plans aligned to BEST standards and student data while ensuring teachers are following the framework of instruction to close the achievement gap.

Person Responsible: Cortnye Arce (carce1@dadeschools.net)

By When: August 25, 2023-September 29, 2023

As a result of weekly Collaborative Planning, teachers and Reading Coach will conduct data chats to analyze data, develop groups for flexible grouping and identify appropriate district approved resources to ensure teachers know how to effectively utilize the materials. Teachers and Reading Coach will focus on the "how" of instruction to increase teacher knowledge and student achievement.

Person Responsible: Antonia Colon (actoni27@dadeschools.net)

By When: August 25, 2023- September 29, 2023

ELA Coaches and teachers will attend collaboratories to gather and disseminate information during grade-level and faculty meetings to ensure teachers know how to effectively utilize resources and DI is taking place with fidelity.

Person Responsible: Cortnye Arce (carce1@dadeschools.net)

By When: August 25, 2023- September 29, 2023

#2. 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 crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 data, 8% of SWD students were proficient in ELA as compared to the district average of 51%. Additionally, only 25% of ELL students were proficient in ELA. Based on the data and the contributing factors of: high numbers of Level 1 students new to the country, retained students, and poor attendance, student's low performance limit the ability to perform on grade level tasks. Therefore, we will implement the targeted element of intervention.

Measurable Outcome:

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

With the implementation of small group intervention during ELA with fidelity and the utilization of district instructional resources, 15% of the SWD subgroup will score at or above grade level in the area of ELA and 30% of the ELL population will be proficient by the 2023-2024 FAST PM3 assessment.

Monitoring:

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

The Leadership Team will conduct weekly walkthroughs to monitor the fidelity of Intervention and ensure the use of district approved materials specifically related to the SWD and ELL subgroups. Administrators will review lesson plans for indication of intervention and accommodations. Data will be analyzed during weekly collaborative planning with the reading coach, ESE Chair and communicated to the interim ESOL chair. Extended learning opportunities will be provided to students of multiple subgroups not showing growth across various data points.

Person responsible for monitoring outcome:

Tiffany Davis (tndavis70@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our school will focus on the Evidence Based Intervention of small grouping to accommodate the SWD and ELL Subgroups regarding learning needs and maximize growth. Intervention is an instructional strategy that will assist teachers in using data to meet the needs of all students using district approved resources. This strategy is also beneficial with students of various levels.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Intervention is a targeted learning strategy that provides small group instruction that effectively contributes to individual performance. This will provide opportunities for students to take responsibility of their own learning. Working in groups will give the SWD and ELL community the opportunity to grow and learn from other students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

As a result of the Assistant Principal and ESE Chair developing an intervention schedule for targeted students in ELA, student achievement will increase.

Person Responsible: Cortnye Arce (carce1@dadeschools.net)

By When: August 25, 2023 - October 2023.

As a result of push in support provided by the ESE Chair and the interim ELL Chair, students in multiple subgroups will increase their reading proficiency.

Person Responsible: Angelisha Davis (angelisha@dadeschools.net)

By When: August 25, 2023 - October 2023.

As a result of analyzing data during weekly collaborative planning with the Reading Coach and ESE chair, student in the SWD and ELL subgroups will be targeted for extended learning opportunities.

Person Responsible: Cortnye Arce (carce1@dadeschools.net)

By When: August 25, 2023 - October 2023.

#3. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 School Climate Survey, 11% of teachers feel that adequate disciplinary measures are not used to deal with disruptive behaviors, in comparison to last year when only 6% of teachers felt that way. Based on the data and the identified contributing factors including discrepancies in classroom behavior plans and differences in classroom management strategies, we will develop and implement a school-wide positive behavior support system that is uniform and aligns to school-wide behavior standards.

Measurable Outcome:

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

If we successfully implement the Positive Behavior Support (PBS) evidence-based intervention, there will be a 5-percentage point decrease in teachers who do not feel adequate disciplinary measures are used to deal with disruptive behaviors.

Monitoring:

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

During the opening of schools meeting we will inform teachers and staff about the best practices for behavior intervention and classroom management. Staff will collaboratively review a school-wide positive behavior support system that clearly outlines behavior expectations and disciplinary progression plans. Additionally, teachers will be invited to join a discipline committee to assist with the implementation of behavior rewards and consequences. Committee meetings will be conducted by faculty members and monitoring by administrators to ensure the positive behavior support system is being implemented with fidelity.

Person responsible for monitoring outcome:

Tiffany Davis (tndavis70@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive Behavior Support (PBS) is one of the foremost advances in schoolwide discipline. Also, it is the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of PBS for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). PBS is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occur.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

During the 2022-2023 school year there was an influx of behavior situations. There was not a uniform Progressive Discipline Plan in place at the school. Many problems stemmed from Classroom Management. Drilling down to a specific intervention within the progressive discipline plan, teachers will be able to focus their efforts on areas that require immediate attention. As a result of implementing the PBS intervention and determining effective strategies for behaviors, recurring negative behavioral issues will be minimized.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

As a result of the information presented at the first faculty meeting of the year, teachers will sign up for committees including a discipline/PBS committee.

Person Responsible: Cortnye Arce (carce1@dadeschools.net)

By When: August 23, 2023

As a result of the administration informing all teachers and staff about the best practices for behavior intervention and classroom management, behavioral issues will decrease.

Person Responsible: Cortnye Arce (carce1@dadeschools.net)

By When: September 6, 2023

As a result of the implementation of PBS, the leadership team and teachers will create a uniformed Progressive Discipline Plan for K-2, 3-5, that clearly outlines behavior expectations. This plan will focus on incentives as opposed to consequences.

Person Responsible: Cortnye Arce (carce1@dadeschools.net)

By When: September 29, 2023

#4. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 data, 38% of 3rd grade students were proficient in Math as compared to the state average of 59%. 39% of the 4th Grade students were proficient in Math as compared to the state average of 61% and 50% of the 5th Grade students were proficient compared to the state average of 55%. This is an overall of 43% Math Proficiency as compared to the state average of 58%. Based on the data and the several contributing factors such as: a high number of ESOL Level 1 and 2 students, ESE, and retained students, an abundance of non- approved district instructional resources, and poor time management, student's low performance limit the ability to perform on grade level tasks. Therefore, we will implement the targeted element of Math.

Measurable Outcome:

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

With successful collaborative planning and the implementation of Math Differentiated Instruction with fidelity as well as grade level collaboratories, 48% of students in Grades 3-5 will score at or above grade level in the area of Math by the 2023-2024 FAST PM3 assessment.

Monitoring:

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

The Leadership Team will conduct weekly walkthroughs to monitor the fidelity of Collaborative Planning and the fidelity of DI Instruction. The Math Coach will adjust groups based on current data, and facilitate weekly collaborative planning to analyze Math data, develop groups, and ensure the use of district approved materials. Administrators will review lesson plans for indication of differentiation. Extended learning opportunities will be provided to students not showing growth across various data points.

Person responsible for monitoring outcome:

Tiffany Davis (tndavis70@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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. Research demonstrates this method benefits a wide range of students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Within the Targeted Element of Math, our school will focus on the Evidence Based Intervention of Differentiated Instruction to accommodate learning needs and maximize growth. DI is an instructional strategy that when implemented successfully with district approved resources, will assist teachers in using data to meet the needs of students with different ability levels. Additionally, DI will provide opportunities for students to take responsibility of their own learning while working in groups will give the ELL community the opportunity to grow and learn from other students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

As a result of weekly Collaborative Planning with the Math Coach and ETO support, teachers will create Math and DI lesson plans aligned to BEST standards and student data while ensuring teachers are following the framework of instruction to close the achievement gap.

Person Responsible: Cortnye Arce (carce1@dadeschools.net)

By When: August 25, 2023-September 29, 2023

As a result of weekly Collaborative Planning, teachers and Math Coach will conduct data chats to analyze data, develop groups for flexible grouping and identify appropriate district approved resources to ensure teachers know how to effectively utilize the materials.

Person Responsible: Terri Tarver (t_tarver@dadeschools.net)

By When: August 25, 2023-September 29, 2023

Math Coach will attend collaboratories to gather and disseminate information during grade-level planning to ensure teachers know how to effectively utilize resources and DI is taking place with fidelity.

Person Responsible: Cortnye Arce (carce1@dadeschools.net)

By When: August 25, 2023-September 29, 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

State funds will be used to address subgroups by offering extended learning opportunities for student achievement. Reading and Math interventionists have been hired to address subgroups as well.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 2023 FAST data for ELA shows, 80% of the current 1st grade students and 70% of the current 2nd grade students are not currently on progress to meet the requirements to be successful by the 2024 FAST assessment. Consistent implementation of standard based planning with an emphasis on delivery, understanding and proficiency will occur. PMA Data will be implemented and analyzed to determine adjustments to strategies and small group remediation.

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

The 2023 FAST data for ELA shows, 82 % of the current 4th grade, 76% 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, Tier 3 students will attend pull-out sessions with interventionists and targeted 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 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 Measurable Outcomes

With the implementation of an additional primary reading coach and itemized collaborative planning sessions, an additional 5% of the primary population will score within a range that projects proficiency on the 2023 state assessment in ELA.

Grades 3-5 Measurable Outcomes

With the implementation of standards based collaborative planning and extended learning opportunities, an additional 5% of the intermediate grade student will score at or above grade level proficiency on the 2023 ELA state assessment. In addition, Tier 3 students will attend pull-out sessions with interventionists and targeted students will attend extended learning opportunities to receive additional small group instruction to remediate foundational skills and review grade level deficiency.

Monitoring

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 impact student achievement outcomes.

Administration will attend and monitor weekly collaborative planning sessions. Additionally, administration will conduct daily walkthroughs to ensure planning focus is being implemented during classroom instruction and teachers remain on schedule. During Leadership Meetings, 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.

Davis, Tiffany, tndavis70@dadeschools.net

Evidence-based Practices/Programs

Description:

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. §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/programs and techniques that align with B.E.S.T. ELA Standards for increased student achievement. The identified practice will be monitored by the administration on a weekly basis.

Rationale:

Explain the rationale for selecting 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 evidence-based 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 to identify the need of all students.

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
As a result of hiring two literacy coaches (Primary and Intermediate) we will provide Professional Development for teachers on effective Intervention implementation in Primary and Intermediate grades on August 15, 2023. Teachers will be equipped with knowledge to successfully implement Tier 2 and Tier 3 intervention for students who need remediation in specific standards to push for proficiency. (August 17, 2023 - October 14, 2023)	Colon, Antonia, actoni27@dadeschools.net
As a result of weekly collaborative planning meetings, instructional coaches will guide teachers through analysis of data, appropriate district resources, and sharing of best practices. Members of the collaborative planning session will model explicit instruction during small group intervention. (August 17, 2023 - October 14, 2023)	Davis, Tiffany, tndavis70@dadeschools.net
As a result of weekly collaborative planning with the two reading coaches, all teachers will be able to analyze data that can be used to track student performance on PM1 and bi-weekly assessments and revise targeted groups as needed for instruction. (August 17, 2023 - October 14, 2023)	Davis, Tiffany, tndavis70@dadeschools.net

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP is shared and reviewed at the Annual Title I Meeting as well as our monthly EESAC meetings to all stakeholders. The SIP is located in the parent resource center and the main office of Carol City Elementary.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Carol City Elementary plans to build positive relationships with all stakeholders through Open House, Annual Title I Meeting, EESAC, and parent involvement activities throughout the school year. (i.e. Trunk or Treat, Parent Academy Meetings, Academic Evenings) Our school's website and school marquee has information to keep parents informed and current.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

According to the 2022-2023 FAST PM3 data, 18% of 3rd grade students were proficient in ELA as compared to the state average of 50% and the district average of 51%. Based on the data and the contributing factors of: high numbers of level 1 and 2 ESOL, ESE, and retained students, an abundance of non- approved district instructional resources, and poor time management, student's low performance limit the ability to perform on grade level tasks. Therefore, we will implement the targeted element of ELA. to strengthen the academic program in the school.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The law requires state, district and school leaders to engage various stakeholders to develop an evidence-based school improvement plan and implement the plan with support from the district and community. Under ESSA, programs in our school such as Early Head Start, Head Start and Project Up-Start are supported as well as extended learning opportunities for students.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Carol City Elementary ensures counseling, mental health services, support services, mentoring and other strategies to improve student skills outside of the classroom to meet student needs. We are the

host school for 1 school counselor, 1 mental health coordinator, 1 school nurse, 1 social worker, 1 school psychologist and 1 mental health practitioner.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Carol City Elementary conducts a Career Day every year. Participants include careers after graduation.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Carol City Elementary follows the Multi-Tiered System of Supports process to address problem behavior and early intervention.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

MDCPS provides coaching and mentoring for new and beginning personnel as well as offers professional development for school personnel to improve instruction, foster collaboration and ensure curriculum knowledge.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Preschool children transition from early childhood education programs to Kindergarten at Carol City Elementary School through our annual transition to Kindergarten field trips, student/parent orientation and our opening of schools meet and greet.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No