

Miami-Dade County Public Schools

Carol City Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Carol City Middle School

3737 NW 188TH ST, Miami Gardens, FL 33055

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

Provide the school's vision statement.

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

School Leadership Team, 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
Harrison, Andy	Principal	Mr. Harrison supports all students and staff by supervising to ensure that kids are safe and secure, and that there is consistently quality instruction taking place. His role is to elevate the school on all fronts, including academic achievement, school culture, and school profile.
Maloy, Angel	Assistant Principal	Ms. Maloy supports the Principal and all students and staff by supervising to ensure that kids are safe and secure, and that there is consistent quality instruction taking place. Her role is to elevate the school on all fronts, including academic achievement, school culture, and school profile.
Collazo, Annette	Instructional Coach	Ms. Collazo supports students and teachers to ensure that best practices are being used and will plan with teachers to ensure that the appropriate content is being taught through developmentally appropriate practices. This includes providing constructive feedback so that teachers can continue refining their practice.
Jefferson, Kenyada	Instructional Coach	Ms. Jefferson supports students and teachers to ensure that best practices are being used and will plan with teachers to ensure that the appropriate content is being taught through developmentally appropriate practices. This includes providing constructive feedback so that teachers can continue refining their practice.

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 Leadership Team develops the SIP and assists in the completion of actions to address the areas of focus with the input and participation provided by all school community members. During the opening of school meeting parents are encouraged to sign up for PTA/PTSA and EESAC. Through these

forums parents, students, teachers, and community leaders are informed of our students' data and are involved in the planning, reviewing, and improvement of our school's data. The SLT utilized the schools' climate surveys (parents and students) to identify areas for cultural improvement. Additionally, all school data is reviewed with the EESAC members for the purpose of understanding factors underlying student performance and setting goals for improvement.

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 SLT will monitor implementation of the areas of focus. The administrative team will ensure that resources are available for the implementation of the instructional coaching/support program. The administrative team and instructional coaches will ensure that teachers receive the support needed to improve learning outcomes for students, including the SWD sub-group.

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)	Middle School 6-8
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	No
ESSA Identification *updated as of 3/11/2024	TSI
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: C 2019-20: C 2018-19: C 2017-18: C
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	0	0	0	0	0	0	28	27	30	85	
One or more suspensions	0	0	0	0	0	0	0	15	25	40	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	17	36	27	80	
Course failure in Math	0	0	0	0	0	0	24	5	37	66	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	35	43	50	128	
Level 1 on statewide Math assessment	0	0	0	0	0	0	31	25	31	87	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	70	74	84	228	
	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level 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	0	0	0	0	0	0	38	47	55	140

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	0	0	0	0	0	0	0	0	1	1
Students retained two or more times	0	0	0	0	0	0	7	3	1	11

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	0	0	0	0	0	51	53	57	161	
One or more suspensions	0	0	0	0	0	0	18	36	62	116	
Course failure in ELA	0	0	0	0	0	0	39	49	32	120	
Course failure in Math	0	0	0	0	0	0	56	47	62	165	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	72	59	87	218	
Level 1 on statewide Math assessment	0	0	0	0	0	0	81	83	81	245	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	83	81	95	259	

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	0	0	0	87	90	115	292

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	0	0	0	13	8	2	23
Students retained two or more times	0	0	0	0	0	0	10	14	21	45

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	0	0	0	0	0	26	38	50	114	
One or more suspensions	0	0	0	0	0	0	18	32	35	85	
Course failure in ELA	0	0	0	0	0	0	40	29	7	76	
Course failure in Math	0	0	0	0	0	0	6	43	8	57	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	46	57	91	194	
Level 1 on statewide Math assessment	0	0	0	0	0	0	26	34	51	111	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	85	98	130	313	

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	0	0	0	52	60	76	188

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	0	0	0	0	1	1	2
Students retained two or more times	0	0	0	0	0	0	4	5	11	20

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*	38	56	49	35	55	50	34		
ELA Learning Gains				51			42		
ELA Lowest 25th Percentile				48			39		
Math Achievement*	49	60	56	37	43	36	32		
Math Learning Gains				66			28		
Math Lowest 25th Percentile				67			23		
Science Achievement*	37	55	49	42	54	53	33		
Social Studies Achievement*	50	72	68	53	64	58	61		
Middle School Acceleration	86	74	73	82	56	49	78		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	13	50	40		77	76	27		

** 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)	TSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	273
Total Components for the Federal Index	6

2021-22 ESSA Federal Index

Percent Tested	98
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	1
Total Points Earned for the Federal Index	481
Total Components for the Federal Index	9
Percent Tested	99
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	15	Yes	4	3
ELL	30	Yes	1	1
AMI				
ASN				
BLK	51			
HSP	49			
MUL				
PAC				
WHT				
FRL	48			

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	26	Yes	3	2
ELL	44			
AMI				
ASN				
BLK	53			
HSP	51			
MUL				
PAC				
WHT				
FRL	53			

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	38			49			37	50	86			13
SWD	15			22			5	16			4	
ELL	41			36							3	13
AMI												
ASN												
BLK	38			49			38	48	82		5	
HSP	43			52			31	57	100		6	8
MUL												
PAC												
WHT												
FRL	37			49			32	40	84		5	

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	35	51	48	37	66	67	42	53	82			
SWD	12	38	44	16	43	41	11	6				
ELL	37	63		25	52							
AMI												
ASN												
BLK	35	50	45	38	66	68	39	55	83			
HSP	35	57	61	31	62	63	62	40				
MUL												
PAC												
WHT												
FRL	35	51	47	37	66	67	42	53	82			

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	34	42	39	32	28	23	33	61	78			27
SWD	5	22	27	5	18	21	0	7				
ELL	18	38	38	20	21	25						27
AMI												
ASN												
BLK	35	42	40	34	30	24	33	62	82			
HSP	33	44	33	24	21	21	36	46				
MUL												
PAC												
WHT												
FRL	33	41	39	32	28	23	32	60	77			20

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
07	2023 - Spring	36%	50%	-14%	47%	-11%
08	2023 - Spring	33%	51%	-18%	47%	-14%
06	2023 - Spring	31%	50%	-19%	47%	-16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	48%	58%	-10%	54%	-6%
07	2023 - Spring	43%	48%	-5%	48%	-5%
08	2023 - Spring	41%	59%	-18%	55%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	20%	40%	-20%	44%	-24%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	88%	56%	32%	50%	38%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	52%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	86%	65%	21%	63%	23%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	68%	-21%	66%	-19%

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.

Based on our 2022-2023 end of year state assessment data, the data component that showed the lowest performance was 8th grade Comprehensive Science 3 with 21% proficiency.

The SWD student population is the lowest performing subgroup in Science and has the lowest proficiency in Science when compared to other subject areas.

The performance in 8th grade Comprehensive Science 3 was primarily due to the contributing factors of a deficiency in student readiness levels due to staffing deficiencies in the prior school year, limited student background knowledge/real-world experiences, and limited instructional support/coaching.

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

Based on our 2022-2023 end of year state assessment data, the data component that showed the greatest decline was Science, with a 6% decline in proficiency from the previous year. The factors that contributed to this decline were primarily due to the contributing factors of a deficiency in student readiness levels due to staffing deficiencies in the prior school year, limited student background knowledge/real-world experiences, and limited instructional support/coaching.

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.

Based on our 2022-2023 end of year state assessment data, the data component that showed the greatest gap when compared to the state average was 8th grade Comprehensive Science 3, with 21% proficiency compared to the state average of 44% proficiency.

The SWD student population is the lowest performing subgroup in Science and has the lowest proficiency in Science when compared to other subject areas.

The performance in 8th grade Comprehensive Science 3 was primarily due to the contributing factors of a deficiency in student readiness levels due to staffing deficiencies in the prior school year, limited student background knowledge/real-world experiences, and limited instructional support/coaching.

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

According to the 2022-2023 end of year state assessment data, the average 6th - 8th grade math proficiency improved from 37% in 2021-2022 to 55% in 2022-2023. This is an 18% increase.

The new actions taken in mathematics were the use of assessment data to drive instruction (i.e. implementation of "DI Days" in response to topic assessment data), professional development in B.E.S.T. Math standards, and collaborative planning between core and foundations teachers.

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

As shown in the EWS data, two potential areas of concern are the 228 students showing a substantial reading deficiency (as defined by the state rule) and the 85 students that were absent 10% or more days out of the school year.

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

Our priorities for school improvement in the upcoming school year are (ranked in order from highest to least priority):

1. Increasing the 8th grade Comprehensive Science 3 proficiency
2. Increasing the Civics EOC proficiency
3. Improve student attendance and suspension rate
4. Increase SWD subgroup proficiency
5. Increase literacy across all content areas

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 Instructional Coaching/Professional Learning**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 end of year state assessment data, the data components that showed the lowest performance was Comprehensive Science 3 with 21% proficiency and Civics with 50% proficiency. Based on the data and contributing factors such as limited instructional support/ coaching, we will implement the targeted element of Instructional Coaching/ Professional Learning.

Measurable Outcome:

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

With the implementation of Instructional Support/Coaching, an additional 5% of students will show an increase in their 8th grade Comprehensive Science 3 end of year state assessments (increasing from 21% proficiency to 26% proficiency). In addition, 10% of the 7th grade students will show an increase in their Civics EOC scores (increasing from 50% to 60%).

Monitoring:

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

Administration (Andy Harrison, Angel Maloy, and Romulo Espinosa), instructional coaches (Kenyada Jefferson and Annette Collazo) and department chairs (Desiree Culpepper, Kenya Jefferson, Gillian Elliston, and Nia Wallace) will monitor teachers progress in providing instructional support/professional development during collaborative planning and department meetings. This will be evidenced through observations (ongoing), data chats (after assessments), lesson plans (weekly), collaborative planning (weekly), and student product reviews (quarterly).

Person responsible for monitoring outcome:

Andy Harrison (pr6051@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.)

Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Within the Targeted Element of Instructional Coaching/Professional Learning, our school will focus on the evidence-based intervention of Instructional Support/Coaching. Instructional Support/Coaching will develop teachers' understanding of the benchmarks and best practices for instructional routines, engagement strategies, and assessment.

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.

Beginning August 14, 2023 we will implement collaborative planning for the Social Studies and Science Department in the master schedule in order to build teacher capacity and to provide teachers with weekly ongoing opportunities to identify misconceptions, share best practices, and promote student-centered learning environments.

Person Responsible: Desiree Culpepper (dculpepper@dadeschools.net)

By When: September 29, 2023

Beginning August 14, 2023 Teachers will be provided cross curricular professional development opportunities on how to properly implement effective strategies such as hands-on lab experiences, student engagement, implementation of interactive notebooks, and literacy strategies to increase student proficiency.

Person Responsible: Desiree Culpepper (dculpepper@dadeschools.net)

By When: September 29, 2023

8/14-9/29: Ongoing classroom intervention support provided by ETO CSS (Social Studies and Science), Science Department Chair, and Interventionists. ETO CSS will provide Instructional Focus Calendar. Science Department Chair will provide co-teaching support. Interventionists will provide small group instruction to remediate the lowest benchmarks based on baseline assessment and unit assessments. Students will show evidence of mastery through work samples, data trackers, and assessments. Use of daily exit tickets will provide immediate feedback and drive daily instruction.

Person Responsible: Desiree Culpepper (dculpepper@dadeschools.net)

By When: September 29, 2023

#2. ESSA Subgroup specifically relating to Students with Disabilities**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 data, the greatest need this school year would be addressing the subgroup SWD proficiency. The data revealed that the SWD proficiency is 12% ELA, 22% Math, 5% Science, and 16% Social Studies. The focus will be getting the SWD students to proficiency through differentiated instruction. This focus on differentiation will positively impact student learning and impact our overall school improvement by ensuring that we are meeting students at their specific needs while building proficiency. The differentiated approach requires an attention to details that allows us to be more efficient. The focus is on differentiation in ELA, but these actions will be schoolwide in all content areas.

Measurable Outcome:

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

With the implementation of differentiated instruction, our goal for 2023-2024 school year is to have 20% of our SWD population become proficient on the FAST ELA Assessment, Statewide Science Assessment, and Civics EOC.

Monitoring:

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

Administration (Andy Harrison, Angel Maloy, and Romulo Espinosa), instructional coaches (Kenya Jefferson and Annette Collazo) and department chairs (Desiree Culpepper, Kenya Jefferson, Gillian Elliston, and Nia Wallace) will monitor teachers progress in providing data driven differentiated instruction to students whose data reflect a need. This will be evidenced through on-going observations, data chats (after assessments), weekly lesson plans, weekly common planning, and student product reviews (quarterly).

Person responsible for monitoring outcome:

Angel Maloy (247294@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.

Incorporating evidence-based differentiated instruction strategies helps educators move beyond a one-size-fits-all approach, enabling them to cater to the unique needs of each student. The goal is to provide all students with the opportunity to learn effectively and achieve their potential by accommodating their individual strengths, interests, and learning styles. By doing so, educators create an environment where students feel valued, empowered, and supported on their educational journey, ultimately aiding them in reaching their educational goals. While the effectiveness of differentiated instruction may vary based on factors such as context and implementation, the overarching idea of tailoring instruction to meet the diverse needs of students remains a fundamental principle in contemporary education.

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.

Beginning August 21, 2023 and ongoing, each department will host weekly collaborative planning sessions led by our transformation coaches and department chairs with targeted team members (ex. Core teacher with intensive /Double Dose) teachers focusing on identifying resources and strategies for use to differentiate instruction. In addition, this allows for teachers to be more strategic in how the classes can best support each other to focus on specific students needs.

Person Responsible: Angel Maloy (247294@dadeschools.net)

By When: September 29, 2023

Beginning September 5, 2023 and ongoing, push in support by the SPED Inclusion Teacher to provide the appropriate support and accommodations to our SWD students. In addition, push in support will be provided by interventionist across core subject areas that will allow these students to learn in a smaller setting that will be more conducive to supporting student growth. The groups of students being provided interventions will change as needed dependent on AP2, PM2, and mid-year data as well as informal assessments throughout the year.

Person Responsible: Annette Collazo (296938@dadeschools.net)

By When: September 29, 2023

Beginning September 11, 2023 and ongoing, data chats will be led by our transformation coaches/ department chairs and conducted by teachers after each assessment with SWD students so that they have a better understanding of where they are coming from and be able to set goals with clear action steps so that they understand where they need to arrive by the end of the school year. Teachers will utilize this data to develop an action plan to assist these students in meeting their goals.

Person Responsible: Angel Maloy (247294@dadeschools.net)

By When: September 29, 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 2022-2023 data, student attendance was 89%, which fell short of the attendance goal of 92%. The number of students absent 11 or more days was 20%, which is higher than the district middle school average of 13%. Based on the data and the identified contributing factors of the need for more parental involvement as well as the need to increase rewards and incentives.

Measurable Outcome:

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

With the implementation of Rewards/Incentives, our goal for 2023-2024 school year is to increase average daily attendance to 92%.

Monitoring:

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

Administration (Andy Harrison, Angel Maloy, and Romulo Espinosa), instructional coaches (Kenyada Jefferson and Annette Collazo) and department chairs (Desiree Culpepper, Kenyada Jefferson, Gillian Elliston, and Nia Wallace) will work with the Attendance Committee to design, implement, and reflect on the impact of the rewards/incentives program. The impact of the program will be evidenced by the average daily attendance rates.

Person responsible for monitoring outcome:

Angel Maloy (247294@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.)

Rewards/Incentives refers to a school's leadership team creating rewards and incentive programs. These programs have been designed to promote school attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Within the targeted element, our school will focus on the evidence-based intervention of Rewards/Incentives.

Rewards/Incentives will improve student morale and engagement throughout the school day, which will result in increased attendance. When students are excited by what the school day has to offer, they are motivated to attend school.

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.

August 28 - September 8: An Attendance Interventionist will be hired.

Person Responsible: Angel Maloy (247294@dadeschools.net)

By When: September 8, 2023

Beginning August 14, 2023 and ongoing, the Attendance Committee will meet bi-weekly to develop an enhanced attendance incentive program which includes Free Up Fridays, Dress Down days, Spirit Days, and Monthly grade level challenges.

Person Responsible: Angel Maloy (247294@dadeschools.net)

By When: September 29, 2023

By September 29, 2023, students showing poor attendance will be paired with a staff member volunteering in the "Chief Tribe" mentorship program and the school will partner with the "Let Me Show You the Way" program.

Person Responsible: Angel Maloy (247294@dadeschools.net)

By When: September 29, 2023

#4. 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 2022-2023 data, 13% of students received 1 disciplinary referral compared to the district's average of 6.5%, and 4.8% of students received 2 or more disciplinary referrals compared to the district's average of 3%. Students in our SWD sub-group are over represented in disciplinary referrals. Based on the data and the identified contributing factors of increased social-emotional needs and the need to build positive teacher/student relationships is why Staff-Student Connections are important.

Measurable Outcome:

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

With the implementation of Staff-Student Connections, our goal for 2023-2024 school year is to decrease student disciplinary referrals in the category of 1 disciplinary referral to no more than 8% and 2 or more disciplinary referrals to not more than 3.5%

Monitoring:

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

Discipline monitoring will happen in a variety of ways. Our discipline committee (Administration, Dean of Students, Security, CIS, Success Coach, and Counselor) will re-evaluate school wide discipline plan to be more practical for teachers and staff. The committee will create a school-wide discipline plan including alternative to suspensions and a progressive discipline model. The impact of the program will be evidenced by the decreased student disciplinary referrals.

Person responsible for monitoring outcome:

Angel Maloy (247294@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.)

Building Staff-Student Connections can help increase students' sense of belonging at school. This practice consists of providing opportunities for students to interact with adults outside of the context of academic learning and disciplinary actions. Staff-Student Connections can occur through various means such as, but not limited to, visibility of staff during arrivals/lunch/dismissal, quick check in/out activities at the start and/or end of each class or activities during an homeroom/advisory period.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Building Student-Staff connections will help address social- emotional factors that contribute to major student disruptions in the classroom, resulting in disciplinary referrals.

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.

By August 28, 2023, model student behavior posters will be created and provided to teachers to display in all classrooms, identifying schoolwide behavior expectations.

Person Responsible: Andy Harrison (pr6051@dadeschools.net)

By When: August 28, 2023

Beginning August 14, 2023 and ongoing, Identify a Dean of Students to lead the Discipline Committee and be responsible for all disciplinary actions. The Discipline Committee will meet bi-weekly to reevaluate school wide discipline plan to be more practical for teachers and staff. The committee will create a positive behavior reward system.

Person Responsible: Angel Maloy (247294@dadeschools.net)

By When: September 29, 2023

The PLST will plan a Professional development series with a focus on staff-student relationships to improve disciplinary outcomes.

Person Responsible: Angel Maloy (247294@dadeschools.net)

By When: September 29, 2023

By September 29, 2023, students showing poor attendance will be paired with a staff member volunteering in the "Chief Tribe" mentorship program and the school will partner with the "Let Me Show You the Way" program.

Person Responsible: Angel Maloy (247294@dadeschools.net)

By When: 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).

Based on the school's academic needs for low performing students the following instructional resources will be utilized such as System 44, Read 180, and I-Ready. These resources will be implemented with the help of a co-teach model and the use of an interventionist. These resources will be facilitated during core instruction, morning and afternoon tutoring, Saturday, Winter, and Spring Break Academies.

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 will be discussed with stakeholders during the Title I parent meeting on September 6, 2023. Additionally, the SIP, and progress made towards the SIP, will be discussed monthly during EESAC meeting. Translation will be available. The SIP will be available on our website:
<https://www.carolcitymiddle.com/>

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))

The Community Involvement Specialist (CIS), alongside administration, will create and disseminate the Parent Family Engagement Plan, which discusses the various ways we build positive relationships and include our parents in the decision-making process. The Parent Family Engagement Plan will be available on our website: <https://www.carolcitymiddle.com/>

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)

The school provides an accelerated curriculum for proficient students in ELA, science, and math. We offer Winter/Spring Break Academies to provide additional support for all subject areas. In addition, we have interventionists that provide in class support to accelerated students to help them remain proficient.

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 following programs are being supported by MDCPS:

- Counseling, school-based mental health programs, mentoring services, and other strategies to improve students' nonacademic skills.
- School climate interventions (e.g., anti-bullying strategies, positive behavior interventions and supports)
- Response-to-intervention strategies intended to allow for early identification of students with learning or behavioral needs and to provide a tiered response based on those needs
- Activities that have been shown to be effective at increasing family and community engagement in the school, including family literacy programs.
- VILS Technology Program - Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators (including accessible devices and software needed by students with disabilities).