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School Board Approval

This plan has not yet been approved by the Dade County School Board.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Carol City Elementary School's mission is to equip students to become academically proficient and perform at their maximum potential in a risk-free learning environment. Students will acquire the knowledge, skills, and mind-set necessary to become contributing citizens that can compete in a global market.

Provide the school's vision statement

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

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Tiffany Davis

Position Title

Principal

Job Duties and Responsibilities

As the principal of Carol City Elementary, Mrs. Davis ensures a common vision as well as provides instructional leadership for data-based decision making at the school site. Additionally, she oversees all aspects of the day to day organization, operations, budget, and evidence of student achievement.

Leadership Team Member #2

Employee's Name

Cortnye S. Arce

Position Title

Assistant Principal

Job Duties and Responsibilities

As the Assistant Principal of the school site, Ms. Arce collaborates with the principal regarding standardized curricula, assessing teaching methods, monitoring student achievement, day to day operations, encouraging parent involvement and enforcing and revising policies and procedures. She works directly with staff to ensure the safety of the students and fulfills the federal and state student and teacher performance guidelines.

Leadership Team Member #3

Employee's Name

Angelisha Davis

Position Title

ESE Chair

Job Duties and Responsibilities

Ms. Davis, ESE Chair, works with the leadership team and collaborates in the school's decision making process. She works with the Leadership Team in developing and implementing the School Improvement Plan. Additionally, she focuses on IEP implementation as well as high yield strategies to improve students' performance.

Leadership Team Member #4

Employee's Name

Marthe Jackson

Position Title

School Counselor

Job Duties and Responsibilities

Ms. Jackson, school counselor, collaborates with the Leadership Team in the school's decision making process. She also assists the Leadership Team in developing the School Improvement Plan. As the school counselor, she works with students, parents and staff to improve the overall mental health of the school community.

Leadership Team Member #5

Employee's Name

Terri Tarver

Position Title

Math Coach

Job Duties and Responsibilities

Ms. Tarver works with the SLT in the decision making process as well as collaborates in developing and implementing the School Improvement Plan. As the Math Coach, she works with educators in the areas of curriculum, lesson plans, setting goals, analyzing data, problem solving and identifying student strengths and weaknesses regarding Mathematics.

Leadership Team Member #6

Employee's Name

Chaneqa Wooten

Position Title

Reading Coach

Job Duties and Responsibilities

Ms. Wooten collaborates with the SLT and actively participates in the school's decision-making process. She also assists in developing the School Improvement Plan. Additionally, Ms. Wooten facilitates weekly grade level meetings and lesson planning sessions with all grade levels focusing on ELA and sharing of best practices to ensure that lesson plans are standard-aligned. She also facilitates quarterly data chats so that instruction is data-driven and analyzes all school data to identify strengths, areas for improvement and trends. Ms. Wooten provides job embedded professional development that is relevant to teachers.

Leadership Team Member #7

Employee's Name

Sheneka Brown

Position Title

ESOL Chair

Job Duties and Responsibilities

Ms. Brown, ESOL Chair, collaborates with the SLT in the decision making process as well as in developing and implementing the School Improvement Plan. Additionally, she focuses on the ELL subgroup to improve students' performance.

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

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

SIP Monitoring

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

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

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	99.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: C* 2021-22: B 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	0	8	8	13	6	1	0	0	0	36
One or more suspensions	0	0	0	0	0	1	0	0	0	1
Course failure in English Language Arts (ELA)	0	0	9	17	5	2	0	0	0	33
Course failure in Math	0	0	8	14	3	0	0	0	0	25
Level 1 on statewide ELA assessment	0	0	0	13	5	20	0	0	0	38
Level 1 on statewide Math assessment	0	0	0	7	6	13	0	0	0	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	10	20	30						60
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	8	4	13	3					28

Current Year 2024-25

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	8	11	26	9	21	0	0	0	75

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	1	13	0	0	0	0	0	14
Students retained two or more times	0	0	0	3	0	1	0	0	0	4

Prior Year (2023-24) As Last 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 school days	11	15	8	5	8	4				51
One or more suspensions										0
Course failure in ELA		7	8	9	5					29
Course failure in Math		7	4	11	9	1				32
Level 1 on statewide ELA assessment				13	16	11				40
Level 1 on statewide Math assessment				17	15	7				39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	11	20	18	19						108

Prior Year (2023-24) As Last Reported (pre-populated)

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	1	7	4	16	14	7				49

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1			8						9
Students retained two or more times				3		1				4

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	42	63	57	28	60	53	37	62	56
ELA Grade 3 Achievement **	55	63	58	23	60	53			
ELA Learning Gains	48	64	60				71		
ELA Learning Gains Lowest 25%	63	62	57				72		
Math Achievement *	59	69	62	46	66	59	40	58	50
Math Learning Gains	67	65	62				62		
Math Learning Gains Lowest 25%	94	58	52				50		
Science Achievement *	53	61	57	52	58	54	43	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	75	64	61	46	63	59	50		

*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 (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	556
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
62%	41%	53%	23%		52%	62%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	58%	No		
English Language Learners	65%	No		
Black/African American Students	55%	No		
Hispanic Students	72%	No		
Economically Disadvantaged Students	61%	No		

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%
English Language Learners	46%	No		
Black/African American	35%	Yes	1	

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%
Students				
Hispanic Students	57%	No		
Economically Disadvantaged Students	40%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	28%	Yes	1	1
English Language Learners	39%	Yes	1	
Native American Students				
Asian Students				
Black/African American Students	54%	No		

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%
Hispanic Students	57%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	50%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	42%	55%	48%	63%	59%	67%	94%	53%					75%
Students With Disabilities	38%		75%		44%	75%							
English Language Learners	46%		57%		69%	79%							75%
Black/African American Students	37%	45%	46%		55%	65%	92%	43%					
Hispanic Students	67%	83%	57%		71%	79%							75%
Economically Disadvantaged Students	42%	54%	47%	62%	57%	61%	92%	50%					80%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	28%	23%			46%			52%					46%
English Language Learners	25%				58%								55%
Black/African American Students	23%	29%			41%			47%					
Hispanic Students	43%				67%			58%					61%
Economically Disadvantaged Students	30%	25%			45%			43%					55%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	37%		71%	72%	40%	62%	50%	43%					50%
Students With Disabilities	11%		42%		26%	50%		9%					
English Language Learners	27%				40%								50%
Native American Students													
Asian Students													
Black/African American Students	36%		68%	80%	36%	61%	57%	41%					
Hispanic Students	43%		80%		53%	63%		50%					55%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	36%		70%	72%	36%	59%	47%	39%					40%

E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	47%	56%	-9%	55%	-8%
Ela	4	25%	55%	-30%	53%	-28%
Ela	5	28%	56%	-28%	55%	-27%
Math	3	67%	65%	2%	60%	7%
Math	4	40%	62%	-22%	58%	-18%
Math	5	47%	59%	-12%	56%	-9%
Science	5	53%	53%	0%	53%	0%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

3rd grade showed the most improvement when comparing 47% proficiency in 2024 to 19% proficiency in 2023 for ELA and 67% proficiency in 2024 compared to 38% proficiency in 2023 for Math. As a school, we updated targeted groups after PM1 and PM2. Additionally, we implemented pull out and push in groups with the instructional Reading Coach and the ELA interventionist. We implemented a co-teaching model for Math with the Instructional Math Coach and the 3rd Grade Math teacher for the AM class (higher group) while implementing a pull out model during interventions for both the AM and PM groups with the Math Coach.

Lowest Performance

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

5th Grade ELA showed the lowest performance having 28% proficiency. The primary factor regarding the lowest performance was the inexperienced teacher that began teaching in October 2023 after the school year began.

Greatest Decline

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

5th grade ELA had the greatest decline; from 39% in 2023 to 28% in 2024. However these are 2 different groups of students. The same cohort was 27% proficient in 2023 as 4th Grade students and 28% proficient in 2024 as 5th Grade students. This is a 1 percentage point increase.

Greatest Gap

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.

4th Grade ELA (Raw data shows proficiency for 4th Grade is 25% which is 28 percentage points below the state average of 53%. Clean data shows proficiency for 4th Grade is 40%). 5th Grade is 27 percentage points below the state average of 55%. See contributing factors above.

EWS Areas of Concern

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

Deficiency in Reading as shown in STAR and Bi-Weekly data for 54% of the 2nd Grade students.

Low proficiency in 1st Grade Math as demonstrated on Bi-Weekly assessments.

Student Attendance

Highest Priorities

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

Reading - Grades 2, 3 and 5

Math Grade 2

Learning Gains for proficient students

Consistency of iReady completion throughout the school year with a 67% pass rate or higher

Student Attendance

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024 FAST PM3 data, 46% of our students in Grade 2 and 34% of our students in Grades 3-5 were proficient in ELA as compared to the district average of 53%. Based on this data and the identified contributing factors of high numbers of Level 1 and 2 ESOL students whose readiness levels limit their ability to master grade level tasks along with instruction that does not set high expectations, we will implement the Targeted Element of Collaborative Planning with a focus on setting high expectations and instructional delivery to all students including ELL.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the 2024 FAST PM3 data, 46% of our students in Grade 2 were proficient in ELA as compared to the district average of 53%. Based on this data and the identified contributing factors of high numbers of Level 1 and 2 ESOL students whose readiness levels limit their ability to master grade level tasks along with instruction that does not set high expectations, we will implement the Targeted Element of ELA for K-2 with a focus on setting high expectations and instructional delivery to all students including ELL.

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

According to the 2024 FAST PM3 data, 34% of our students in Grades 3-5 were proficient in ELA as compared to the district average of 53%. Based on this data and the identified contributing factors of high numbers of Level 1 and 2 ESOL students whose readiness levels limit their ability to master grade level tasks along with instruction that does not set high expectations, we will implement the Targeted Element of ELA with a focus on setting high expectations and instructional delivery to all students including ELL.

Grades K-2: Measurable Outcome(s)

With the implementation of departmentalizing Grades 1 and 2 as well as weekly collaborative planning sessions for K-2, an additional 10% of the primary population will score at grade level or

within a range that projects proficiency on the PM3 STAR assessment.

Grades 3-5: Measurable Outcome(s)

With the implementation of standards based collaborative planning with the Reading Coach and ELL Chair sharing ESOL strategies, an additional 13 percentage points (for a total of 55%) of students in grades 3-5 will score at grade level or above in the area of ELA on the FAST PM3. In addition, ELL students level 1 and 2 as well as Tier 3 students will attend pull out sessions to receive supplementary small group instruction to remediate foundational skills and review grade level deficiencies.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administration will attend and monitor weekly collaborative planning sessions. Additionally, administration will conduct daily walkthroughs to ensure planning focus is being implemented during classroom instruction and teachers remain on schedule. During Leadership Meetings, data analysis of formative assessments will be reviewed as assessed to observe progress and target students for small group remediation and extended learning opportunities.

Person responsible for monitoring outcome

Tiffany Davis

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The evidence-based strategy that will be implemented in this area of focus is Standards-Based Collaborative Planning. Weekly time will be provided to teachers to work together with the instructional coach and ELL Chair to share best practices, analyze data and collaborate on effective strategies/programs and techniques that align with B.E.S.T. ELA Standards for increased student achievement. The identified practice will be monitored by the administration on a weekly basis. Through this process, high expectations can be met by all students.

Rationale:

Standard based collaborative planning will ensure that teachers are using recent data to work with differentiated groups and lessons are aligned to B.E.S.T. standards. Teachers will continuously adjust their instruction, plans, and instructional delivery as new data becomes available to identify the need of all students.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Provide Professional Learning for teachers on effective Collaborative Planning.

Person Monitoring:

Chaneqa Wooten

By When/Frequency:

August 13, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional Development for teachers on Vertical Alignment relating to pre-planning, planning, DI, and high expectations for all students in Primary and Intermediate grades will be offered on August 13, 2024. Teachers will be equipped with knowledge to successfully pre-plan and plan for students to attain proficiency. Administration will conduct weekly walk throughs to ensure lesson plans reflect what was discussed in collaborative planning and instructional delivery.

Action Step #2

Develop and Implement Collaborative Planning schedule with Reading Coach and ELL Chair.

Person Monitoring:

Chaneqa Wooten

By When/Frequency:

August 23, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Reading Coach and ELL Chair will develop and implement a weekly collaborative planning schedule. Teachers will attend weekly collaborative planning meetings to collaborate and share effective reading strategies, ESOL strategies, best practices, and data analysis. As a result of weekly collaborative planning with the two instructional leaders, all teachers will be able to analyze data to determine the effectiveness of strategies discussed in planning. Data analysis will be used to track student performance on PM1 and bi-weekly assessments and revise targeted groups as needed for instruction.

Action Step #3

Differentiated Instruction to remediate benchmarks.

Person Monitoring:

Sheneka Brown

By When/Frequency:

August 23, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

ELL Chair will develop a weekly push in/pull out for small group ELL students to ensure high quality ELA instruction and differentiation is being implemented for this identified subgroup. Reading coach and interventionist will provide resources and push in support during Differentiated Instruction to remediate benchmarks. Administrators will conduct walk-through visits and review OPM's to measure student progress.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Small-group Instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024 FAST PM3 data, 16% of our total ELL population (31 students) in Grades K-5 were proficient in ELA and 65% of our ELL population in Grades 3-5 were proficient in ELA. Based on this data and contributing factors of high numbers of Level 1 and Level 2 ESOL students whose readiness levels limit their ability to master grade level tasks, we will implement the Targeted Element of small-group instruction.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of Small-group instruction as well as Collaborative Planning with the ELL Chair with fidelity, 20% of our total population of ELL students will be proficient in the area of ELA on the FAST PM3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The School Leadership Team will analyze biweekly data for ELL students and conduct quarterly data chats to adjust groups based on current data. SLT will follow up with regular walkthroughs to ensure effective small group and whole group instruction is taking place as shared through PD and collaborative planning sessions. Administrators will attend collaborative planning to ensure that students needs are being met. Feedback will be provided to teachers based on walk through as needed. An online data tracker will be developed and monitored after each biweekly assessment by coaches and discussed at Leadership Meetings. Data Analysis of formative assessments and Imagine Learning Platform will be reviewed during the School Leadership Team meetings to ensure that students are demonstrating growth.

Person responsible for monitoring outcome

Tiffany Davis

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

English Language Learners (ELL) Strategies refers to the process and actions that are consciously deployed to language learners to help them or use a language more effectively. Small-group and Differentiated Instruction are teaching strategies that tailor instruction to all students including ELL students learning needs. Through this process, high expectations can be met by all students.

Rationale:

The evidence-based strategy of small-group and differentiated instruction was chosen as it addresses the individual needs of all students and holds the teacher accountable for maintaining high expectations as he/she individualizes instruction to match the students' readiness levels.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Weekly Collaborative Planning with ELL Chair and Reading Coach.

Person Monitoring:

Sheneka Brown

By When/Frequency:

On-Going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

ELL Chair will develop and implement a weekly collaborative planning schedule. Teachers will attend weekly collaborative planning meetings to collaborate and share effective strategies and best practices and ESOL strategies. The School Leadership Team and the ELL Chair will conduct quarterly data chats, adjust groups based on data and follow up with daily/weekly walk throughs to ensure that small-group instruction for ELL students is taking place. Additionally, the SLT will ensure that teachers setting high standards for students of all subgroups is evident during instruction. The School Leadership Team and the ELL Chair will analyze biweekly data and conduct quarterly data chats, adjust groups based on data and follow up with daily/weekly walk throughs to ensure that small-group instruction is taking place.

Action Step #2

Provide monthly Professional Development on the implementation of ESOL Strategies.

Person Monitoring:

Sheneka Brown

By When/Frequency:

On-Going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During Collaborative Planning and/or monthly Power Hour sessions, the ELL chair will provide mini PD on the effective use of ESOL strategies. Administration will attend Collaborative Planning sessions and conduct walk throughs to ensure ESOL strategies are being implemented with fidelity.

Action Step #3

Small-group push in and pull out with ELL Chair

Person Monitoring:**By When/Frequency:**

Cortnye Arce

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

ELL Chair will develop and implement a weekly push in/pull out schedule for small group ELL students to ensure high quality ELA instruction and differentiation is being implemented for this identified subgroups. Administration will conduct walk throughs to ensure push-in and pull-out groups are provided explicit instruction with the use of ESOL strategies with fidelity.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024 FAST PM3 data, 53% of our 5th Grade students were proficient in Science as compared to the state average of 53% and the district average of 53%. Based of this data and the contributing factors of high numbers of ELL students whose readiness levels limit their ability to master science skills, we will implement the Instructional Practice specifically related to Science with a focus on high expectations and a hands on learning approach.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the successful implementation of Essential Science Labs with fidelity and the utilization of district instructional resources, 55% of the 5th Grade population will score at or above grade level in the area of Science on the FAST PM3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Leadership Team will conduct data chats and walk throughs and adjust groups accordingly. Administrator will attend collaborative planning sessions with a focus on real-life applications and corrective feedback.

Person responsible for monitoring outcome

Cortnye Arce

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

During Collaborative Data Chats, teachers and administration will analyze student performance data and determine how that information will be used to drive future instruction. Time is also allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards. Students who are in Rtl or who are identified as fragile are also discussed. This ensures they are receiving the proper support. Data chats are also a time to discuss teacher needs as it relates to additional assistance needed in the classroom, and in what ways both administration and support staff can assist teachers with those needs.

Rationale:

The evidence strategy of Collaborative data chats was chosen as it addresses students' needs as well as teachers' needs.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Develop and implement Science collaborative planning schedule to ensure lesson plans indicate a hands on approach to science instruction.

Person Monitoring:

Cortnye Arce

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administration will implement weekly/biweekly collaborative planning with Grades K-5 and follow up with walk throughs to review lesson plans for indication of hands on Science labs as well as quality Science instruction.

Action Step #2

Analyze Science Baseline and benchmark assessment data with teachers.

Person Monitoring:

Cortnye Arce

By When/Frequency:

Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During Collaborative Planning, teachers will analyze the science baseline and benchmark assessment data that will be used to track student performance and remediate science benchmarks as necessary. Administration will conduct walkthroughs to monitor student science data trackers.

Action Step #3

Conduct Science data chats with students.

Person Monitoring:

Cortnye Arce

By When/Frequency:

Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

As a result of analyzing Science data during weekly collaborative planning, the teacher will conduct data chats with students resulting in providing targeted students with extended learning opportunities. Administration will conduct walkthroughs to monitor student science data trackers.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

specifically relating to

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

No Answer Entered

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

No Answer Entered

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to Power Bi data, student attendance for the 23-24 school year was 92.87% compared to 90.65% during the 22-23 school year. Although this is an improvement in student attendance, we were ranked 48 out of 53 elementary schools in the North region. Based on this data, student absence limits the ability of student achievement. Therefore, we will increase daily, weekly and quarterly incentives and rewards school-wide to increase student attendance.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the successful development and implementation of a revised attendance plan focusing on frequent student incentives and rewards, student attendance will increase school-wide from 93% to 95% for the 2024-2025 school-year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Leadership Team will conduct daily and weekly attendance checks that will impact student attendance. An online jot form will be made for teachers to submit at the beginning of the day. Parent contact will be made prior to 9:00 am regarding absences to verify the absence.

Person responsible for monitoring outcome

Cortnye Arce

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale:

The evidence based strategy of strategic attendance initiatives was chosen as it addresses individual needs and at the same time rewards students with perfect attendance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Contact parents of absent students on a daily basis.

Person Monitoring:

Marthe Jackson

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school counselor will contact all parents/guardians of students absent each day. The school counselor will document parent response and share with administration during weekly Leadership Meeting.

Action Step #2

"Are You Here Today" Daily Attendance Incentive

Person Monitoring:

Cortnye Arce

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The first attendance incentive will begin at the beginning of the school year after the no show period. Every day a child's name will be selected and announced on the after school announcements. If that child is present in school that day, they will receive a treat bag. Administration will ensure this is being done with fidelity.

Action Step #3

Brag Tag Incentive

Person Monitoring:
Marthe Jackson

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will receive attendance Brag Tags for each week that they are in attendance full the full 5 days. Students will have a calendar in their Reading folder to keep track of their own progress and be held accountable for their own attendance. Administration will ensure this is being done with fidelity.

Action Step #4

Quarterly Attendance Incentive

Person Monitoring:
Cortnye Arce

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will receive a 100% attendance certificate and lunch with the administration as a quarterly attendance incentive for having perfect attendance. Administration will ensure this is being done with fidelity.

Action Step #5

Counseling Sessions

Person Monitoring:
Marthe Jackson

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will consistently follow up on students with 3 or more absences and conduct counseling sessions to address the importance of school.

Action Step #6

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

The SIP is shared and reviewed at the Annual Title I Meeting as well as our monthly EESAC (teachers, support staff, parents, students, and business partners) meetings to all stakeholders. The SIP is located in the parent resource center, the main office of Carol City Elementary, and the school website.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Carol City Elementary plans to build positive relationships with all stakeholders through Open House, Annual Title I Meeting, EESAC Meetings, and parent involvement activities throughout the school year. (i.e. Trunk or Treat, Parent Academy Meetings, Academic Evenings) Our school's website, <https://carolcitybabychiefs.com> has the PFEP as well as parent, student and teacher information. The school marquee has information to keep parents informed and current. Additionally, the administration and staff are available for all questions and concerns.

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii)

According to the 2023-2024 FAST PM3 data, 40% of incoming 5th grade students were proficient in ELA as compared to the state average of 53%. This was the greatest gap when compared to the state average. Based on the data and the contributing factors of: high numbers of level 1 and 2 ESOL, ESE, retained students, and inconsistencies in staff, student's low performance limit the ability to perform on grade level tasks. Therefore, we will implement the targeted element of ELA to strengthen the academic program in the school.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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

Carol City Elementary ensures counseling, mental health services, support services, mentoring and other strategies to improve student skills outside of the classroom to meet student needs. We are the host school for 1 school counselor, 1 mental health coordinator, 1 school nurse, 1 social worker, 1 school psychologist and 1 mental health practitioner.

Preparing for Postsecondary Opportunities and the Workforce

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

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

Addressing Problem Behavior and Early Intervening Services

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

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

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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

Strategies to Assist Preschool Children

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

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

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00