

Miami-Dade County Public Schools

Caribbean K 8 Center



2022-23 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: 10/21/2021

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (58%) 2018-19: B (57%) 2017-18: B (57%)
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	ATSI
* 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

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-8</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>98%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

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.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Serrano-Duran, Noemi	Principal	Oversee and manage all programs in the K-8 Center.
	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.
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).
Beceiro, Maydelin	Instructional Coach	Meet and Plan with teachers in Math and Science grade 8. This member is a part of the School Leadership Team (SLT)
Pascual, Adam	Assistant Principal	

Demographic Information

Principal start date

Thursday 10/21/2021, Noemi Serrano Duran

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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.*

320

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

667

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

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	45	59	66	64	54	72	76	81	75	0	0	0	0	592
Attendance below 90 percent	17	23	16	14	12	16	19	20	22	0	0	0	0	159
One or more suspensions	1	0	0	0	0	0	0	0	1	0	0	0	0	2
Course failure in ELA	0	4	10	10	4	12	4	9	0	0	0	0	0	53
Course failure in Math	0	0	6	4	1	2	10	0	1	0	0	0	0	24
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	4	24	22	19	30	0	0	0	0	106
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	11	15	31	28	31	0	0	0	0	120
Number of students with a substantial reading deficiency	0	3	12	4	17	18	11	12	2	0	0	0	0	79

Using the table above, complete the table below with the number of students by current grade level who have 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	6	4	9	13	7	21	24	23	31	0	0	0	0	138

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	5	6	7	0	1	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	2	0	2	1	2	0	0	0	0	7

Date this data was collected or last updated

Monday 8/8/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	43%	62%	55%				44%	63%	61%
ELA Learning Gains	53%						55%	61%	59%
ELA Lowest 25th Percentile	45%						47%	57%	54%
Math Achievement	47%	51%	42%				52%	67%	62%
Math Learning Gains	68%						64%	63%	59%
Math Lowest 25th Percentile	72%						48%	56%	52%
Science Achievement	32%	60%	54%				40%	56%	56%
Social Studies Achievement	84%	68%	59%				78%	80%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	45%	60%	-15%	58%	-13%
Cohort Comparison		0%				
04	2022					
	2019	49%	64%	-15%	58%	-9%
Cohort Comparison		-45%				
05	2022					
	2019	40%	60%	-20%	56%	-16%
Cohort Comparison		-49%				
06	2022					
	2019	43%	58%	-15%	54%	-11%
Cohort Comparison		-40%				
07	2022					
	2019	36%	56%	-20%	52%	-16%
Cohort Comparison		-43%				
08	2022					
	2019	44%	60%	-16%	56%	-12%
Cohort Comparison		-36%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	55%	67%	-12%	62%	-7%
Cohort Comparison		0%				
04	2022					
	2019	54%	69%	-15%	64%	-10%
Cohort Comparison		-55%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	53%	65%	-12%	60%	-7%
Cohort Comparison		-54%				
06	2022					
	2019	35%	58%	-23%	55%	-20%
Cohort Comparison		-53%				
07	2022					
	2019	51%	53%	-2%	54%	-3%
Cohort Comparison		-35%				
08	2022					
	2019	40%	40%	0%	46%	-6%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	41%	53%	-12%	53%	-12%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-41%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	39%	43%	-4%	48%	-9%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	74%	73%	1%	71%	3%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	92%	63%	29%	61%	31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	21	39	37	32	70	64	12				
ELL	44	60	57	51	65	76	33	81			
BLK	33	46	40	39	69	76	26	73			
HSP	51	59	55	51	66	68	38	91	68		
FRL	43	53	45	46	68	72	32	84	75		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	579
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	59
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	61

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 2021-2022 State Assessment Data for proficiency in the subject area of ELA showed an increase of 3 percentage points as compared to 2020-2021 data. The data for proficiency in the subject area of Mathematics showed an increase of 17 percentage points as compared to 2020-2021. The proficiency in the subject area of Science showed a decrease of 1 percentage points as compared to 2020-2021 data. The proficiency in the subject area of Social Studies showed an increase of 11 percentage points as compared to 2020-2021 data. The proficiency in the subject area of Middle School Acceleration showed an increase of 1 percentage points as compared to 2020-2021 data.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the 2021-2022 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) show a need for improvement as compared to other subgroups. (ELL) In the subject area of Mathematics, the SWD 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 SWD support staff. This new action will focus on building capacity with the SWD support teachers. The SWD support staff will participate in coaching cycles and weekly collaborative planning sessions. The SWD 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 2022 state assessments, showed the most improvement?

The 2022 data showed the most improvement in the component of Learning Gains in the subject area of Mathematics.

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/22)to provide teachers with support to the following: unwrapping the new BEST standards (September/22); using question stems to create higher-order thinking questions(September/October/22), and where and when to integrate technology in the classroom/lessons.(September/October/22)

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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2022 FSA proficiency data, 45% of the 4th grade students are proficient in ELA, 52% of the 5th grade students are proficient in ELA, 34% of the 7th grade students are proficient in ELA, 34% of the 5th grade students are proficient in Math, 37% of the students in 7th grade are proficient in Math, 34% of the 5th grade and 30% of 8th grade students are proficient in Science. Based on this data, there is a need for differentiation as research has been proven that when implemented with fidelity, student proficiency increases.

Measurable

Outcome:

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

With the implementation of differentiation, an additional 6 percentage points of our 4th, 5th, and 7th grade students and an additional 5 percentage points of our 5th and 7th grade Math students will score proficient as evidenced by the 2023 F.A.S.T. PM 3 assessment. In addition, an increase of an additional 10 percentage points in the combined calculation of our 5th and 8th grade Science students as evidenced by the 2023 FCAT assessment.

Monitoring:

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

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. Topic assessment ongoing progress monitoring trackers will be analyzed on a bi-weekly basis.

Person responsible for monitoring outcome:

Tracey MacDonald (traceyanmacdonald@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

9/5-9/26 - 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 will be implemented, and lesson plans will reflect individual student needs.

Person Responsible Tracey MacDonald (traceyannmacdonald@dadeschools.net)

9/5 - 10/14 - Students take ownership of their own data by tracking weekly assessments in an OPM tracker. Teacher will realign groups to address the lowest tested benchmarks. Student groups will remain flexible and fluid as they progress weekly through benchmark assessments.

Person Responsible Tracey MacDonald (traceyannmacdonald@dadeschools.net)

9/5 - 10/14 - Secondary benchmarks will be taught daily through the use of dig-ins, instructional coaches and teachers will decide based on the most recent assessment data the areas of most concern. Students will review bell ringers in small group during the TLC portion of their rotation.

Person Responsible Maydelin Beceiro (mbeceiro@dadeschools.net)

9/5 - 10/14 - Students will be provided with individual whiteboards that will serve as an instructional tool. During the show me strategy 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. Students will use discourse to turn and talk, using academic vocabulary to defend their solution to the problem. Teacher facilitators will group students collaboratively based on the students who struggled during the whole group portion of the lesson.

Person Responsible Maydelin Beceiro (mbeceiro@dadeschools.net)

10/31 - 12/16 - During collaborative planning sessions, data from i-Ready, and Math Topic assessments will continue to be utilized to align DI resources.

Person Responsible Tracey MacDonald (traceyannmacdonald@dadeschools.net)

10/31 - 12/16 - i-Ready 20 day trackers will be implemented in all classes with fidelity, students will track their lessons independently by marking tested date and passing rate.

Person Responsible Maydelin Beceiro (mbeceiro@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Student Attendance

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the our data review, our school will focus on Culture & Environment, specifically relating to Student Attendance. Based on the 2021-2022 school-wide attendance data 69% of students were absent 6 or more times, as compared to the districts average of 61% of students with 6 or more absences, this is a difference of 8 percentage points. It is evident that there is a correlation between student overall attendance and deficiencies in students achievement levels.

Measurable

Outcome:

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

With the implementation of Rewards/Incentives, we expect to see a decrease of 8 percentage points of students with 6 or more absences by the end of the 2022-2023 school year.

Monitoring:

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

Homeroom teachers will monitor daily attendance and report students to the attendance committee 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:

Noemi Serrano-Duran (pr0661@dadeschools.net)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The attendance evidence-based strategy used will be Rewards/Incentives.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Attendance initiatives will assist in decreasing the number of student absences. The rewards will provide students with an incentive to come to school daily. This will increase our overall attendance and as a result we expect to see an increase in academic performance.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31 – The Attendance Team will develop a school wide attendance plan that specifically targets overall attendance. As a result, teachers and students will know the what the expectation is in order to qualify for rewards/incentives.

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

8/31 - Administration will create a visual display that will be showcased in each homeroom class. When the homeroom is 100% present, the class will color in one letter of the words "Perfect Attendance." Once the class completes the chart, the homeroom will receive a reward.

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

9/5 - 10/14 - During morning announcements, administration will announce students randomly for an incentive. If the student is present and on time, they are to receive their prize.

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

9/5 - 10/14 - Student services team will monitor official daily attendance and track students who have more than 6 absences. Interventions will be implemented as needed and truancy meetings will be held accordingly.

Person Responsible Adam Pascual (apascual@dadeschools.net)

10/31 - 12/16 - Student services team will implement attendance review committees on a weekly basis. Students who are truant will receive a letter and contract outlining the state requirements for attendance.

Person Responsible Adam Pascual (apascual@dadeschools.net)

10/31 - 12/16 - Students with perfect attendance will have their picture taken to be recognized on a bulletin board in a common area. In addition, students will be highlighted in the main office for parents to view.

Person Responsible Adam Pascual (apascual@dadeschools.net)

#3. Transformational Leadership specifically relating to Leadership Development

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2021-2022 School Climate Survey, 48 percent of the school staff feel their ideas are "not listened to or considered." According to the 2020-2021 school year, 23 percent of the of the school staff feel their ideas are "not listened to and considered." This is a increase of 25 percent points. As a result, we will focus on leadership development to increase leadership development to extend our principal's reach through the various leaders in the building.

Measurable

Outcome:

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

With the implementation of Leadership Development, a decrease of 15 percentage points of teachers will disagree with they are "not listened to and considered" as evidenced by the 2023 staff climate survey.

Monitoring:

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

Administration will monitor grade level meetings using minutes of the meeting. The leadership team will reflect at their leadership team meetings. Feedback will be considered when making school wide decisions based on grade level meetings held from previous weeks.

Person responsible for monitoring outcome:

Noemi Serrano-Duran (pr0661@dadeschools.net)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Involving Staff in Important Decision Making allows your staff to gain professional and personal stake in the school and its overall success. This commitment leads to the increased productivity as members of the staff are actively participating in various aspects of the school and wish to see their efforts succeed.

Rationale for Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31 - 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)

9/5 - 9/9 - Grade level meetings will be implemented with administration. Ideas will be shared and documented throughout the meeting. Ideas will be listened to and feedback amongst the grade level will be discussed. These ideas will be brought to the next week's leadership team meeting for further analysis and implementation.

Person Responsible Maydelin Beceiro (mbeceiro@dadeschools.net)

9/9 - 10/14 - Grade level chairs will share ideas during faculty meetings. Feedback will be taken to the school leadership team for further analysis and implementation. As a result, administration will share with staff at the successive faculty meeting reasons on why/or why not ideas will be implemented.

Person Responsible Tracey MacDonald (traceyanmacdonald@dadeschools.net)

9/5 - 10/14 - Ongoing opportunities for "Experts in My Building" who seek career advancement will be provided with opportunities to lead targeted school-wide 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)

10/31 - 12/16 - Instructional staff members who are experts in the building will share best practices specifically pertaining to the B.E.S.T. standards through collaborative planning sessions.

Person Responsible Tracey MacDonald (traceyanmacdonald@dadeschools.net)

10/31 - 12/16 - Leaders in the building will meet with the SLT to develop additional responsibilities to further develop their own leadership skills.

Person Responsible Adam Pascual (apascual@dadeschools.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed. According to the 2021 FSA proficiency data in our students with disability Students with Disabilities subgroup ,40% of the 3rd grade SWD students are proficient in ELA, 20% of the 4th grade SWD students are proficient in ELA, 30% of the 5th grade SWD students are proficient in ELA, 7% of the 6th grade SWD students are proficient in ELA, 14% of the 7th grade SWD students are proficient in ELA, 29% of the 3rd grade SWD students are proficient in Math, 41% of the 4th grade SWD students are proficient in Math, 27% of the 5th grade SWD students are proficient in Math, 21% of the 6th grade SWD students are proficient in Math, 27% of the 7th grade SWD students are proficient in Math. Based on this data, students with disabilities are scoring lower than their general education peers. Our focus will be to increase proficiencies in ELA with all of our SWD students.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. With the implementation of student centered learning, an additional 5% of our students with disability population will score at grade level or above in the area of ELA, an additional 7% in the area of Mathematics by the 2022-2023 FAST progress monitoring 3 assessment.

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

The school leadership team and special education teachers will meet on a monthly basis to analyze the progress of our SWD students. An instructional focus calendar will be developed based on Ongoing Progress Monitoring data already collected from the general education class. SWD teachers will address standards that are not at mastery.

Person responsible for monitoring outcome:

Noemi Serrano-Duran (pr0661@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

The term Student-Centered Learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies (physical or virtual) that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students .

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Students with disabilities needs more consistent and direct feedback on a daily basis as compared to a general education student. SWD teachers must tailor their needs to meet their accommodations while meeting their instructional needs. Focusing on student-centered learning will enhance our SWD knowledge and engagement which will increase student achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31 - The SWD teacher will identify low performing benchmarks and work collaboratively with the general education teacher. An OPM will be included in the red folder for assessment tracking for all SWD students.

Person Responsible Tracey MacDonald (traceyanmacdonald@dadeschools.net)

9/5 - 9/9 - During weekly collaboration sessions, SWD teachers will develop an Instructional Focus Calendar that targets the area of need based on the i-Ready 2022 Assessment Period 1 and F.A.S.T. Progress Monitoring 1 assessment.

Person Responsible Maydelin Beceiro (mbeceiro@dadeschools.net)

9/19 - 10/14 - SWD teachers will attend a B.E.S.T. standards professional development session to gain a deeper perspective of the B.E.S.T. standards.

Person Responsible Tracey MacDonald (traceyanmacdonald@dadeschools.net)

9/26 - 10/14 - Administrative walk throughs will take place during support facilitation portions of the instructional block to monitor the use of IFCs and differentiated instruction.

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

10/31 - 12/16 - SWD teachers will hold data chats for their students so each SWD student clearly understands their individual goal for the F.A.S.T. PM2 and i-Ready AP 2. SWD teachers will align resources for DI sessions.

Person Responsible Maydelin Beceiro (mbeceiro@dadeschools.net)

10/31 - 12/16 - SWD teachers will create reporting groups using the i-Ready platform to monitor student progress on a weekly basis.

Person Responsible Tracey MacDonald (traceyanmacdonald@dadeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

According to the 2022 i-Ready AP3 ELA assessment, 42% of the Kindergarten students are proficient in ELA, 27% of the 1st grade students are proficient in ELA, 27% of the 2nd grade students are proficient in ELA. Based on this data, think alouds has been proven to increase proficiency in ELA, our focus will be to increase proficiencies in targeted grade levels.

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

According to the 2022 i-Ready AP3 ELA assessment, 26% of the 3rd grade students are proficient in ELA, 21% of the 4th grade students are proficient in ELA, 18% of the 5th grade students are proficient in ELA. Based on this data, conferencing has been proven to increase proficiency in ELA, our focus will be to increase proficiencies in targeted grade levels.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

With the implementation Think Alouds, an additional 10% of our K-2nd grade population will score at grade level or above in the area of ELA by the 2022-2023 F.A.S.T. Progress Monitoring 3 assessment.

Grades 3-5: Measureable Outcome(s)

With the implementation Conferencing, an additional 12% of our 3rd-5th grade population will score at grade level or above in the area of ELA by the 2022-2023 F.A.S.T. Progress Monitoring 3 assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Administration will look for Think Alouds and Conferencing during the ELA instructional blocks both informally and formally. During collaborative planning, instructional coaches will develop Think Aloud questions based on the stories of the week.

During collaborative planning, instructional coaches will provide conferencing logs to be used during conferencing sessions.

Based on the these ongoing monitoring we expect an an increase of proficiency at the end of the year.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

MacDonald, Tracey, traceyannmacdonald@dadeschools.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Think Alouds enable students to improve their comprehension while reading independently. With this technique, the teacher models the thought process he/she engages in while reading. To do so, the teacher verbalizes what he/she is thinking (this can be be done specifically for every reading standard and/or skill) in order to construct meaning.

Conferencing is an instructional technique that can be used in the area of writing. Students meet individually with the teacher to receive corrective feedback on their current writing. In turn, the students utilize the individualized feedback to revise and edit their writing. Research shows that when students are able to write down their ideas, they are able to comprehend what they are reading more efficiently, thereby, increasing student proficiency.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Our primary students often have trouble with comprehension when reading independently, therefore, by the teacher modeling good reading techniques such as Think Alouds, research has shown that this strategy builds the capacity of students to become better readers which leads to proficiency.

Our intermediate students need immediate and intentional corrective feedback, this is best achieved through the use of Conferencing, which allows for students to self reflect on their writing.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
9/5 - 10/ 14 - To focus in on our K-2nd grade students, primary teachers will model Think Alouds during each first read of the week. This will encourage student engagement and over time allow for students to begin to have Think Alouds on their own.	MacDonald, Tracey, traceyanmacdonald@dadeschools.net
9/19 - 9/30 - Intermediate teachers will setup a conferencing schedule for students as they enter week 5 and 6 of their anthologies. Teachers will refer to students anecdotal notes from weeks 1-4 as they question students on how to write with purpose and focus.	MacDonald, Tracey, traceyanmacdonald@dadeschools.net
8/31 - 10/14 - Collaborative planning sessions will include brainstorming on the focus of the upcoming weeks story. Instructional coaches and teachers will draft response starter so that each grade level is focused on academic vocabulary.	MacDonald, Tracey, traceyanmacdonald@dadeschools.net
9/29 - 10/14 - As grade levels move from K and 1st to 2nd and 3rd, Think Alouds will be more independent and thought provoking. Instructional coaches will provide professional development through weekly collaborative planning sessions to build on the strengths of response starters.	MacDonald, Tracey, traceyanmacdonald@dadeschools.net
10/31 - 12/16 Instructional coaches and staff will develop and incorporate academic vocabulary assessments	MacDonald, Tracey, traceyanmacdonald@dadeschools.net
10/31 - 12/16 Teachers along with instructional coaches will create DEPs based on weekly benchmarks.	MacDonald, Tracey, traceyanmacdonald@dadeschools.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, 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 Principal 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.