

Miami-Dade County Public Schools

Carol City Elementary School



2017-18 School Improvement Plan

Carol City Elementary School

4375 NW 173RD DR, Miami Gardens, FL 33055

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	96%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	D*	F

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Carol City Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The mission of Carol City Elementary School is to equip students to become academically proficient, performing at their maximum potential in a safe risk-free learning environment where they acquire the knowledge, skills, and attitude necessary to become contributing citizens, prepared to successfully compete in a global job market in a safe and secure learning environment.

b. Provide the school's vision statement

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

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Carol City Elementary has established a commitment to shared values and beliefs about teaching and learning, and decision-making amongst all stakeholders. The community served by the school is "close knit", in which the student body is comprised of parents who attended Carol City Elementary School as students. There is great pride, ownership, and passion held, that is evident by the interactions and actions exhibited by many stakeholders in providing input regarding the direction that they feel the school should take for the betterment of all stakeholders. This commitment is regularly reflected in communication among leaders, staff, parents and students. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Carol City Elementary has adopted clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment, and the school has shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Continuous improvement and measures are in place that allow for documentation and tracking of these conditions. Improvement plans are developed and implemented by appropriate school personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

A school wide behavior system and action plan has been developed to establish school wide essential agreements with all of the students, staff and stakeholders. In an effort to encourage model student behavior, Carol City Elementary implements the school-wide Core Values Program of Values Matter Miami and incentive programs, such as Student of the Month and Do the Right Thing, to recognize

and reward children for positive behavior accomplishments and good deeds. Lastly, incorporating the Core Values Curriculum into morning announcements fosters ongoing and positive action effort towards behavior intervention.

For students who commit Student Code of Conduct offenses, in-school strategies are addressed by the administrators and school counselor. The counselor provides in-school counseling with discipline referrals and difficulty with peer relationships. The counselor conducts guidance sessions in the classroom to assist students in developing skills in problem solving and decision making, as well as provide individual counseling sessions to help students deal with peer relationships, crisis intervention, transitional issues and personal/family concerns. Alternatives for suspension include work detail, indoor suspension and removal of privileges or denial of participation in extracurricular activities.

Disciplinary actions follow the school discipline plan, to include warnings, teacher conference with the student, parent contact/conference, referral to the school counselor, detention and conference with the administrator. Removal of privileges or denial of participation in extracurricular activities is implemented as alternatives to suspension.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

At Carol City Elementary, the school has implemented programs to support and meet the physical, social, and emotional needs of each student in the school. The School Counselor provides and coordinates programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

At Carol City Elementary, the early warning system is developed to identify, target and intervene with a plan of action to refer to the MTSS/ RTI team for intervention services for the students who 1) accrue excessive absences and/or tardies and developing a pattern of non-attendance, 2) fail a English Language Arts or Mathematics course and/or 3) score a level 1 on the statewide assessment in the area of English Language Arts and/or Mathematics.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	1	10	5	3	14	0	0	0	0	0	0	0	33
Level 1 on statewide assessment	1	2	12	17	10	23	0	0	0	0	0	0	0	65
Course Failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retentions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	4	14	11	14	24	0	0	0	0	0	0	0	67

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Carol City Elementary has implemented Intervention strategies to strengthen the academic performance of targeted students on the early warning system which includes: 1) Sharing current student tardiness and absences with parents, presenting data which shows improved student achievement and school attendance, 2) Monitoring attendance reports, suspension reports and reviewing data reports after each assessment to monitor student progress, and 3) Referring students who may be developing a pattern of nonattendance, lack of academic progress and two or more behavior referrals to MTSS/ RTI team for intervention services.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

The Community Involvement Specialist also assists and encourages parents to become volunteers, so they have a more active role in the school. Parents are encouraged to visit the Parent Resource Center which is open daily and provides a comfortable environment for parents to receive assistance. Parents are informed of activities and school events through Connect_Ed messages, monthly calendars, the school's website and social media.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Carol City Elementary has developed relationships with established community organizations and agencies to provide on-going support and services to parents, students, faculty and staff. These relationships foster a supportive environment and commitment to the school and the students. Carol City Elementary has worked closely with various community-based organizations and/or outside counseling agencies to provide additional support to all stakeholders. These organizations/agencies support academic achievement and positive student behavior. Our community organizations have committed to the families at Carol City Elementary and demonstrates a vested interest in the success of children and youth in our local community.

The 5000 Role Models of Excellence and the Girl Scouts of America provide continuous support and service to the Carol City Elementary students as well as the students residing in neighboring communities; both organizations are committed to providing minority boys and girls which rich opportunities for success, by exposing them to a variety of programs and trainings that will build their character and plant the seeds for them to achieve greatness in their everyday lives and in the future.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Watkins, Thalya	Principal
Lewis, Silvia	Instructional Coach
Ysidro, Matilda	Instructional Coach
Boclair, Robin	Assistant Principal
Gonzalez, Carmen	Guidance Counselor

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Dr. T. Watkins, Principal:

-Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Robin Boclair, Assistant Principal:

-Assists the Principal who provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Matilda Ysidro & Dr. Silvia Lewis, Instructional Coaches

-Provides quality services and expertise on issues ranging from program design to assessment and

intervention with individual students. Provides a common vision for the use of data-based decision-making, ensures that the teachers are effectively implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. Develops, leads, and evaluates school core content standards/programs; Provides instructional support on the K-5 Reading Plan; Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Coaches also assist with instructional planning and support the implementation of the intervention plans.

Carmen Gonzalez, School Counselor:

The school counselor provides academic interventions and continues to link child-serving agencies and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

1. Use the Tiered Problem Solving process to set up goals, monitor academic and behavior data, evaluate progress at least three times per year by reviewing: expected levels of performance, assessment data, progress of interventions, and enrichment activities for all Tier 2 and Tier 3 students..
2. Gather and analyze data for all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using Tier 2 and Tier 3 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

Brenda Ortiz, Technology Specialist

Develops or brokers technology necessary to manage and display academic data in area of Reading; provides professional development and technical support to teachers and staff regarding data management and display.

Carly Andres(Conte), School Psychologist

Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data

analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Maria L. Cruz(Temporary),Speech-Language Pathologist

Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Jan Hoppe, LCSW,School Social Worker

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school social worker and counselor continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Title I, Part A

Carol City Elementary provides services to ensure students requiring additional remediation are assisted through after-school programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches and the school Psychologist develop, lead, and evaluate school core content standards/ programs identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children considered to be "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program at Carol City Elementary include an extensive Parental Program and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Carol City Elementary provides services and support to migrant students and parents. The District Migrant liaison and counselor coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title III

Carol City Elementary uses Title III funds to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide reading and supplementary instructional materials. Tutorial services are being provided for the 2017-2018 school year.

Title IV

We are committed to ensuring that our school is safe, and free of drugs and violence. Our school participates in the Safe and Drug Free Schools program which:

- Addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and elementary counselors.
- Provides training and technical assistance for elementary teachers , administrators, counselors.
- Provides training and follow-up activities to all school staff in the areas of violence prevention, stress management and crisis management.

Title VI, Part B

Title X- Homeless

Carol City Elementary school benefits from the proactive stance that our district takes to ensure the special needs of homeless students are addressed. The District established the District Homeless Social Worker program. The program provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition, the Homeless Assistance Program was established, which seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

Additional programs to address homeless students' needs are:

- Project Upstart, Homeless Children & Youth Program, which assists schools with the identification, enrollment, attendance, and transportation of homeless students. The program provides a homeless sensitivity and awareness campaign throughout all the schools, whereby each school is provided a video and curriculum manual. A contest is sponsored by the homeless trust, a community organization.
- A Homeless Liaison provided training for the school's Registrar on the procedures for enrolling homeless students and provided training for the School Counselor on the McKinney Vento Homeless Assistance Act, ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated based on their status as homeless and are provided with all entitlements.

Violence Prevention Programs at Carol City Elementary School will implement the Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors.

Nutrition Programs

Carol City Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and aftercare snacks and extended lunch, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy. .

Head Start

Carol City Elementary School has four Head Start programs during the 2017-2018 school year. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites. For the 2017-2018 school year, the children will spend half of the day in the Special Education setting and half of the day in Head Start. This endeavor will benefit the student by exposing them to positive role models where the Head Start students will serve as role models. In addition, the partnership will provide an opportunity for both parties to take advantage of the services provided such as dental and mental health services.

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare, which integrates education, medical and/or social and human services on school grounds.
- HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.
- HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS will enhance the health education activities provided by the schools and by the health department. HCiOS will assure all students receive health education.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Parental

Parents are involved in the planning and implementation of the Title I Program , and are able to utilize

our school's parent resource center anytime during the school day in an to remain informed and current on available programs, training and services. The school aims to increase parental involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents and activities necessary in order to comply with dissemination and reporting requirements.

Parental involvement at our school includes, but is not limited to, the following:

- Conducting informal parent surveys to determine specific needs of our parents.
- Scheduling workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' availability.
- Continuing our efforts to empower parents and build their capacity for involvement.
- Completing Title I Administration Parental Involvement Monthly School Reports (FM-6914) and the Title I Parental Involvement Monthly Activities Report (FM-6913), and submit to Title I Administration by the 5th of each month.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Dr. T. Watkins	Principal
Lesa Finnie	Parent
Charles Carr	Teacher
Letricia Mitchell	Parent
Silvia Lewis	Teacher
Marie Antoine	Teacher
Consuelo Saleh	Teacher
Alvin Wright	Education Support Employee
Lynette Toledo	Teacher
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council (SAC) is the sole governing body responsible for the final decision-making at the school as it relates to the School Improvement Plan (SIP). The SAC analyzed and utilized data for developing school wide objectives to meet the educational needs of all students for academic achievement. The SIP was approved by unanimous consensus before implementation. At regularly scheduled meetings, the SIP was reviewed. The SAC considered the school's demographics, the school's budget, and the results of assessment data, including i-Ready Data, 2017 FSA Reading and Math results, and 2017 FCAT Science data when developing these strategies. The council scheduled meetings monthly, notified its members, and created agendas in accordance with district and state guidelines.

b. Development of this school improvement plan

The School Advisory Council (SAC) is involved in the decision making process at the school relating to the implementation of the components of the SIP. All stakeholders are represented in an individual role regarding decisions that affect instruction and the delivery of programs.

c. Preparation of the school's annual budget and plan

The School Advisory Council (SAC) is involved in assisting in the preparation and evaluation of the school's annual budget.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds will be used to support academic achievement, provide student incentives and teacher resources and materials through formal requests presented to the council.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Watkins, Thalya	Principal
Lewis, Silvia	Instructional Coach
Davis, Angelisha	Teacher, ESE
Ysidro, Matilda	Instructional Coach
Boclair, Robin	Assistant Principal
Gonzalez, Carmen	Guidance Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The Literacy Leadership Team (LLT) will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. Since the SIP is a live and ongoing document of the school's directional focus, the Literacy Leadership Team will meet and discuss all updates that will or need to occur, based on the results of the instructional and intervention programs. The Literacy Leadership Team will monitor the fidelity of the instructional delivery and intervention. The Literacy Leadership Team will provide levels of support and interventions to students based on data. Literacy will be viewed as an integral part of all the content areas:

- Phonics, Phonemic Awareness and Structural Analysis is embedded in the Reading program
- Close Reading strategies will be incorporated within the schema of literacy instruction, for deeper understanding of texts.
- WonderWorks Intervention for those students reading below grade level, to address phonics, phonemic awareness, structural analysis and comprehension skills.
- Writing is embedded in all subject areas.

The goal will be to help students see themselves as successful readers, who are growing in confidence and competence.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

At Carol City Elementary, working relationships among teachers have been established and nurtured in an effort to promote a positive working environment; encouraging staff to work collaboratively as a team. Teachers have the opportunity to share ideas during collaborative planning with their colleagues and the Reading and Math Coaches. During collaborative planning sessions, instructional coaches assist teachers with instructional planning to develop meaningful, rigorous activities, as well as demonstrating strategies to effectively provide students with explicit instruction in all content areas: reading, writing, math and science. Teachers are provided opportunities to facilitate grade level meetings to discuss, and share best practices and pedagogy.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

At Carol City Elementary, the various strategies are utilized to recruit, develop and retain highly qualified, certified-in-field and effective teachers include:

- Job embedded professional development opportunities (i.e. collaborative planning time, teacher planning days and faculty meetings)
- Collaborative planning sessions with Coaches for subject area planning
- PLC opportunities will be provided for all teachers in order to provide additional support in a specific subject area and collaborate best practices
- Establish Coaching support within the classroom environment to model best practices and instructional strategies to promote solid instructional delivery.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

At Carol City Elementary, the teacher mentoring program provides on-going support to mentees by seasoned teachers. These mentors are educators who demonstrate strong content knowledge and effective utilization of methods/strategies and can provide support for the development of high standards.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

With the support of administration and instructional coaches, teachers are provided with resources that are aligned to the Florida Standards. District Pacing Guides and Instructional Frameworks are provided and utilized during Collaborative Planning to guide instructional coaches and teachers in developing lesson plans activities that are aligned to the Language Arts Florida Standards and Mathematics Florida Standards. Math and Reading Coaches develop Instructional Focus Calendars for KG-5th Grade, targeting specific benchmarks for each grade level, that are aligned with district pacing guides. The process assists teachers with their instruction and ensures Florida Standards are

being met. Administration and Curriculum Coaches continuously monitor and review the implementation of appropriate curriculum.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Administration and teachers uses data from various sources to analyze the student's strengths and weaknesses across the content areas. The data is used to develop instruction, administer, and analyze data from comprehensive assessments. Assessments consisted of at least five questions per benchmark which was administered during the first week of school. Instructional support staff developed benchmark calendars to correlate with the District's pacing guides and baseline results.

Implementation of the continuous improvement model by the school leadership team is on-going. Carol City Elementary has developed a systematic approach in collecting, reviewing and analyzing both District and school data to plan instruction, progress monitor student achievement to improve student learning. The School Improvement Plan (SIP) will be used as school-site evidence. Data chats are conducted routinely with teachers to review, analyze and disaggregate results in an effort to effectively plan curriculum programs determine and effectiveness based on student progress.

Based on school-wide data, instruction is modified to meet the individual needs of students. For example, homogeneous grouping along with curriculum modifications are done to provide instruction to students on their individual instructional level. Technology programs such as i-Ready, MyOn, Discovery Education and Reflex Math, are utilized in the classrooms to supplement and enhance instruction. Some of these programs can be tailored to fit the needs of students.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 4,800

Provide small group instruction in the areas of Reading and Math, to provide additional intervention for targeted students with skill-based activities in Phonological Awareness, Phonics, Vocabulary, Fluency, Comprehension, and Math skills.

Strategy Rationale

Based on Reading and Math proficiency and Learning Gains on the 2017 FSA ELA Reading and Math Assessments.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Watkins, Thalya, twatkins@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data results from On-going Progress Monitoring, i-Ready Diagnostic assessments, student work, and assessments will be used to determine effectiveness.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All Kindergarten students are assessed prior to or upon entering kindergarten in order to determine individual student needs, in an effort to assist in the development of robust instructional and intervention programs.

All ESE Pre-K students are assessed utilizing the Battelle Developmental Inventory Assessment. The BDI is a pre-post assessment focusing on five characteristics to include cognitive, personal/social, communication and motor skills.

Transitional meetings are held in the Spring for incoming kindergarten students. During these meetings, the expectations of new incoming kindergarten students are discussed.

Transitional meetings are held for during the Spring for selected outgoing fifth grade students to discuss overall progress and review classroom assessments to determine placement and services for the upcoming school year. This information is reported to parents, teachers, grade level chairperson(s), and administration to ensure implementation of strategies are taking place.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If there is improvement in core academic instruction for all content areas, then there will be an increase in student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If there is improvement in core academic instruction for all content areas, then there will be an increase in student achievement. 1a

G093571

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	40.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of understanding instructional strategies for Differentiated Instruction during planning, which impacts implementation of effective delivery during instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Pacing Guides, Florida Standards, Planning Cards, Item Specs, i-Ready Data Results, Intervention and Enrichment Materials, Instructional Materials/Teacher Editions, Collaborative Planning Sessions, District Curriculum Support Specialists

Plan to Monitor Progress Toward G1. 8

Analyze and disaggregate data from the Topic Assessments, iReady Window 1 - Window 2, 2018 FSA, 2018 FCAT Science and 2018 SAT-10.

Person Responsible

Robin Boclair

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Monitoring of Assessments - Results from 2018 FSA, 2018 FCAT Science and 2018 SAT-10

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If there is improvement in core academic instruction for all content areas, then there will be an increase in student achievement. **1**

 G093571

G1.B1 Limited evidence of understanding instructional strategies for Differentiated Instruction during planning, which impacts implementation of effective delivery during instruction. **2**

 B251011

G1.B1.S1 Effective Instructional Planning and Delivery **4**

 S264614

Strategy Rationale

Provide opportunities for teachers to plan for Differentiated Instruction and gather resources/materials and utilize technology to support the instructional needs of all students.

Action Step 1 **5**

Utilize an instructional framework to plan for effective Differentiated Instruction, in an effort to support teachers with organizing instructional groups, activities, lesson planning and instructional delivery. The instructional framework will be utilized during collaborative planning to enhance instruction.

Person Responsible

Silvia Lewis

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

DI Lesson Plan, Collaborative Planning Framework

Action Step 2 **5**

Provide job-embedded professional development on disaggregating data results from iReady Diagnostics to target instruction that is aligned to student needs, grouping of students, and effectively plan for Differentiated Instruction.

Person Responsible

Matilda Ysidro

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Professional development agenda, sign-in sheets, Lesson Plans

Action Step 3 5

Conduct data chat meetings, utilizing current data from resources (iReady), to group students based on their deficiencies and to align small group activities to targeted needs.

Person Responsible

Silvia Lewis

Schedule

Weekly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Grouping Charts/Templates, Data Chat Schedule, Data Results

Action Step 4 5

Provide job-embedded professional development for Differentiated Instruction, collaborative planning and implementing technological resources that provides in-class support to teachers, assist teachers in gathering resources and materials to implement instructional strategies to support the needs of students at the Teacher-Led Center.

Person Responsible

Silvia Lewis

Schedule

Weekly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Collaborative planning agendas, lesson plans

Action Step 5 5

Conduct Coaching Cycles and providing support to teachers with a focus on Differentiated Instruction based on data and walkthroughs.

Person Responsible

Silvia Lewis

Schedule

Weekly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Lesson plans, classroom observation and coaching cycles

Action Step 6 5

Conduct classroom walkthroughs to monitor effective implementation of Differentiated Instruction. The following monitoring tools will be used; DI lesson plans, Instructional Focus Calendar, Secondary Benchmarks, evidence of grouping using data, resources/materials organized, centers labeled and student folder/journals.

Person Responsible

Robin Boclair

Schedule

Weekly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Lesson plans, Weekly Classroom Monitoring, FCRR Walkthrough Framework

Action Step 7 5

Provide job-embedded professional development opportunities for school culture and team building activities that foster a school-wide culture that promotes collaboration, confidence and respect among all stakeholders.

Person Responsible

Matilda Ysidro

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

School based social events, student recognition celebrations

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Continuously monitor the implementation of collaborative planning, and conducting classroom walkthroughs to monitor explicit and effective delivery of instruction.

Person Responsible

Robin Boclair

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Common Planning Agenda/Notes, Classroom Walkthroughs and Observations, Student Work Product, Assessment Data

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Assessment data will be analyzed by teachers and reviewed by School Based Leadership Team to monitor progress, identify deficient areas and regroup for small group instruction.

Person Responsible

Robin Boclair

Schedule

On 6/8/2018

Evidence of Completion

Formative Assessment: Common Planning Agenda/Notes, Classroom Walkthroughs and Observations, Student Work Product, Assessment Data, Data Discussion Meeting Agendas, Sign-In Sheets

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M372995	Analyze and disaggregate data from the Topic Assessments, iReady Window 1 - Window 2, 2018 FSA,...	Bocclair, Robin	8/21/2017	Monitoring of Assessments - Results from 2018 FSA, 2018 FCAT Science and 2018 SAT-10	6/8/2018 monthly
G1.B1.S1.MA1  M372993	Assessment data will be analyzed by teachers and reviewed by School Based Leadership Team to...	Bocclair, Robin	8/21/2017	Formative Assessment: Common Planning Agenda/Notes, Classroom Walkthroughs and Observations, Student Work Product, Assessment Data, Data Discussion Meeting Agendas, Sign-In Sheets	6/8/2018 one-time
G1.B1.S1.MA1  M372994	Continuously monitor the implementation of collaborative planning, and conducting classroom...	Bocclair, Robin	8/21/2017	Common Planning Agenda/Notes, Classroom Walkthroughs and Observations, Student Work Product, Assessment Data	6/8/2018 monthly
G1.B1.S1.A1  A350377	Utilize an instructional framework to plan for effective Differentiated Instruction, in an effort...	Lewis, Silvia	8/21/2017	DI Lesson Plan, Collaborative Planning Framework	6/8/2018 monthly
G1.B1.S1.A2  A350378	Provide job-embedded professional development on disaggregating data results from iReady...	Ysidro, Matilda	8/21/2017	Professional development agenda, sign-in sheets, Lesson Plans	6/8/2018 monthly
G1.B1.S1.A3  A350379	Conduct data chat meetings, utilizing current data from resources (iReady), to group students based...	Lewis, Silvia	8/21/2017	Grouping Charts/Templates, Data Chat Schedule, Data Results	6/8/2018 weekly
G1.B1.S1.A4  A350380	Provide job-embedded professional development for Differentiated Instruction, collaborative...	Lewis, Silvia	8/21/2017	Collaborative planning agendas, lesson plans	6/8/2018 weekly
G1.B1.S1.A5  A350381	Conduct Coaching Cycles and providing support to teachers with a focus on Differentiated...	Lewis, Silvia	8/21/2017	Lesson plans, classroom observation and coaching cycles	6/8/2018 weekly
G1.B1.S1.A6  A350382	Conduct classroom walkthroughs to monitor effective implementation of Differentiated Instruction....	Bocclair, Robin	8/21/2017	Lesson plans, Weekly Classroom Monitoring, FCRR Walkthrough Framework	6/8/2018 weekly
G1.B1.S1.A7  A350383	Provide job-embedded professional development opportunities for school culture and team building...	Ysidro, Matilda	8/21/2017	School based social events, student recognition celebrations	6/8/2018 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If there is improvement in core academic instruction for all content areas, then there will be an increase in student achievement.

G1.B1 Limited evidence of understanding instructional strategies for Differentiated Instruction during planning, which impacts implementation of effective delivery during instruction.

G1.B1.S1 Effective Instructional Planning and Delivery

PD Opportunity 1

Provide job-embedded professional development on disaggregating data results from iReady Diagnostics to target instruction that is aligned to student needs, grouping of students, and effectively plan for Differentiated Instruction.

Facilitator

Leadership Team and CSS

Participants

Teachers

Schedule

Monthly, from 8/21/2017 to 6/8/2018

PD Opportunity 2

Provide job-embedded professional development for Differentiated Instruction, collaborative planning and implementing technological resources that provides in-class support to teachers, assist teachers in gathering resources and materials to implement instructional strategies to support the needs of students at the Teacher-Led Center.

Facilitator

Leadership Team and CSS

Participants

Teachers

Schedule

Weekly, from 8/21/2017 to 6/8/2018

PD Opportunity 3

Provide job-embedded professional development opportunities for school culture and team building activities that foster a school-wide culture that promotes collaboration, confidence and respect among all stakeholders.

Facilitator

Leadership Team and CSS

Participants

Teachers, Staff

Schedule

Monthly, from 8/21/2017 to 6/8/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Utilize an instructional framework to plan for effective Differentiated Instruction, in an effort to support teachers with organizing instructional groups, activities, lesson planning and instructional delivery. The instructional framework will be utilized during collaborative planning to enhance instruction.	\$0.00
2	G1.B1.S1.A2	Provide job-embedded professional development on disaggregating data results from iReady Diagnostics to target instruction that is aligned to student needs, grouping of students, and effectively plan for Differentiated Instruction.	\$0.00
3	G1.B1.S1.A3	Conduct data chat meetings, utilizing current data from resources (iReady), to group students based on their deficiencies and to align small group activities to targeted needs.	\$0.00
4	G1.B1.S1.A4	Provide job-embedded professional development for Differentiated Instruction, collaborative planning and implementing technological resources that provides in-class support to teachers, assist teachers in gathering resources and materials to implement instructional strategies to support the needs of students at the Teacher-Led Center.	\$0.00
5	G1.B1.S1.A5	Conduct Coaching Cycles and providing support to teachers with a focus on Differentiated Instruction based on data and walkthroughs.	\$0.00
6	G1.B1.S1.A6	Conduct classroom walkthroughs to monitor effective implementation of Differentiated Instruction. The following monitoring tools will be used; DI lesson plans, Instructional Focus Calendar, Secondary Benchmarks, evidence of grouping using data, resources/ materials organized, centers labeled and student folder/journals.	\$0.00
7	G1.B1.S1.A7	Provide job-embedded professional development opportunities for school culture and team building activities that foster a school-wide culture that promotes collaboration, confidence and respect among all stakeholders.	\$0.00
Total:			\$0.00