

Miami-Dade County Public Schools

Caribbean K 8 Center



2015-16 School Improvement Plan

Caribbean K 8 Center

11990 SW 200TH ST, Miami, FL 33177

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	94%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	98%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	F	D

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	34
Professional Development Opportunities	35
Technical Assistance Items	36
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Monitoring Only	5	Gayle Sitter
Former F	Turnaround Status	
Yes		

Part I: Current School Status

Supportive Environment

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 technological 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 that will promote life-long learning in order to achieve his or her greatest potential.

School Environment

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

Students at Caribbean K-8 Center work closely with teachers and staff members to reach their highest potential. All students are respected and encouraged to learn through collaboration and team work. Teachers work with students individually and in small groups during differentiated instructional groups in order to build relationships with students both academically and emotionally.

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

Caribbean K-8 Center is a closed campus building where only students are allowed to enter the school campus. Parents as well as visitors must enter through the office for assistance or to make an appointment with a teacher or staff member. This allows security and school personnel to maintain a safe school environment where all students feel safe during all aspects of the school day. During instructional time, teachers create an environment that encourages students to take risks and to learn from mistakes. Students are provided various opportunities for self reflection and for collaboration.

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

Caribbean K-8 Center follows the guidelines of the Positive Behavior System (PBS). The Positive Behavior System is a proactive approach to school-wide discipline. This initiative is meant to reinforce the positive behaviors of students doing what is expected of them as well as supporting students who need extra assistance to reach the school wide expectations of be "Positive and Punctual, Accountable, Responsible and Respectful, On Task, Team Players, and Safe and Ready to learn" (PARROTS). As part of the PBS initiative, our target is to decrease the number of negative behavior referrals which will increase the amount of instructional time our students receive. Additionally, Caribbean K-8 Center is implementing the Miami Dade County Public school Values Matter Campaign.

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

As part of ensuring students are on task and ready to learn, students are provided counseling as needed. Group and/or individual counseling is completed on identified students. Counseling assists students in a variety of ways and assists students that are not meeting the expectations of the Positive Behavior Plan. Additionally, counseling assists students in the Response to Intervention Behavior plan.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Students with 3 or more unexcused or excused absences are referred to counseling services. Additionally, parent conferences are held with the school counselor and school social worker. These identified students are monitored throughout the year and home visits are conducted if necessary to ensure students are attending school and that the school is supporting the family as needed. Students that have been identified in the lowest testing percentage in the statewide assessment and/or have been retained have been placed in the Student Services Team and are provided with additional intervention and monitoring to ensure academic success.

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

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

Indicator	Grade Level							Total
	K	1	2	3	4	5	6	
Attendance below 90 percent	0	2	5	1	1	8	0	17
One or more suspensions	0	2	6	1	1	8	0	18
Course failure in ELA or Math	2	11	19	2	2	13	0	49
Level 1 on statewide assessment	0	0	0	0	0	11	18	29
Retention	1	2	8	8	0	0	0	19

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

Indicator	Grade Level							Total
	K	1	2	3	4	5	6	
Students exhibiting two or more indicators	3	4	6	11	9	12		45

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

Students are provided counseling services by support personnel and monitored on a weekly basis. Parents are scheduled to participate in counseling meetings with the school social worker and home visits are arranged as needed. Areas of concern are addressed and monitored to ensure students are in attendance and grades are maintained.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Parental

Caribbean K-8 Center will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's Parent Resource Center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental involvement through the development of Caribbean K-8 Centers Title I School-Parent Compact; our school's Title I Parental Involvement Plan; and the scheduling of the Title I Annual Meeting. Together with the Community Involvement Specialist (CIS) for Caribbean K-8 Center, informal parent surveys will be conducted to determine specific needs of our parents, and schedule workshops that target these needs. Empower our parents and build their capacity for involvement by coordinate Parent Academy Courses with flexible times to accommodate our parents' schedules.

The CIS will complete the Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) as well as the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit both to the Title I Administration Office by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family survey, distributed to schools by Title I Administration, will be completed by parents in May. The Survey's results will be used to assist with revising our Title I parental documents for the upcoming school year. Confidential "as-needed services" will be provided to any student in the school in "homeless situations" as applicable.

School Improve Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

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

Caribbean K-8 Center has partnered with Executive Pass which allows a continued partnership with local community members. Executive Pass partners meet with the school on a monthly basis to discuss the needs of the school and how the school and partners can work together to build and sustain student success.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Carrasco, Laura	Assistant Principal
Diaz-Blanco, Alina	Principal
MacDonald, Tracey	Instructional Coach
Pacheco, Maria	Instructional Coach

Duties

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

The Multi-Tiered Support System (MTSS)/Response to Intervention (RtI) Leadership Team examines issues and concerns through an ongoing, systematic examination of data with the goal of impacting student achievement, attendance, literacy and student social/emotional well being. The MTSS Leadership Team emphasizes the use of ongoing progress monitoring and focused interventions to target learning that meets the specific instructional needs of the students. The model provides an effective mechanism using data to identify student needs and promptly deliver student interventions as identified in the Response to Intervention Plan.

School Site Administrators

Facilitates the establishment of the Multi-Tiered Support System/ RtI team; actively leads the data analysis process; creates a culture of data-based decision making and continuous improvement; provides and ensures program fidelity; plans school-wide professional development based on data analysis of staff; directs reading coach and teachers to collaborate with parents in building understanding, trust, and support.

Instructional Coaches: Reading and Math

Coordinates the screening/progress monitoring of the students in the school; collaboratively analyzes data; supports teachers in implementing interventions prescribed for their students; assist in establishing small group instruction and interventions for identified students; assist in the whole school screening programs that provide early intervening services for children to be considered “at risk”; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring.

School Psychologists

Actively participates in the analysis of data at the school, grade, classroom, and student level; coordinates the collection of ongoing Progress Monitoring (OPM) data of at risk students; monitors the effectiveness of interventions using progress monitoring and ongoing progress monitoring data; coordinates the administration and analysis of diagnostic assessments.

General Education Teacher

Conducts and collects data from students; examines on-going progress monitoring; analyzes data and uses the data for classroom planning; consults with the ST2 team members to discuss data and guide classroom instruction and interventions; provides appropriate interventions

RtI District Professional Development Specialist

Provides ongoing support to team members with targeted technical assistance, coaching, mentoring through modeling and demonstrating lessons; and formalized workshops.

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

The MTSS/RtI team meets monthly to enhance data collection, analyze the universal screening data and link it to instruction, review the bi-weekly ongoing progress monitoring data by grade level and

classroom level, problem solve, provide differentiated instruction assistance, share best practices, make decisions, and develop progress monitoring schedules. During monthly meetings, the MTSS/RtI team monitors academic and behavior data evaluating progress as well as gathering and analyzing data to determine professional development for faculty as indicated by student intervention and achievement needs.

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II

Caribbean K-8 Center utilizes supplemental funds from the District for improving basic education as follows:

- Training and certify qualified mentors for the New Teacher (MINT) Program
- Training and add-on endorsement programs, such as Reading, Gifted, ESOL
- Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Caribbean K-8 Center utilizes Title III funds to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial programs to service students in our Kindergarten through Fifth grade population.
- Parent outreach activities for Caribbean K-8 Center parents with student in our Kindergarten through 6th grade programs.

Title VI, Part B – NA

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and school counselors on the McKinney Vento

Homeless Assistance Act-ensuring homeless children and youth are not to stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements

- Project Upstart provides a homeless sensitivity and awareness campaign throughout all the schools each school is provided a video and curriculum manual a contest is sponsored by the homeless trust a community organization.

Supplemental Academic Instruction (SAI)

Caribbean K-8 Center will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) Allocation.

Violence Prevention Programs

N/A

Nutrition Programs

1. Caribbean Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2. Nutrition education, as per state statute, is taught through physical education.
3. Caribbean K-8 Center is part of Florida's Fresh Fruit & Vegetable Program, distributing fresh fruit and vegetables to students and staff every Tuesday, Wednesday, and Thursday to be consumed during snack time.
4. Caribbean K-8 Centers Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A**Head Start-N/A****Adult Education-N/a****Career and Technical Education-N/A****Job Training-N/A****Other****Parental**

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School Advisory Council (SAC)**Membership:**

Name	Stakeholder Group
Alina Diaz-Blanco	Principal
Victoria Love	Teacher
Jillian Rosario	Teacher
Barbara Epps-Justice	Teacher
Ines M. Marcial-Perez	Teacher
Kalakelly Budhram	Teacher
Laurieann Matthews	Teacher
Wanda Ashely	Teacher
Glenda Ramirez	Education Support Employee
Cynthia Davis	Education Support Employee
Metuschela Constanin	Student
Angelina Rosen	Student
Danny Alonso	Business/Community
Taneka Durham	Parent
	Student
	Student

Duties

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

Evaluation of last year's school improvement plan

The SAC met to review the School Improvement Plan from the 2014-2015 school year. During the review of the School Improvement Plan the team analyzed if the school targets were met. The team identified that the schools goals for the 2014-2015 were met and a discussion was held on how to improve on the goals for the 2015-2016 school year. The SAC suggested school wide goals after analyzing the schools needs.

Development of this school improvement plan

The SAC assisted in reviewing the strategies recommended in the final instructional review from the 2014-2015 school year. The SAC assisted with the development of the 2015-2016 school improvement plan and reviewed the budget in order to allocate appropriate funds for school needs.

Preparation of the school's annual budget and plan

The SAC committee met to discuss the school's annual budget and how identified money was going to be used to assist the students at Caribbean K-8 Center. The team identified to use funds for incentives to promote Literacy in the school and as incentives for behavior and academic achievements.

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

The school improvement funds through the SAC will be used to support the school positive behavior plan, educational field trips, and to increase attendance.

PBS Incentives: \$1, 000.00

Attendance Incentives: \$500.00

Field Trip Incentives: \$500.00

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Carrasco, Laura	Assistant Principal
Love, Victoria	Other
Otano, Maria	Teacher, K-12
Diaz-Blanco, Alina	Principal
MacDonald, Tracey	Instructional Coach
Pacheco, Maria	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The principal will promote the LLT as an integral part of the school literacy reform to promote a culture of reading by:

- including representation from all curricular areas on the LLT
- selecting team members who are skilled and committed to improving literacy
- offering professional growth opportunities for team members
- creating a collaborative environment that fosters sharing and learning
- developing a school wide organizational model that supports literacy instruction in all classes
- encouraging the use of data to improve teaching and student achievement

The principal, assistant principal and the reading coach will consider student assessment data, classroom observational data, and the professional development listed on the teachers' IPDP, and School Improvement Plan, when planning professional development for the school. The principal, assistant principal and reading coach will meet regularly to collaborate about the needs of teachers and students. During these meetings the reading coach will advise the administration regarding professional development planned based on follow up visits from classroom observations. The administration will also update the reading coach about district and state reading requirements that could impact reading instruction at the school. Additionally, the administration and the reading coach will collaborate with Region and District reading support staff to deliver targeted professional development needed at the school.

The principal and assistant principal will monitor collection and utilization of assessment data, including progress monitoring data (iReady), District interim assessment data, observational data, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year. Observational data is collected via administrative classroom walkthroughs. In-program assessments will be administered as the program dictates (weekly or monthly). This data will be used to determine intervention and support needs of students by:

- participating in the Data Analysis Team meetings after each iReady Diagnostic Assessment ;
- analyzing the progress monitoring data with reading coach;
- directing the reading coach to meet with grade level/departments to review their progress

monitoring data

- monitoring that the reading coach uses the data to differentiate teachers support as evidenced by the coach's log, daily/weekly schedule, classroom visitations; and
- monitoring the teacher's use of data driven instruction during classroom visitations. The administration will take an active role in promoting the library resources and services through faculty meetings, PTO meetings, and encouraging participation in school-wide media center reading promotion campaigns. Additionally, the administration will review circulation statistics provided through the Destiny Library Management System to identify circulation trends and set circulation goals.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Teachers are provided with weekly opportunities for collaborative planning for each content area. During collaborative planning teachers work together to develop the instructional framework following the districts pacing guide. The new Florida Standards are analyzed and used to backwards plan to ensure all concepts are taught in an explicit manner. All response mechanisms are reviewed and lessons target the identified response mechanism for each standard.

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

1. Regular meetings with administration/leadership team.
2. Partnering new teachers with veteran staff.
3. Soliciting referrals from current employees.

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

Teachers with less than five years' experience are paired up with a mentor teacher within the same Grade Level or Department. Activities include Common Planning Sessions, Coaching, and Classroom Walkthroughs.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Caribbean K-8 Center uses the district wide curriculum and pacing guides with the guidance of the Office of Academics. All instructional materials are aligned to the new Florida Standards and must be approved by administration for use in the classrooms.

Instructional Strategies

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

Caribbean K-8 Center uses the STAR assessment to determine the students instructional reading level. Students are grouped according to their Reading level and provided with daily teacher led instruction on standards during the small group center. STAR tests are administered quarterly and groups are adjusted accordingly. In mathematics, students are assessed using the chapter B tests and are grouped according to standard performance. Students are provided with remediation during the teacher led center in order to attain proficiency.

In both Reading and Mathematics students receive daily intervention using the iReady technology program.

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

Strategy: After School Program

Minutes added to school year: 1,200

Students receive 60 minutes of remediation or enrichment in the area of Reading during after school tutoring. Students are placed in an intervention group based on needs identified using the STAR assessment, iReady Diagnostic and classroom assessments. The new standards will be targeted and analytic writing will be a focus.

Strategy Rationale

Students need additional support with the New Florida Standards including how to respond to text with analytic writing citing evidence from the text to support answers. As a result of the rigor of new standards students need additional support in the areas of Mathematics and Reading.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Carrasco, Laura, lcarrasco@dadeschools.net

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

Data is collected on a weekly basis. Students needing additional remediation will be provided support during the instructional reading block during the teacher led center.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

At Caribbean K-8 Center, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assess in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/ School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/ processing. The students are assessed utilizing the FLKRS. . Title I Administration assists the school

by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children. Caribbean K-8 Center will utilize the services of the Family Learning Advocates to develop school-based Ready Children, Ready School Partnership. The partnership will identify school-specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

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

G1. To increase student achievement by improving core instruction in all content areas. 1a

G073960

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0
AMO Reading - All Students	60.0
AMO Math - All Students	68.0

Resources Available to Support the Goal 2

- Instructional Coach, Curriculum Support Specialist, Go Mathematics Series, Florida State Assessment item Specifications, Pacing Guides, iReady Common Core and Manipulatives, Mcgraw Hill Reading Series, iReady Computer Program, Imagine Learning, Discovery Learning, Promethean Boards and Planning Cards.

Targeted Barriers to Achieving the Goal 3

- Limited evidence of explicit standard based instruction being implemented through the gradual release model promoting academic discourse that leads to opportunities for students to critically think during whole group instruction
- Limited evidence of in-depth planning and use of instructional framework.
- Limited use of scientific inquiry and Claims, Evidence, Reasoning.
- Students exhibiting repeated absences due to circumstances such as transition housing, shelters, and family court battle

Plan to Monitor Progress Toward G1. 8

Student attendance data will be used to ensure attendance is increasing.

Person Responsible

Laura Carrasco

Schedule

Monthly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Attendance Records

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. **1**

 G073960

G1.B1 Limited evidence of explicit standard based instruction being implemented through the gradual release model promoting academic discourse that leads to opportunities for students to critically think during whole group instruction **2**

 B193153

G1.B1.S1 Implement the backwards planning model during collaborative planning sessions and unpack/develop standard based lessons that generates purposeful authentic student work using the gradual release model that promote student academic discourse. **4**

 S204667

Strategy Rationale

Plan for and deliver instruction that is based on the New Florida State Standards. Providing various opportunities for open response questions, allowing students to cite evidence from the text to support their claim.

Action Step 1 **5**

Introduce the Action Plan at our regularly scheduled faculty meeting.

Person Responsible

Laura Carrasco

Schedule

On 10/9/2015

Evidence of Completion

Sign-in Sheet, Agenda, Resources

Action Step 2 5

Introduce the backwards planning model, unpacking and developing standard based lessons during our PLC (collaborative planning session) using protocols.

Person Responsible

Laura Carrasco

Schedule

Monthly, from 9/21/2015 to 10/16/2015

Evidence of Completion

Sign-in Sheet, Agenda, Planning Resources, Lesson Plans

Action Step 3 5

Implement the backwards planning model and unpacking/develop standard based lessons during collaborative planning targeting whole group instruction

Person Responsible

Laura Carrasco

Schedule

Weekly, from 9/21/2015 to 10/29/2015

Evidence of Completion

Lesson Plans, Unpacking Document

Action Step 4 5

Follow-up by providing coaching support on backwards planning model, standard based lessons targeting whole group instruction that generates purposeful authentic student work using the gradual release model to promote student academic discourse.

Person Responsible

Laura Carrasco

Schedule

Weekly, from 9/21/2015 to 12/18/2015

Evidence of Completion

Coaching Calendar, Coaching Logs, Note Taking, Note Making, Lesson Plans

Action Step 5 5

Monitor the implementation of backwards planning model, standard based lessons targeting whole group instruction that generates purposeful authentic student work using the gradual release model to promote student academic discourse.

Person Responsible

Alina Diaz-Blanco

Schedule

Weekly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Administrative Walk Through Notes

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

Monitor teacher delivery of lessons to ensure students are engaged in critical thinking activities.

Person Responsible

Laura Carrasco

Schedule

Daily, from 9/21/2015 to 6/3/2016

Evidence of Completion

Administrative classroom walkthroughs, coaching cycles, student journals, student work folders

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

Teacher lesson plans, collaborative planning, instruction delivery, student engagement and student assessments will be monitored.

Person Responsible

Laura Carrasco


Schedule

Weekly, from 9/22/2015 to 6/3/2016


Evidence of Completion

Student work folders, assessments, student performance data, and journals.

G1.B2 Limited evidence of in-depth planning and use of instructional framework. 2

 B193154

G1.B2.S1 Incorporate indepth backward planning to ensure alignment to the MAFS and develop instructional frameworks to maximize effectiveness of lesson delivery. 4

 S204668

Strategy Rationale

In depth understanding of student standards in mathematics in order to effectively teach students.

Action Step 1 5

Introduce the Action Plan at our regularly scheduled faculty meeting.

Person Responsible

Alina Diaz-Blanco

Schedule

On 10/7/2015

Evidence of Completion

Agenda and Sign in sheets

Action Step 2 5

During collaborative planning, coach and teachers will work collaboratively to unwrap the standard and align instruction to the MAFS

Person Responsible

Maria Pacheco

Schedule

Weekly, from 9/21/2015 to 1/22/2016

Evidence of Completion

Agenda and Sign in sheets

Action Step 3 5

During Collaborative planning coach and teachers will develop a instructional frameworks that will provide students opportunities to engage in higher order thinking.

Person Responsible

Maria Pacheco

Schedule

Weekly, from 9/21/2015 to 1/22/2016

Evidence of Completion

Agenda and Sign in sheets

Action Step 4 5

Teacher will implement the strategies developed during collaborative planning.

Person Responsible

Maria Pacheco

Schedule

Daily, from 9/21/2015 to 1/22/2016

Evidence of Completion

Walkthroughs and Administrators observation

Action Step 5 5

Provide follow up support to teachers who need additional assistance through coaching cycle.

Person Responsible

Maria Pacheco

Schedule

Weekly, from 9/21/2015 to 1/22/2016

Evidence of Completion

Coaching support documents

Action Step 6 5

Monitor for fidelity and effectiveness of action plan via instructional walkthroughs.

Person Responsible

Laura Carrasco

Schedule

Daily, from 9/21/2015 to 1/22/2016

Evidence of Completion

Administrative Walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

During common planning sessions frameworks will be developed to ensure effectiveness of lesson delivery.

Person Responsible

Laura Carrasco

Schedule

Weekly, from 9/21/2015 to 1/22/2016

Evidence of Completion

Lesson plans will reflect framework protocol, lesson delivery

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Coaching support will be implemented to ensure effectiveness of lesson delivery and to model the instructional framework.

Person Responsible

Maria Pacheco

Schedule

Weekly, from 9/21/2015 to 1/22/2016


Evidence of Completion

Coaching logs

G1.B3 Limited use of scientific inquiry and Claims, Evidence, Reasoning. 2

 B193155

G1.B3.S1 Utilize the Science Next Generation Sunshine State Standards when planning lessons that are scaffolded and deliver lessons that provide opportunities for student to engage in rigor and accountable talk/work. 4

 S204669

Strategy Rationale

Need to increase student engagement and ensure accountable talk/work.

Action Step 1 5

During common planning ensure lessons provide opportunities for students to engage in answering questions using claims, evidence, and reasoning.

Person Responsible

Laura Carrasco

Schedule

Weekly, from 9/21/2015 to 1/22/2016

Evidence of Completion

Lesson Plans

Action Step 2 5

During collaborative planning, teachers will unwrap Science Benchmarks and align instruction to the rigor of the NGSSS.

Person Responsible

Laura Carrasco

Schedule

Weekly, from 9/21/2015 to 1/25/2016

Evidence of Completion

Collaborative Planning Sign In sheets

Action Step 3 5

During Collaborative planning teachers will plan interactive labs and plan for higher order thinking questions where students will be able to provide their Claim, Evidence and Reasoning.

Person Responsible

Laura Carrasco

Schedule

Weekly, from 9/21/2015 to 1/25/2016

Evidence of Completion

Common planning logs, lesson plans, classroom labs

Action Step 4 5

Teachers will implement the strategies developed during collaborative planning

Person Responsible

Laura Carrasco

Schedule

Daily, from 9/21/2015 to 1/25/2016

Evidence of Completion

Classroom lessons

Action Step 5 5

Provide follow up support to teachers who need additional assistance through biweekly walkthroughs.

Person Responsible

Schedule

Weekly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Coaching cycles

Action Step 6 5

Monitor for fidelity and effectiveness of the action plan via instructional walkthroughs

Person Responsible

Laura Carrasco

Schedule

Weekly, from 9/21/2015 to 1/25/2016

Evidence of Completion

administrative walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Coaching cycles will be conducted to model how to engage students in Claims, Evidence and Reasoning.

Person Responsible

Laura Carrasco

Schedule

Weekly, from 9/21/2015 to 1/22/2016

Evidence of Completion

coaching cycle, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

During classroom walkthroughs administrative feedback will be provided to ensure effective lessons are in place that support the scientific inquiry.

Person Responsible

Laura Carrasco

Schedule

Weekly, from 9/21/2015 to 1/25/2016

Evidence of Completion

Classroom walkthroughs, lesson plans, student work folders

G1.B4 Students exhibiting repeated absences due to circumstances such as transition housing, shelters, and family court battle **2**

 B193156

G1.B4.S1 The school attendance review committee will meet bi-weekly to implement a plan of action that will assist students attend school. **4**

 S204670

Strategy Rationale

Ensure students are in school daily in order to learn.

Action Step 1 **5**

Parent Conferences with School Attendance Committee

Person Responsible

Laura Carrasco

Schedule

Weekly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Conference logs and case management referrals

Action Step 2 **5**

Home Visits

Person Responsible

Laura Carrasco

Schedule

Weekly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Home visit logs

Action Step 3 5

Community Events-Open House, Connect@home meetings

Person Responsible

Laura Carrasco

Schedule

Monthly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Attendance sheets, flyers

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Meetings will be held by the Attendance review committee weekly/monthly to review all student attendance days to ensure intervention is provided as needed.

Person Responsible

Laura Carrasco

Schedule

Monthly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Attendance Review Committee meeting minutes, student referrals, and meeting logs

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

The attendance review committee will meet with parents to devise a plan to ensure students is in attendance. Additionally home visits will be conducted when parents can not come to the school.

Person Responsible

Laura Carrasco

Schedule

Weekly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Parent meeting logs and parent contact logs.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Introduce the Action Plan at our regularly scheduled faculty meeting.	Carrasco, Laura	9/21/2015	Sign-in Sheet, Agenda, Resources	10/9/2015 one-time
G1.B2.S1.A1	Introduce the Action Plan at our regularly scheduled faculty meeting.	Diaz-Blanco, Alina	9/21/2015	Agenda and Sign in sheets	10/7/2015 one-time
G1.B3.S1.A1	During common planning ensure lessons provide opportunities for students to engage in answering questions using claims, evidence, and reasoning.	Carrasco, Laura	9/21/2015	Lesson Plans	1/22/2016 weekly
G1.B4.S1.A1	Parent Conferences with School Attendance Committee	Carrasco, Laura	9/21/2015	Conference logs and case management referrals	6/3/2016 weekly
G1.B1.S1.A2	Introduce the backwards planning model, unpacking and developing standard based lessons during our PLC (collaborative planning session) using protocols.	Carrasco, Laura	9/21/2015	Sign-in Sheet, Agenda, Planning Resources, Lesson Plans	10/16/2015 monthly
G1.B2.S1.A2	During collaborative planning, coach and teachers will work collaboratively to unwrap the standard and align instruction to the MAFS	Pacheco, Maria	9/21/2015	Agenda and Sign in sheets	1/22/2016 weekly
G1.B3.S1.A2	During collaborative planning, teachers will unwrap Science Benchmarks and align instruction to the rigor of the NGSS.	Carrasco, Laura	9/21/2015	Collaborative Planning Sign In sheets	1/25/2016 weekly
G1.B4.S1.A2	Home Visits	Carrasco, Laura	9/21/2015	Home visit logs	6/3/2016 weekly
G1.B1.S1.A3	Implement the backwards planning model and unpacking/develop standard based lessons during collaborative planning targeting whole group instruction	Carrasco, Laura	9/21/2015	Lesson Plans, Unpacking Document	10/29/2015 weekly
G1.B2.S1.A3	During Collaborative planning coach and teachers will develop a instructional frameworks that will provide students opportunities to engage in higher order thinking.	Pacheco, Maria	9/21/2015	Agenda and Sign in sheets	1/22/2016 weekly
G1.B3.S1.A3	During Collaborative planning teachers will plan interactive labs and plan for higher order thinking questions where students will be able to provide their Claim, Evidence and Reasoning.	Carrasco, Laura	9/21/2015	Common planning logs, lesson plans, classroom labs	1/25/2016 weekly
G1.B4.S1.A3	Community Events-Open House, Connect@home meetings	Carrasco, Laura	9/21/2015	Attendance sheets, flyers	6/3/2016 monthly
G1.B1.S1.A4	Follow-up by providing coaching support on backwards planning model, standard based lessons targeting whole group instruction that generates purposeful authentic student work using the gradual release model to promote student academic discourse.	Carrasco, Laura	9/21/2015	Coaching Calendar, Coaching Logs, Note Taking, Note Making, Lesson Plans	12/18/2015 weekly
G1.B2.S1.A4	Teacher will implement the strategies developed during collaborative planning.	Pacheco, Maria	9/21/2015	Walkthroughs and Administrators observation	1/22/2016 daily
G1.B3.S1.A4	Teachers will implement the strategies developed during collaborative planning	Carrasco, Laura	9/21/2015	Classroom lessons	1/25/2016 daily
G1.B1.S1.A5	Monitor the implementation of backwards planning model, standard based lessons targeting whole group instruction that generates purposeful authentic student work using the gradual release model to promote student academic discourse.	Diaz-Blanco, Alina	9/21/2015	Administrative Walk Through Notes	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A5	Provide follow up support to teachers who need additional assistance through coaching cycle.	Pacheco, Maria	9/21/2015	Coaching support documents	1/22/2016 weekly
G1.B3.S1.A5	Provide follow up support to teachers who need additional assistance through biweekly walkthroughs.		9/21/2015	Coaching cycles	6/3/2016 weekly
G1.B2.S1.A6	Monitor for fidelity and effectiveness of action plan via instructional walkthroughs.	Carrasco, Laura	9/21/2015	Administrative Walkthroughs	1/22/2016 daily
G1.B3.S1.A6	Monitor for fidelity and effectiveness of the action plan via instructional walkthroughs	Carrasco, Laura	9/21/2015	administrative walkthroughs	1/25/2016 weekly
G1.MA1	Student attendance data will be used to ensure attendance is increasing.	Carrasco, Laura	9/21/2015	Attendance Records	6/3/2016 monthly
G1.B1.S1.MA1	Teacher lesson plans, collaborative planning, instruction delivery, student engagement and student assessments will be monitored.	Carrasco, Laura	9/22/2015	Student work folders, assessments, student performance data, and journals.	6/3/2016 weekly
G1.B1.S1.MA1	Monitor teacher delivery of lessons to ensure students are engaged in critical thinking activities.	Carrasco, Laura	9/21/2015	Administrative classroom walkthroughs, coaching cycles, student journals, student work folders	6/3/2016 daily
G1.B2.S1.MA1	Coaching support will be implemented to ensure effectiveness of lesson delivery and to model the instructional framework.	Pacheco, Maria	9/21/2015	Coaching logs	1/22/2016 weekly
G1.B2.S1.MA1	During common planning sessions frameworks will be developed to ensure effectiveness of lesson delivery.	Carrasco, Laura	9/21/2015	Lesson plans will reflect framework protocol, lesson delivery	1/22/2016 weekly
G1.B3.S1.MA1	During classroom walkthroughs administrative feedback will be provided to ensure effective lessons are in place that support the scientific inquiry.	Carrasco, Laura	9/21/2015	Classroom walkthroughs, lesson plans, student work folders	1/25/2016 weekly
G1.B3.S1.MA1	Coaching cycles will be conducted to model how to engage students in Claims, Evidence and Reasoning.	Carrasco, Laura	9/21/2015	coaching cycle, lesson plans	1/22/2016 weekly
G1.B4.S1.MA1	The attendance review committee will meet with parents to devise a plan to ensure students is in attendance. Additionally home visits will be conducted when parents can not come to the school.	Carrasco, Laura	9/21/2015	Parent meeting logs and parent contact logs.	6/3/2016 weekly
G1.B4.S1.MA1	Meetings will be held by the Attendance review committee weekly/monthly to review all student attendance days to ensure intervention is provided as needed.	Carrasco, Laura	9/21/2015	Attendance Review Committee meeting minutes, student referrals, and meeting logs	6/3/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Limited evidence of explicit standard based instruction being implemented through the gradual release model promoting academic discourse that leads to opportunities for students to critically think during whole group instruction

G1.B1.S1 Implement the backwards planning model during collaborative planning sessions and unpack/develop standard based lessons that generates purposeful authentic student work using the gradual release model that promote student academic discourse.

PD Opportunity 1

Introduce the backwards planning model, unpacking and developing standard based lessons during our PLC (collaborative planning session) using protocols.

Facilitator

Tracey Ann MacDonald, Reading Coach

Participants

K-6th grade teachers

Schedule

Monthly, from 9/21/2015 to 10/16/2015

G1.B2 Limited evidence of in-depth planning and use of instructional framework.

G1.B2.S1 Incorporate indepth backward planning to ensure alignment to the MAFS and develop instructional frameworks to maximize effectiveness of lesson delivery.

PD Opportunity 1

During collaborative planning, coach and teachers will work collaboratively to unwrap the standard and align instruction to the MAFS

Facilitator

Participants

Schedule

Weekly, from 9/21/2015 to 1/22/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Introduce the Action Plan at our regularly scheduled faculty meeting.	\$0.00
2	G1.B1.S1.A2	Introduce the backwards planning model, unpacking and developing standard based lessons during our PLC (collaborative planning session) using protocols.	\$0.00
3	G1.B1.S1.A3	Implement the backwards planning model and unpacking/develop standard based lessons during collaborative planning targeting whole group instruction	\$0.00
4	G1.B1.S1.A4	Follow-up by providing coaching support on backwards planning model, standard based lessons targeting whole group instruction that generates purposeful authentic student work using the gradual release model to promote student academic discourse.	\$0.00
5	G1.B1.S1.A5	Monitor the implementation of backwards planning model, standard based lessons targeting whole group instruction that generates purposeful authentic student work using the gradual release model to promote student academic discourse.	\$0.00
6	G1.B2.S1.A1	Introduce the Action Plan at our regularly scheduled faculty meeting.	\$0.00
7	G1.B2.S1.A2	During collaborative planning, coach and teachers will work collaboratively to unwrap the standard and align instruction to the MAFS	\$0.00
8	G1.B2.S1.A3	During Collaborative planning coach and teachers will develop a instructional frameworks that will provide students opportunities to engage in higher order thinking.	\$0.00
9	G1.B2.S1.A4	Teacher will implement the strategies developed during collaborative planning.	\$0.00
10	G1.B2.S1.A5	Provide follow up support to teachers who need additional assistance through coaching cycle.	\$0.00
11	G1.B2.S1.A6	Monitor for fidelity and effectiveness of action plan via instructional walkthroughs.	\$0.00
12	G1.B3.S1.A1	During common planning ensure lessons provide opportunities for students to engage in answering questions using claims, evidence, and reasoning.	\$0.00
13	G1.B3.S1.A2	During collaborative planning, teachers will unwrap Science Benchmarks and align instruction to the rigor of the NGSSS.	\$0.00
14	G1.B3.S1.A3	During Collaborative planning teachers will plan interactive labs and plan for higher order thinking questions where students will be able to provide their Claim, Evidence and Reasoning.	\$0.00
15	G1.B3.S1.A4	Teachers will implement the strategies developed during collaborative planning	\$0.00
16	G1.B3.S1.A5	Provide follow up support to teachers who need additional assistance through biweekly walkthroughs.	\$0.00
17	G1.B3.S1.A6	Monitor for fidelity and effectiveness of the action plan via instructional walkthroughs	\$0.00
18	G1.B4.S1.A1	Parent Conferences with School Attendance Committee	\$0.00
19	G1.B4.S1.A2	Home Visits	\$0.00

Budget Data

20	G1.B4.S1.A3	Community Events-Open House, Connect@home meetings	\$0.00
Total:			\$0.00