

Miami-Dade County Public Schools

Caribbean K 8 Center



2021-22 Schoolwide Improvement Plan

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Caribbean K 8 Center

11990 SW 200TH ST, Miami, FL 33177

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

Demographics

Principal: Noemi Serrano Duran

Start Date for this Principal: 7/19/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: B (57%) 2016-17: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 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.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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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 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: School Information

School Mission and Vision

Provide the school's mission statement.

Caribbean K-8 Center will strive to develop each student to his/her fullest potential using a variety of educational and technical methods that promote intellectual curiosity, independent thinking, and problem solving capabilities.

Provide the school's vision statement.

Caribbean K-8 Center will offer and instill academic skills to each student to promote life-long learning in order to achieve his or her greatest potential.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Serrano-Duran, Noemi	Principal	Oversee and manage all programs in the K-8 Center.
MacDonald, Tracey	Instructional Coach	Meet and Plan with teachers in ELA, LA, Civics and Science grade 8. This member is a part of the School Leadership Team (SLT)
Stevens, Edward	Teacher, K-12	Civics and World History Teacher. This professional is also in charge of student government.
Valdes, Ana	Teacher, K-12	Third grade teacher and grade level chairperson
Pascual, Adam	Assistant Principal	Oversee multiple programs throughout the school year. Facilitate and plan Leadership team meetings. Lead and develop colleagues. Provide for an safe and clean learning environment. Welcome a climate of engaging, highly qualified teachers, positive support systems with a goal focused on student achievement.
Machado, Andy	Curriculum Resource Teacher	Meet and Plan with teachers in Mathematics and Science grade 5. This member is a part of the School Leadership Team (SLT)

Demographic Information

Principal start date

Monday 7/19/2021, Noemi Serrano Duran

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

30

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

78

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

622

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	49	58	71	67	65	75	79	79	69	0	0	0	0	612
Attendance below 90 percent	24	16	22	17	18	17	23	35	17	0	0	0	0	189
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	17	5	16	18	10	12	4	0	0	0	0	84
Course failure in Math	0	1	6	6	8	5	16	2	14	0	0	0	0	58
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	12	13	21	23	0	0	0	0	69
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	9	9	21	16	0	0	0	0	55
Number of students with a substantial reading deficiency	4	9	43	28	24	28	30	46	38	0	0	0	0	250

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	7	4	17	12	9	19	18	27	20	0	0	0	0	133

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	10	5	6	11	0	0	0	1	0	0	0	0	0	33
Students retained two or more times	0	0	0	4	2	3	0	0	0	0	0	0	0	9

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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	
Number of students enrolled	75	77	65	84	83	87	91	78	80	0	0	0	0	720
Attendance below 90 percent	20	22	15	26	20	23	37	20	18	0	0	0	0	201
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	14	6	20	20	9	13	6	0	0	0	0	0	88
Course failure in Math	0	6	5	12	6	15	2	17	6	0	0	0	0	69
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	12	13	22	25	20	0	0	0	0	92
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	9	23	17	24	0	0	0	0	82

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	7	15	10	19	22	17	28	24	21	0	0	0	0	163

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	10	5	6	11	0	0	1	1	0	0	0	0	0	34
Students retained two or more times	0	0	1	3	2	0	3	1	2	0	0	0	0	12

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				44%	63%	61%	39%	62%	60%
ELA Learning Gains				55%	61%	59%	54%	61%	57%
ELA Lowest 25th Percentile				47%	57%	54%	58%	57%	52%
Math Achievement				52%	67%	62%	38%	65%	61%
Math Learning Gains				64%	63%	59%	54%	61%	58%
Math Lowest 25th Percentile				48%	56%	52%	56%	55%	52%
Science Achievement				40%	56%	56%	42%	57%	57%
Social Studies Achievement				78%	80%	78%	84%	79%	77%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	45%	60%	-15%	58%	-13%
Cohort Comparison						
04	2021					
	2019	49%	64%	-15%	58%	-9%
Cohort Comparison		-45%				
05	2021					
	2019	40%	60%	-20%	56%	-16%
Cohort Comparison		-49%				
06	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	43%	58%	-15%	54%	-11%
Cohort Comparison		-40%				
07	2021					
	2019	36%	56%	-20%	52%	-16%
Cohort Comparison		-43%				
08	2021					
	2019	44%	60%	-16%	56%	-12%
Cohort Comparison		-36%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	55%	67%	-12%	62%	-7%
Cohort Comparison						
04	2021					
	2019	54%	69%	-15%	64%	-10%
Cohort Comparison		-55%				
05	2021					
	2019	53%	65%	-12%	60%	-7%
Cohort Comparison		-54%				
06	2021					
	2019	35%	58%	-23%	55%	-20%
Cohort Comparison		-53%				
07	2021					
	2019	51%	53%	-2%	54%	-3%
Cohort Comparison		-35%				
08	2021					
	2019	40%	40%	0%	46%	-6%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	41%	53%	-12%	53%	-12%
Cohort Comparison						
08	2021					
	2019	39%	43%	-4%	48%	-9%
Cohort Comparison		-41%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	74%	73%	1%	71%	3%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	92%	63%	29%	61%	31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

We are reporting data based on i-Ready Data AP1 for Fall, AP2 for Winter, and AP3 for Spring.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50.0	67.2	42.2
	Economically Disadvantaged	48.4	66.1	40.3
	Students With Disabilities	55.6	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	39.1	62.5	32.8
	Economically Disadvantaged	38.7	61.3	30.7
	Students With Disabilities	0	55.6	0
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37.3	55.9	62.7
	Economically Disadvantaged	37.3	55.9	62.7
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30.5	55.9	59.3
	Economically Disadvantaged	30.5	55.9	59.3
	Students With Disabilities	0	50.0	0
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40.6	52.2	59.4
	Economically Disadvantaged	40.6	52.2	59.4
	Students With Disabilities	0	0	61.5
	English Language Learners	0	0	61.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14.5	18.8	37.7
	Economically Disadvantaged	14.5	18.8	37.7
	Students With Disabilities	0	0	46.2
	English Language Learners	0	0	46.2

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31	35.2	52.1
	Economically Disadvantaged	29.9	34.3	50.8
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.9	26.8	54.9
	Economically Disadvantaged	14.9	23.9	53.7
	Students With Disabilities	0	0	0
	English Language Learners	0	0	66.7

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32.4	41.9	41.9
	Economically Disadvantaged	28.6	40.0	40.0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35.1	46.0	52.7
	Economically Disadvantaged	32.9	42.9	50.0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	9.2	0
	Economically Disadvantaged	0	8.5	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29.6	33.3	33.3
	Economically Disadvantaged	30.4	34.2	32.9
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27.2	37.0	38.3
	Economically Disadvantaged	27.9	38.0	38.0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37.7	39.1	43.5
	Economically Disadvantaged	37.1	37.1	41.9
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34.8	44.9	44.9
	Economically Disadvantaged	30.7	43.6	45.2
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	69.0	0
	Economically Disadvantaged	0	66.7	0
	Students With Disabilities	0	37.5	0
	English Language Learners	0	63.6	0

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		38.9	51.4	50.0
	Economically Disadvantaged		38.2	50.0	48.5
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		38.9	40.3	41.7
	Economically Disadvantaged		39.7	36.8	39.7
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		0	8.5	0
	Economically Disadvantaged		0	19.4	0
	Students With Disabilities		0	4.5	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13	29	36	10	21	37					
ELL	43	60	72	35	45	40	25	78			
BLK	24	30	38	17	29	41	15	61			
HSP	51	53	70	39	40	44	41	81	72		
FRL	40	43	51	29	34	41	32	69	71		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	39	25	32	55	40	22				
ELL	43	55	62	56	69	53	26	75			
BLK	31	49	39	40	59	46	33	69			
HSP	54	60	56	60	69	51	46	83	88		
FRL	43	54	46	50	64	48	35	78	86		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	56	64	33	50	44	21				
ELL	36	57	56	35	51	61	30				
BLK	26	51	59	30	51	51	30	81			
HSP	48	57	56	45	56	61	50	85			
FRL	38	54	58	37	54	56	41	84	90		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	485
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on the 2020-2021 State Assessment Data for learning gains in the subject area of Mathematics showed a decrease of 29 percentage points as compared to 2018-2019 data.

Based on the 2020-2021 State Assessment Data for learning gains in the subject area of ELA showed a decrease of 12 percentage points as compared to 2018-2019 data.

Based on the 2020-2021 State Assessment Data for proficiency in the subject area of Math showed a decrease of 22 percentage points as compared to 2018-2019 data.

Based on the 2020-2021 State Assessment Data for proficiency in the subject area of ELA showed a decrease of 4 percentage points as compared to 2018-2019 data.

Based on the 2020-2021 State Assessment Data for proficiency in the subject area of Math for 6th grade showed 15% learning gains as compared to the school average of 35%, this is an area of concern for this school year.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the 2020-21 Demographic Subgroup Performance State Assessment Data, the greatest need for improvement is our SWD subgroup. In this subgroup, the data reflects that in the subject area of ELA, all data components (Proficiency, Learning Gains, and L25 learning Gains) were substantially less than the other subgroups (ELL and Education). In the subject area of Mathematics, the ESE subgroup was also less than the different subgroups.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factor was the limited support provided to the ESE support staff. This new action will focus on building capacity with the ESE support teachers. The ESE support staff will participate in coaching cycles and weekly collaborative planning sessions. The ESE support staff will also receive training in monitoring and analyzing data and developing instructional frameworks to support classroom teachers and implement technology effectively.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The 2019 Three Year Trend FSA/ EOC State Assessment data showed the most improvement in the component of Proficiency in the subject areas of Mathematics and ELA.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors for this improvement were the following: collaborative planning, "they do" portion of the gradual release, data-driven instruction, professional development, coaching cycles, data protocols (data chats with the students/teachers and data trackers), and corrective feedback protocols. The school will continue to use these practices and make adjustments as needed.

What strategies will need to be implemented in order to accelerate learning?

The following strategies will accelerate learning: standard aligned daily end products/exit slips, question stems to create higher-order thinking questions, students working in collaborative groups, and utilizing the achievement level descriptors (ALDs) during collaborative planning to understand the expectations for the progressions of student performance at each achievement level.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Facilitate weekly collaborative planning sessions (September/21) to provide teachers with support to the following: unwrapping the standards and using the ALDs to understand the progression of student performance at each achievement level (September/21); using question stems to create higher-order thinking questions (September/October/21), and where and when to integrate technology in the classroom/lessons. (September/October/21)

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

To ensure the sustainability of improvement in the next school year and beyond, the school will ensure weekly collaborative planning, professional learning communities, peer-to-peer observations, learning walks, student-teacher data chats, and the implementation of the transformation stages of the SAMR model in the classroom.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Based on the our data review, our school will focus on Culture & Environment, specifically relating to Student Attendance. Based on the 20-21 schoolwide attendance data, it is evident that there is a correlation between attendance deficiencies and progress of students in the L25 subgroup.

Measurable Outcome: L25 attendance will increase by 10 percentage points by the end of the 2021-2022 school year.

Monitoring: Homeroom teachers will monitor daily attendance and report to the attendance committee any student in the L25 that has excessive tardies and/or absences. Student absences will be monitored on a weekly basis and action steps to prevent excessive absences will be implemented with fidelity.

Person responsible for monitoring outcome: Andy Machado (307103@dadeschools.net)

Evidence-based Strategy: The attendance evidence-based strategy used will be Rewards/Incentives. Rewards will be offered to those students and homerooms based on a 95% or above monthly attendance.

Rationale for Evidence-based Strategy: Attendance initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership and Attendance teams with a systematic approach to pinpoint attendance deficiencies and the correlation of academic deficiencies in the L25 student subgroup.

Action Steps to Implement

8/25-9/03 – The Attendance Team will develop a schoolwide attendance plan that specifically targets the L25 student subgroup. Attendance Team will train instructional staff on monitoring of students. Teachers will monitor student attendance and report findings to the attendance team.

Person Responsible Noemi Serrano-Duran (pr0661@dadeschools.net)

9/3-10/11 – The attendance Team will create a visual display that will be showcased in the cafeteria with a list of homeroom classes that achieve the 95% or above monthly goal.

Person Responsible Andy Machado (307103@dadeschools.net)

9/10-10/11 – Morning announcements will shout out the homerooms that meet or surpass the weekly attendance goal.

Person Responsible Andy Machado (307103@dadeschools.net)

9/3-10/11 – Administration will monitor the school's daily attendance report and identify students who display 6 or more absences. Interventions will be implemented as needed and truancy meetings will be held accordingly.

Person Responsible Noemi Serrano-Duran (pr0661@dadeschools.net)

11/1 - 12/17 - Administration will continue to monitor the school's daily attendance report and identify students with 6 to 14 absences. Truancy meetings will be conducted by the students services team for

students with 15 or more absences. Parent meetings will be held in person to ensure follow through of services to the family.

Person Responsible Adam Pascual (apascual@dadeschools.net)

11/1 - 12/17 - Homeroom classes will be given a class rocket and student astronauts so that students can progress based on their attendance, each week of perfect attendance will move their astronaut from one stage to the next. Students will be incentivized by classroom teachers weekly and by the PLST on a monthly basis.

Person Responsible Ana Valdes (valdes_a@dadeschools.net)

1/31 - 4/29 - The PLST will monitor attendance data and "shout-out" teachers who have completed their attendance visual board with fidelity by April 29th.

Person Responsible Tracey MacDonald (traceyanmacdonald@dadeschools.net)

1/31 - 4/29 - The attendance team will use the PowerBI MTSS attendance dashboard to assist with monitoring students with 6 or more unexcused absences, a display board will be listed in the office by March 1st.

Person Responsible Adam Pascual (apascual@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Based on the our data review, our school will focus on Instructional Practice, specifically relating to Student Engagement. This was selected because of a decrease on our Math Learning Gains from 52% in 2019 to 30% in 2021, this shows a decrease in 22 percentage points.

Measurable Outcome: Student engagement will increase by 15 percentage points when compared to the 2020-2021 school year data.

Monitoring: Administration will review weekly lesson plans and align instructional walk-throughs to that focus on collaborative techniques.

Person responsible for monitoring outcome: Tracey MacDonald (traceyanmacdonald@dadeschools.net)

Evidence-based Strategy: Collaborative Learning increases the learning gains of all students. Collaborative Learning targets instruction which focuses on groups of learners that search for understanding, solutions, meanings, or creating a product.

Rationale for Evidence-based Strategy: Collaborative Learning ensures that teachers are providing opportunities for students to work together in exploring the course material in an environment that is conducive to discovery and academic growth.

Action Steps to Implement

9/15 - Administration will facilitate professional development opportunities for teachers that focus on the effective implementation of collaborative learning and collaborative learning techniques. These techniques will align with the targeted school goals. Instructional staff will then develop lessons that focus on collaborative learning opportunities for students.

Person Responsible Noemi Serrano-Duran (pr0661@dadeschools.net)

9/16-10/11 – Weekly collaborative planning sessions for instructional staff will provide opportunities for teachers to brainstorm and integrate techniques that correlate with the effective implementation of collaborative learning.

Person Responsible Tracey MacDonald (traceyanmacdonald@dadeschools.net)

9/16 – 10/11 – Administration and Instructional Coaches will conduct weekly walk-throughs to monitor collaborative learning during classroom instruction. It is expected that students will be engaged and collaborating with peers.

Person Responsible Tracey MacDonald (traceyanmacdonald@dadeschools.net)

9/16-10/11 – Following administrative feedback to instructional staff, teachers struggling with the collaborative learning model will be provided with opportunities to observe peers that have been identified as successful models.

Person Responsible Noemi Serrano-Duran (pr0661@dadeschools.net)

11/1 - 12/17 - To increase student engagement during classroom instruction, a monthly school-wide collaborative strategy initiative will be in place. Teachers will be exposed to different strategies presented in faculty meetings for them to utilize during instruction. The instructional coaches will model these various collaborative strategies during the faculty meeting and teacher-coach collaboration cycles.

Person Responsible Tracey MacDonald (traceyanmacdonald@dadeschools.net)

11/1 - 12/17 - Instructional coaches and administration will continue to provide feedback to teachers struggling with collaborative learning strategies. Teachers will be able to observe peers that have appropriate collaborative practices in place.

Person Responsible Adam Pascual (apascual@dadeschools.net)

1/31 - 2/11 - Administrative walk throughs will increase to a frequency of daily, with a focus on student engagement and evidenced through meaningful and rigorous lessons. It is expected that by February 11th, over 90% of teachers will have evidence of high quality work.

Person Responsible Adam Pascual (apascual@dadeschools.net)

1/31 - 3/1 - The coaches will create a product review log/calendar to identify which items (DI folders and student journals, L25 students, proficient students, ESE students, etc.) by March 1st, logs will be reviewed during collaborative planning.

Person Responsible Tracey MacDonald (traceyanmacdonald@dadeschools.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Based on our data review, our school will focus on Instructional Practice, specifically relating to ELA. This was selected as an area of concern because 50% percent or less of our students, 3rd grade - 36%, 4th Grade 35%, and 5th Grade 43%, scored at or above a level 3 on the 2021 statewide English Language Arts (ELA) FSA assessment. In Kindergarten-89%, First Grade-39%, and Second Grade-60% of the students were identified as being on track to pass the statewide ELA assessment, using 2020 i-Ready progress monitoring AP3 data. The priority is to focus on Literacy using continuous monitoring of the data, checks for understanding, peer collaboration, higher-order thinking opportunities, and differentiating instruction to meet the needs of all learners.

Measurable Outcome:

Using the 2021-2022 i-Ready progress monitoring AP3 report, students in Kindergarten through Second grade scoring a green level will increase by 7 percentage points. Using the 2021-2022 i-Ready progress monitoring AP3 report, students in Third through 5th grade scoring a level 3 on the 2022 statewide, standardized English Language Arts assessment by 5 percentage points.

Monitoring:

The Leadership Team will conduct monthly data chats and adjust groups based on current data in real-time. Data analysis will be reviewed monthly to monitor and observe progress. Physical and online data trackers will be used to monitor student progress on a bi-weekly basis.

Person responsible for monitoring outcome:

Tracey MacDonald (traceyanmacdonald@dadeschools.net)

Evidence-based Strategy:

The evidence-based strategy we will use is "Checks for Understanding" Classrooms will contain evidence of a variety of formative assessments to identify learning goals, which include learning goals, student feedback on student products, and a plan for instruction based on students' errors and misconceptions.

Rationale for Evidence-based Strategy:

Differentiated instruction will ensure that teachers align the standard based resources and materials to meet the needs of all students. Teachers will continually adjust their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

9/22 – Provide Professional Development for teachers on effective implementation of differentiated instruction that is based on current data and is aligned to the school goals. As a result, teachers will develop classroom systems and align resources that are conducive to small group instruction such as scaffolded instruction/material, data grouping, and goal setting.

Person Responsible

Tracey MacDonald (traceyanmacdonald@dadeschools.net)

9/23-10/11- Facilitate weekly collaborative planning sessions to provide teachers with an opportunity to review data and realign instructional materials based on data findings. As a result, teachers will have posted groups, appropriate resources, and lesson plans that reflect individual student needs.

Person Responsible

Tracey MacDonald (traceyanmacdonald@dadeschools.net)

10/4-10/11 – Students will be provided with individual whiteboards that will serve as an instructional tool. During the "We Do" portion of instruction, students will work out their problems and immediately display it to the teacher. As a result, teachers will check for understanding and provide student specific feedback.

Person Responsible Andy Machado (307103@dadeschools.net)

10/4-10/11 – Afterschool tutoring sessions will be identified based on subgroups and diverse learning needs of students. As a result, students will receive targeted instruction to address the specific learning loss.

Person Responsible Maria Otano (mariaotano@dadeschools.net)

11/1 - 12/17 - Through collaborative planning, teachers will begin to incorporate scaffolded instruction to show differentiation, twenty-day lesson summary, and Ready book tracker.

Person Responsible Tracey MacDonald (traceyanmacdonald@dadeschools.net)

11/1 - 12/17 - Through collaborative planning, the coaches will model exemplar examples of explicit corrective feedback in student DI folders.

Person Responsible Tracey MacDonald (traceyanmacdonald@dadeschools.net)

1/31 - 2/18 - During collaborative planning the instructional coaches will review with teachers the various stages of corrective feedback, 100% of ELA teachers will be trained on the stages of feedback through collaborative planning by February 18th. The scheduling is on track to meet the needs of our Tier 3 students.

Person Responsible Tracey MacDonald (traceyanmacdonald@dadeschools.net)

1/31 - 4/29 - Administrative walk throughs will focus on student work with teacher feedback as evidenced by DI folders by April 29th.

Person Responsible Adam Pascual (apascual@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale:	Administration will focus on instructional staff development by providing opportunities for teachers to become school leaders. Teacher leaders will be involved in schoolwide initiatives. Administration will ensure that they become an active participant in the school decision-making process.
Measurable Outcome:	Based on the school climate survey results, 15% of the staff said they do not feel their ideas are listened to and considered. The percentage of staff that do not feel their ideas are listened to and considered will decrease by 3 percentage points during the 2021-2022 school year.
Monitoring:	The Leadership Team will identify specific staff members who consistently display leadership qualities and express an ongoing interest in career advancement.
Person responsible for monitoring outcome:	Andy Machado (307103@dadeschools.net)
Evidence-based Strategy:	By creating “Shared Leadership” opportunities, teachers who become part of the decision-making process will create an engaging school climate that fosters student learning. This sense of a shared ownership ensures that all participants positively contribute to the responsibility and accountability of the school.
Rationale for Evidence-based Strategy:	Involving staff in the decision-making process empowers, motivates, and inspires others to share their expertise within the school in an effort to promote a positive school culture that benefits all stakeholders.

Action Steps to Implement

8/20 - 9/1 – The leadership team will develop a survey to garner feedback from teachers interested in joining committees or taking on leadership roles within the school. As a result, the leadership team will review the feedback and designate school leaders.

Person Responsible Noemi Serrano-Duran (pr0661@dadeschools.net)

8/18-10/11 – Teachers will have an opportunity to share their expertise with colleagues during grade-level monthly meetings. As a result, teachers will be motivated to empower and inspire others to also become part of the school’s decision making. Teachers will collaborate with the leadership team in setting academic goals that target student achievement.

Person Responsible Tracey MacDonald (traceyanmacdonald@dadeschools.net)

10/4-10/11 – Teacher leaders will share best practices in small group sessions during collaborative planning. As a result, teachers will develop and promote their own pedagogy in a smaller peer setting and set the tone for a shared decision-making process within the school.

Person Responsible Ana Valdes (valdes_a@dadeschools.net)

8/31- 10/11 – Ongoing opportunities for “Experts in My Building” who seek career advancement will be provided with opportunities to lead targeted schoolwide initiatives such as afterschool tutoring, teacher recruitment and retention efforts, and coordinate professional development for instructional staff.

Person Responsible Noemi Serrano-Duran (pr0661@dadeschools.net)

11/1 - 12/17 - Teachers who have been identified by the leadership team as exemplar best practices in place will have the opportunity to share their best practices with teachers during monthly faculty meetings. Best practices include but are not limited to student journals, student work products, anchor charts, and other engagement strategies utilized in the classroom.

Person Responsible Adam Pascual (apascual@dadeschools.net)

11/1 -12/17 - After teachers share best practices during faculty meetings, the administration will provide opportunities for teachers needing support to participate in Learning Walks – to see their peers in action.

Person Responsible Andy Machado (307103@dadeschools.net)

1/31 - 4/29 - Administration will identify experts in the building to share best practices. Administrators will work collaboratively with the instructional coaches to allow for more learning walk opportunities within the next implementation window as evidence by collaborative planning sign in sheets.

Person Responsible Adam Pascual (apascual@dadeschools.net)

1/31 - 4/29 - A teacher leader will be chosen to present at faculty meetings in order to share their strengths in their practice as evidence by faculty meeting agendas.

Person Responsible Adam Pascual (apascual@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Using the safe schools website, Caribbean K-8 Center is ranked 140 out of 313 combination schools statewide. Caribbean K-8 Center reported 0.8 incidents per 100 students. This rate is less than the Statewide combination school rate of 1.6 incidents per 100 students. A total of 9 incidents occurred during the 2018-2019 school year as compared to 6 incidents during the 2019-2020 school year, this is a decrease of 3 incidents. Each incident is considered violent as evidence by the safe schools dashboard.

A primary area of concern during the 2021-2022 school year is to reduce the number of violent incidents. Our student services team, which includes a school counselor and two mental health specialist, provide lessons to all grade levels in order to help students build their tool belt, including coping strategies to deal with everyday situations. Our goal is to provide students with conflict management strategies. We are predicting a reduction of the number of violent incidents after we implement these steps.

A secondary area of concern is to reduce the number of incidents related to harassment. Our student services team will provide bullying prevention curriculum provided by Miami-Dade County Public Schools. These lessons bring awareness to students about coping skills, intervention to deal with events related to bullying. We predict that if we provide these lessons an overall reduction of bullying incidents will take place.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our Strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures that they have necessary information to support their children. Information is communicated to all stakeholders through the school website, ClassDojo, flyers, and other social media websites. Faculty and staff are provided opportunities to come together to share celebrations of success during monthly faculty meetings and in-service development. During monthly EESAC meetings we provide opportunities for staff, parents, and students to provide ongoing feedback and suggestions to school leaders. In addition, informal conferences with staff and students are conducted to provide information about their academic growth at school. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, and Teacher Leaders. The Principal's role is to share the mission and vision of the school by taking continuous 'temperature checks' using surveys, open communication with all stakeholders, and build community within the school environment. The Assistant Principals will assist in ensuring all information is shared with stakeholders in a timely manner and builds morale through the development of staff members. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00

	Total: \$0.00
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