

Miami-Dade County Public Schools

George W. Carver Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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George W. Carver Elementary School

238 GRAND AVE, Coral Gables, FL 33133

<http://littlecarver.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.

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, 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
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.
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.
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.
Fairley, Jamie	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.
Fonte, Vanessa	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.
Padron, Christina	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.

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.

Our learning institution will continue to have a thriving relationship with our award winning PTA. Our goal is to have 100 percent of our teachers to join the PTA so that we can all become invested in working together to strengthen the learning environment. We will continue to build on our community involvement by adding to our current partnerships. Some of our new partnerships will include partnering with the African American Literacy and Cultural Studies department at the University of Miami for our Black History Month Experience Program. We also partnered with The Palace at Coral Gables who sponsored our Carver opening of schools meeting by providing the food and venue. Our school will continue to invite all of our driven instructional leaders to join the school leadership team. It is important to have teachers who feel that they have a stake in the betterment and progression of our school. This year we will also focus on student voice. There will be leadership opportunities for our students through our broadcasting team and opportunities for our 5th grade students to run for student council. Parents will have updated school information through Class Dojo and the weekly Thursday communicator that is distributed by the PTA. We will continue to host after school family engagement events so that we can build family relationships at Carver Elementary. Our stakeholders have a vital role in the SIP development process. We review the data from our students, parents, and teachers and compare them to the previous year so that we are able to establish trends for successes and needs for improvement. Our school leadership team also analyzes and reflects on feedback from our community partners so that we can build even stronger connections for our future partnerships.

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 will be monitored and reviewed formally every four weeks by the leadership team. We will collect all generated data and look for projected growth. The leadership team will also focus on those students with the greatest achievement gaps by diving deep into their tiered instruction. We will closely monitor the supplemental curriculum and follow up with IEP accommodations to make sure that they are being effectively implemented in the learning environment. Our assessment of the data will track our bold goals for the 2023-2024 school year for our Carver learners. We are aware that the scales of the end of the year testing may change, so we need to be intentional and relentless with our tracking system. We will make necessary adjustments as needed so that we can maximize on the individual learning process of all our students. We will continue our phase testing so that we can build practice knowledge and dexterity in our student population. In the event that we are not meeting our goals, we will revise our plans by taking a holistic approach to problem solving. We will evaluate curriculum, instructional delivery, parent support, tier- instruction, IEP supports, and individual student needs to determine an effective course of action.

Demographic Data

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

2023-24 Status (per MSID File)	Active
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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	No
2022-23 Minority Rate	81%
2022-23 Economically Disadvantaged (FRL) Rate	44%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
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	4	4	2	2	2	1	0	0	0	15	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	1	4	5	3	3	0	0	0	16	
Course failure in Math	0	1	0	3	4	2	0	0	0	10	
Level 1 on statewide ELA assessment	0	0	0	6	3	2	0	0	0	11	
Level 1 on statewide Math assessment	0	0	0	3	4	1	0	0	0	8	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	4	1	9	3	4	0	0	0	26	

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	1	1	8	4	1	0	0	0	16

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	3	1	0	1	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	4	2	6	4	1	0	0	0	17	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	1	0	0	0	0	0	0	1	
Course failure in Math	0	0	1	2	1	1	0	0	0	5	
Level 1 on statewide ELA assessment	0	0	0	4	2	5	0	0	0	11	
Level 1 on statewide Math assessment	0	0	0	1	3	3	0	0	0	7	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	8	4	6	0	0	0	18	
	0	0	0	0	0	0	0	0	0		

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	4	2	3	0	0	0	9

The number of students identified retained:

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

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	4	2	6	4	1	0	0	0	17
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	1	2	1	1	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	4	2	5	0	0	0	11
Level 1 on statewide Math assessment	0	0	0	1	3	3	0	0	0	7
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	8	4	6	0	0	0	18
	0	0	0	0	0	0	0	0	0	

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	4	2	3	0	0	0	9

The number of students identified retained:

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

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*	85	60	53	79	62	56	79		
ELA Learning Gains				67			62		
ELA Lowest 25th Percentile				59			45		
Math Achievement*	93	66	59	88	58	50	73		
Math Learning Gains				81			44		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile				68			36		
Science Achievement*	74	58	54	63	64	59	57		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	71	63	59	74			68		

* 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)	N/A
OVERALL Federal Index – All Students	82
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	408
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	579
Total Components for the Federal Index	8
Percent Tested	99

2021-22 ESSA Federal Index

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	54			
ELL	78			
AMI				
ASN				
BLK	65			
HSP	82			
MUL				
PAC				
WHT	95			
FRL	72			

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	55			
ELL	79			
AMI				
ASN				
BLK	53			
HSP	75			
MUL				
PAC				
WHT	89			
FRL	67			

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	85			93			74					71
SWD	38			69							2	
ELL	79			98			71				5	71
AMI												
ASN												
BLK	61			76							3	
HSP	87			94			71				5	69
MUL												
PAC												
WHT	96			100			87				4	
FRL	70			87			65				5	67

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	79	67	59	88	81	68	63					74
SWD	40	55		54	70							
ELL	84	67		91	94		64					74
AMI												
ASN												
BLK	42	55	55	66	60		38					
HSP	84	68	59	90	85	76	61					75
MUL												
PAC												
WHT	97	76		100	85		85					
FRL	70	62	57	82	80	64	52					68

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	79	62	45	73	44	36	57					68
SWD	24			31								
ELL	79	64		77	43		53					68
AMI												
ASN												
BLK	53	38		53	31		25					
HSP	82	75		73	50		64					67
MUL												
PAC												
WHT	96			96								
FRL	70	56	50	59	30	30	44					60

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	92%	56%	36%	54%	38%
04	2023 - Spring	88%	58%	30%	58%	30%
03	2023 - Spring	83%	52%	31%	50%	33%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	93%	63%	30%	59%	34%
04	2023 - Spring	91%	64%	27%	61%	30%
05	2023 - Spring	92%	58%	34%	55%	37%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	73%	50%	23%	51%	22%

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.

For the 2022-2023 school year, our school outperformed both the district and state averages in all grades levels in all content areas (i.e. math, reading, and science), which is a testament to our strategic planning and intentional instruction. Despite our overall achievement, the area of mathematics had the lowest percent growth in proficiency, from an 88% to 92%, when compared to science and ELA. After reflecting on the data and conversations with our faculty and staff, we can contribute this to the new curriculum and standards that were implemented last school year. Many of our teachers required additional professional development in order to effectively utilize the new curriculum to plan and deliver instruction.

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

Our data components showed that we did not have any decline from the prior school year. In ELA, our proficiency increased from an 80% proficiency rate in the previous year to an 87% proficiency rate. In Mathematics, our proficiency improved from an 88% proficiency to a 92% proficiency rate. In Science, our school went from a 63% proficiency rate to a 73% proficiency rate.

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.

When compared to the states average, our school outperformed the state averages in all subject areas and grade levels. The state proficiency rate in ELA for third grade students was 50%, but our school had an 83% proficiency rate. The state average for proficiency in ELA for 4th grade students was 58%, but our school achieved an 88% proficiency rate. The state average for proficiency in ELA for 5th grade students was 54%, but our school had a 92% proficiency rate. Trends continued in mathematics where our proficiency levels in math were a 92% overall. These trends can be contributed to standards-aligned instruction, intentional differentiation, and the consistent reflection and revamping of our interventions, enrichments, and tutoring programs.

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

The data that showed the most improvement was our Grade 5 Science scores, which increased from a 63% proficiency rate to a 73%. G.W. Carver Elementary is a GOLD STEM Designated School and we have truly seen the return on our investment year after year. Being a STEM school has not only enhanced our science scores, but has impacted the quality and consistency of our science program from grades PK-5. This year in particular, we have designed our fifth grade classes to have one science

teacher designated to teach science, conduct weekly hands-on labs, and intentionally plan for the hands-on instruction that is necessary to build understanding.

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

In reviewing our EWS Data in Part 1, one area of concern would be our students in fourth grade who failed their ELA or Math courses and/or earned a level 1 on the state assessment. Although it is a small subgroup of students, it is still a subgroup of students who will require additional support and monitoring.

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

1. Our highest priority is to make sure we can provide challenging course work and an engaging learning environment so that our students will continue to thrive for optimal student achievement. It is important to celebrate our phenomenal success from last year, but we have to set a rigorous pace for our academic game plan. Stimulating curriculum and research based instructional delivery are crucial in creating a positive learning environment conducive to maximize learning.
2. Our next priority is to make sure that we are developing and monitoring differentiated instruction and tier support systems in our learning environment. Our supplemental learning opportunities need to meet the needs of our diverse learners. Teachers will be encouraged to attend D.I. workshops and professional development opportunities. We will use cooperative learning, project-based learning, and peer-to-peer tutoring so that we can incorporate research based strategies in the classroom. Presenting ideas through auditory, visual and kinesthetic means will help meet the diverse needs of our learners.
3. Our next priority is supporting our students in navigating the CBT testing, specifically for writing. We will ensure that our students are comfortable with typing by allowing them to do writing assignments on the computer throughout the year. We will use typing applications to get them more familiar with the keyboard and the arrangement of the keys. The writing will not be combined with reading for this upcoming school year. Instead, it will be a separate test for our 4th and 5th grade students. We will also have them take assessment writing tests during the year via the computer so that they can receive feedback and get acclimated to the computer based testing format for writing. We will also have them have writing prompts in a cross curricular format so that they can practice writing throughout all subjects.
4. Finally, our last priority is developing the cross-curricular writing instruction across all grade levels. It is imperative that our teachers and staff are provided with the professional development they need to enhance writing instruction in all grade levels and in all subject areas.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**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.

Our teacher retention data reveals that we did not retain six of our teachers from the previous year. Although these teachers did leave for more convenient locations perhaps closer to home or positions more in-line with their passions, teacher retention is and will continue to be an area of focus. Studies show that high teacher turnover has a negative impact on student achievement. In today's climate, there is a teacher shortage and many schools are struggling to fill positions with qualified staff members. It is imperative that we maintain a work place that will build a nurturing and supportive environment for our faculty and staff. The leadership team will create opportunities to empower our staff and guide them with research-based trainings in a way that that they can reach their full potential.

Measurable Outcome:

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

In the 2022-2023 school year, we had an 82 percent teacher retention rate. Our goal for the 2023-2024 is to obtain a 90 percent teacher retention rate.

Monitoring:

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

We will monitor the desired outcome by sending out quarterly surveys targeted toward teacher satisfaction. We will also invest in our teachers by giving them opportunities to attend National Professional Development Conferences. Our lead teachers for each department will have check-in opportunities during their collaborative planning so they can obtain the pulse on teacher satisfaction levels. They will report their findings to the teacher retention liaison and those findings will be discussed with the leadership team. We will also have quarterly team building celebrations off campus so that we can foster community and collaboration as a staff.

Person responsible for monitoring outcome:

Elizabeth Couto (ecouto@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.)

One evidence based intervention to build teacher morale and increase teacher retention is to promote teacher voice and decision making. We will do this by having our teachers select their own school committees for the upcoming school year. They will attend the designated meetings for these committees so that they feel an empowering connection regarding school programs, processes, and procedures.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers who feel like they are invested stakeholders in the learning environment will have a strong bond toward our school and students. Instructors who feel like they have a voice in decision making will become attached to the positive direction and growth of our educational institution. This will lead to more teachers wanting to continue their journey here at Carver Elementary.

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.

The teacher retention liaison will generate a quarterly survey, conducted at the time of progress reports each quarter, to get overall feedback on teacher satisfaction and general feedback. If we successfully implement and utilize the data from these surveys, shifts can be made to improve the overall satisfaction of our staff. As a result, we will be able to retain our staff by empowering them to have a voice and making the necessary shifts.

Person Responsible: Jamie Fairley (276285@dadeschools.net)

By When: The surveys will be conducted 4 times a year during in the middle of each quarter. (9/22/2023, 12/01/2023, 02/23/2024, 05/17/2024)

Collaboration among our staff is key, which is why we implement committees each school year. This year, every teacher has the opportunity to sign-up for one committee to support the many initiatives in our school (i.e. STEM, SIP, Hispanic Heritage, Black history Month, etc.) If we successfully implement committees, teachers will be able to collaborate with their colleagues and be empowered to have an impact on the school in an area they are passionate about.

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

By When: By September 1, 2023, 100% of our staff will have selected their committees and the Committee Leads will have met with their committees and developed a plan of action.

In order to support our staff in attending National Professional Development Conferences, we will promote sponsorships with the PTA and other community leaders to aid in the cost for interested staff members.

Person Responsible: PATRICIA FAIRCLOUGH (pr0721@dadeschools.net)

By When: By September 29, 2023, the Schools' Leadership Team will have a count of interested staff members, as well as, a monetary goal to present to the PTA and community leaders to begin our fundraising efforts.

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**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 data from F.A.S.T. PM 3 for the 2022-2023 school year, 87% of 3-5th grade students met proficiency in ELA as compared to the district average of 51%. This achievement was a direct result of providing our students with extended learning opportunities, benchmark-aligned, rigorous instruction, and making the necessary instructional shifts based on data. In order to maintain and perhaps increase our overall data in all subject areas and content areas, we will focus on improving our instructional strategies within each grade level as it relates to Benchmark-Aligned instruction. 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 benchmarks to ensure they are teaching to the depth and complexity levels of each benchmark.

Measurable Outcome:

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

If teachers plan effectively, analyze data, collaborate purposefully, and deliver instruction that is aligned with benchmarks, students are more likely to meet or exceed the academic ELA reading proficiency goal of 89% on the FAST PM3.

Monitoring:

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

Administration will oversee benchmarks-aligned instruction by conducting classroom walk-throughs, attending common planning sessions on a weekly basis, and most crucially, monitoring student data.

Person responsible for monitoring outcome:

Patricia Fairclough (pfairclough@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.)

To address the need for benchmark-aligned instruction, we will implement a strategy called Benchmark-Based Collaborative Planning. Collaborative planning will bring teachers and administrators together to learn from each other and collaborate on strategic planning. This includes unpacking the benchmarks, aligning activities and enrichment opportunities to the depth and complexity of the benchmarks, and ensuring benchmarks-aligned, data-driven instruction. Ultimately, this will lead to student achievement.

Benchmarks-based collaborative planning will increase collaboration among teachers and promote learning and constructive feedback conversations. These conversations will occur through professional discussions between teachers and administrators. This strategy will support us in reaching our goal of 89% proficiency levels because benchmarks-based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

To plan effective lessons, teachers must first understand the expected outcomes by unpacking the benchmarks. This means breaking down the benchmarks into their component parts and understanding the depth and complexity of each part. If teachers develop a deeper understanding of the benchmarks,

they can then plan lessons that are aligned with the benchmarks and that meet the needs of all students, which ultimately will impact student achievement.

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.

Facilitating bi-weekly collaborative planning meetings that focus on unpacking the benchmarks and planning for benchmark-based instruction is essential for supporting teachers in understanding the demands and complexity levels of the learning targets.

Person Responsible: Kadie Montano (kdmontano@gmail.com)

By When: Ongoing from 08/28/23-09/29/2023

During collaborative planning, teachers will review performance data to identify areas where students are struggling. They will then use this information to strategically target the lowest performing benchmarks and develop targeted instruction to improve student achievement.

Person Responsible: Kadie Montano (kdmontano@gmail.com)

By When: Ongoing from 08/28/23-09/29/2023

Selected teachers will participate in Math & Reading ICADs to learn about benchmark-aligned instruction. They will then share this knowledge with their team by meeting with their grade levels and disseminating information. This will increase collaboration among grade level teams and lead to effective planning for benchmark-based instruction.

Person Responsible: Kadie Montano (kdmontano@gmail.com)

By When: Ongoing from 08/28/23-09/29/2023

#3. Instructional Practice specifically relating to Differentiation**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.

In the 2022-2023 school year, our data reflects the new assessment- F.A.S.T. In 3rd grade, the ELA proficiency was 83%, in 4th grade it was 88%, and in 5th grade it was 92%. It is evident that our scores were high, but we anticipate that the assessments' scale scores will be readjusted in 2023-2024 school year. In order to maintain or increase our scores, the use of small group/differentiated instruction will help meet the needs of every student. In ELA, it is imperative that teachers differentiate and scaffold instruction to ensure that all students can access and engage with grade-level, benchmark-based curriculum.

Measurable Outcome:

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

We anticipate that by using a variety of data sources to inform our instruction, we can tailor our instruction to the individual needs of students and help them achieve proficiency in both reading and math.

Specifically in 3rd grade, we expect that 89% of our students will achieve proficiency in reading on the FAST PM3 assessment.

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 and ensure that they are receiving the help they need.

Person responsible for monitoring outcome:

Kadie Montano (kdmontano@gmail.com)

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 research-based approach to teaching that provides students with different learning experiences based on their individual needs and interests. This can be done by varying the content, process, product, and/or environment of instruction. Differentiated instruction can help all students learn effectively, regardless of their background or ability level.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Small group/differentiated instruction is a teaching strategy that allows teachers to tailor their instruction to the individual needs of their students. This can be done by grouping students based on their ability level, learning style, or interests. By providing students with different learning experiences, teachers can help all students to succeed. In addition to providing targeted instruction, small group/differentiated instruction also allows teachers to have more meaningful discussions with students. These discussions can help teachers to better understand how students are thinking and to provide them with the support they need to learn. Small group/differentiated instruction is the most effective way to remediate or enrich benchmark-based instruction. By grouping students according to their needs, teachers can ensure that all students are receiving the instruction they need to master the benchmarks.

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.

Teachers will have the opportunity to meet with their grade-level weekly to analyze data and plan for small group instruction. The school leadership team and administration will provide teachers with resources and support to interpret data and plan for differentiated instruction (DI). By collaborating with their colleagues, teachers will have the opportunity to share best practices and learn from each other. As a result of collaborative planning, DI lessons and resources will be reflected in lesson plans and student work samples.

Person Responsible: PATRICIA FAIRCLOUGH (pr0721@dadeschools.net)

By When: Ongoing from 08/28/23-09/29/2023

Teachers will track student data using a variety of sources, including iReady data, topic/unit assessments, and FAST Progress Monitoring (PM) 1 data. This data will be used to inform student conferences, where teachers will discuss student progress, target instruction, monitor student progress, and adjust instruction as needed.

Person Responsible: Kadie Montano (kdmontano@gmail.com)

By When: Ongoing from 08/28/23-09/29/2023

At the end of the testing window FAST PM1, administration will meet with teachers to discuss student progress. Together, they will analyze data from ongoing progress monitoring assessments, i-Ready, and topic assessments to identify any areas where students need additional support. Based on this analysis, teachers and administration will make necessary instructional shifts to improve student achievement.

Person Responsible: PATRICIA FAIRCLOUGH (pr0721@dadeschools.net)

By When: 9/26/2023

At the end of the testing window FAST PM1, teachers will meet with their students to discuss their progress. They will have formal and informal conversations about mathematics topic assessments, ELA unit assessments, science topic assessments, Progress Monitoring Assessments, and i-Ready growth monitoring assessments. During these conversations, teachers will share student data with students and discuss their areas of strengths and growth. This will help students to understand their own progress and to take ownership of their academic goals.

Person Responsible: Kadie Montano (kdmontano@gmail.com)

By When: 9/26/2023

#4. 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 data from F.A.S.T. PM 3 for the 2022-2023 school year, 87% of 3-5th grade students met proficiency in ELA as compared to the district average of 51%. In order to maintain these levels of proficiency this school year, it is imperative that we focus on implementing a school-wide cross-curricular writing plan. Not only will this help prepare our students in Grades 4-5 for the FAST Writing Assessment, but it will also create opportunities for us to develop the early writing skills for those students in grades K-3.

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 and delivering writing instruction, following our school-wide plan, and receiving the development they need to support our students in the writing process, then we expect that we can reach our academic ELA Writing proficiency goals of 80% on the Fast Writing PM3.

Monitoring:

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

Administration will monitor benchmark-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:

Patricia Fairclough (pfairclough@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.)

Cross-Curricular Writing will be our evidence-based intervention for this Area of Focus.

Cross-Curricular Writing is content writing specific to each academic area consistently infused in all lessons across the curriculum. It is designed to boost students' critical thinking skills by requiring them to write for specific purposes in every course. This will build skills necessary for post secondary success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Infusing writing into all lessons and across all content areas will not only give the students the practice they need to develop their writing, but it will also boost students' critical thinking skills and overall comprehension.

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.

8/23-9/29: Teachers will have the opportunity to attend monthly collaborative planning with their grade level colleagues/content area colleagues along with administration to analyze student writing samples and

data and plan for effective implementation of writing instruction. If teachers understand the demands of the writing benchmarks/learning targets, then they are able to plan and deliver lessons that are aligned to meet the complexity levels and depth of those benchmarks.

Person Responsible: Patricia Fairclough (pfairclough@dadeschools.net)

By When: 09/27/2023

9/20: The PLST will host a "Writing Across the Curriculum" professional development session for all teachers. During this professional development, teachers will explore the progression of the writing benchmarks from K-5 and learn more about planning for writing and the resources available to them. As a result, teachers will begin to develop targeted writing instruction.

Person Responsible: Kadie Montano (kdmontano4@gmail.com)

By When: 9/20/2023

9/20: The PLST will host a series of quarterly after-school professional development sessions for writing. During these professional developments, teachers will explore the progression of the writing standards, analyze the writing rubrics, and practice reading and scoring writing samples. As a result, teachers will develop targeted writing instruction to improve student achievement.

Person Responsible: Patricia Fairclough (pfairclough@dadeschools.net)

By When: on-going 08/28/23-09/29/2023

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: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Differentiation	\$0.00
4	III.B.	Area of Focus: Instructional Practice: ELA	\$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.

Yes