Caribbean K 8 Center

2017-18 Schoolwide Improvement Plan

Caribbean K 8 Center

11990 SW 200TH ST, Miami, FL 33177

http://caribbean.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	Yes	97%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

*Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Caribbean K 8 Center

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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.

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

Caribbean K-8 Center follows the guidelines of the Positive Behavior Support (PBS) system. The PBS 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 Schools Values Matter Campaign and recognizes Students of the Month by hosting a monthly recognition ceremony. Parents are invited to attend.

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

As part of ensuring students are on task and ready to learn, students are provided counseling as needed. Group and/or individual counseling is provided to 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 (RtI) behavior plan. The school counselor delivers Nearpod lessons to classes throughout the week that focus on Values Matter.

3. Early Warning Systems

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

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

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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	11	13	18	12	20	5	3	5	0	0	0	0	89
Level 1 on statewide assessment	1	13	21	33	28	39	47	41	38	0	0	0	0	261

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	8	17	16	34	42	52	46	42	0	0	0	0	259

c. 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.

B. Family and Community Engagement

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

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

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

No

1. PFEP Link

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

2. Description

Parental
Caribbean K-8 Center will extend an open invitation to our school's Parent Resource Center in order to inform parents regarding available programs. The school will offer parents an opportunity on a monthly basis to meet with the Principal through an open forum where parents can voice their needs, concerns and suggestions for improving the school. This will strengthen the communication between parents and the school. The school will provide parents with a monthly newsletter to ensure parents are informed of the monthly activities. The school website is updated on a regular basis with the latest school news.

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

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.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Calvet Cuba, Maria	Principal
Carrasco Perez , Laura	Assistant Principal
Fernandez, Asia	Instructional Coach
MacDonald, Tracey	Instructional Coach

b. Duties

1. 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 MTSS/ RtI team; actively lead the data analysis process; create a culture of data-based decision making and continuous improvement; provide and ensure program fidelity; plan school-wide professional development based on data analysis of staff; and direct instructional coaches and teachers to collaborate with parents in building understanding, trust, and support.

Instructional Coaches: Reading, Math and Science
Coordinate the screening/progress monitoring of the students in the school; collaboratively analyze data; support 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 intervention services for children to be considered "at risk"; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

School Psychologist
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 Teachers
Conduct and collect data from students; examine on-going progress monitoring; analyze and use the data for classroom planning; during common planning the team discusses data to guide classroom instruction and interventions; and provide appropriate interventions.

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

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. .

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 8th grade population.
• Parent outreach activities for Caribbean K-8 Center parents with students in our Kindergarten through 8th grade programs.

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.

Nutrition Programs
1. Caribbean K-8 Center adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2. Nutrition education, as per state statue, 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Maria Calvet-Cuba	Principal
Victoria Love	Teacher
Jillian Rosario	Teacher
Barbara Epps-Justice	Teacher
Ines M. Marcial-Perez	Teacher
Kalakelly Budhram	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

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The EESAC met to review the School Improvement Plan (SIP) from the 2016-2017 school year. During the review of the SIP the team analyzed if the school targets were met. The team identified that the schools goals for the 2016-2017 were not met and a discussion was held on how to improve on the goals for the 2017-2018 school year. The EESAC suggested school wide goals after analyzing the schools needs.

b. Development of this school improvement plan

The EESAC assisted in reviewing the strategies recommended in the final instructional review from the 2016-2017 school year. The EESAC assisted with the development of the 2017-2018 SIP and reviewed the budget in order to allocate appropriate funds for school needs.

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

The EESAC 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 and Mathematics in the school and as incentives for behavior and academic achievements.

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

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

PBS Incentives: $2, 000.00

Attendance Incentives: $1,000.00
Field Trip Incentives: $500.00

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

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

n/a

3. Literacy Leadership Team (LLT)

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

Name	Title
Calvet Cuba, Maria	Principal
Carrasco Perez , Laura	Assistant Principal
MacDonald, Tracey	Instructional Coach
Otano, Maria	Teacher, K-12

b. Duties

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

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 SIP, 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 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. Observational data is collected via administrative classroom walkthroughs. 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.

D. Public and Collaborative Teaching

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

1. 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 plans following the district's 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.

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

In order to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school, the following is implemented:
1. Conduct regular meetings with administration/leadership team.
2. Partner new teachers with veteran staff.
3. Solicit referrals from current employees.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Caribbean K-8 Center adheres to curriculum practices required by M-DCPS. Teachers follow district pacing guides and use complementary instructional materials with fidelity. Teachers receive monthly, in-house professional development and/or best practices which align to the Florida Standards and supports continuous improvement. The administration monitors the implementation of targeted instructional practices.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented

to assist students having difficulty attaining the proficient or advanced level on state assessments.

Caribbean K-8 Center uses iReady 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. iReady diagnostic assessments are administered and groups are adjusted accordingly. In mathematics, students are assessed using iReady and Topic Assessments to group students 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 weekly remediation using the iReady technology program. In reading, all students participate in intervention or enrichment on a daily basis. The students are placed in the following groups according to their reading performance: Foundational Skills, Wonder Works or Science based enrichment projects.

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

Strategy: Before School Program

Minutes added to school year: 8,100

Selected students receive 45 minutes of remediation in reading and mathematics using the iReady program before school. Students' progress will be monitored by the hourly teacher. Students will maintain a data tracker folder and will record the scores for each lesson.

Strategy Rationale

Students need additional time to close the reading and mathematics achievement gap.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Calvet Cuba, Maria, mariacuba@dadeschools.net

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

Data is collected and recorded on the data tracker folders on a daily basis.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

At Caribbean K-8 Center, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs. 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 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 assists in 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. Caribbean K-8 Center will utilize the services of the Parent Academy to provide parents with information and tools needed to ensure their children are provided with the adequate educational, social and emotional services.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If core instruction improves in all content areas, then student achievement will increase.

Strategic Goals Detail

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

G1. If core instruction improves in all content areas, then student achievement will increase. `1a`

🔑 G096664

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal `3`

- Teachers use the intervention block as an extension of whole group instruction and do not consistently use data to guide interventions.

- Limited evidence of targeted differentiated instruction to meet students academic needs

- Limited opportunities for students to gain real world experiences outside of the school environment.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Administration, Instructional Coach, Curriculum Support Specialist, Go Math 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.

Plan to Monitor Progress Toward G1. `8`

Leadership team will review data to ensure that students are making progress towards the goal.

Person Responsible
Maria Calvet Cuba

Schedule
Monthly, from 9/25/2017 to 6/7/2018

Evidence of Completion
Unit/chapter assessments, iReady data, topic assessments, data chat protocol

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. If core instruction improves in all content areas, then student achievement will increase. [1]

🔑 G096664

G1.B1 Teachers use the intervention block as an extension of whole group instruction and do not consistently use data to guide interventions. [2]

🔑 B259999

G1.B1.S1 Data will be utilized to implement interventions which will be delivered in a flexible group setting with fidelity and consistency to meet the individual needs of all learners. [4]

🔑 S275425

Strategy Rationale

There will be a shift in practice because there has been a lack of fidelity in implementation of flexible grouping. When flexible grouping is implemented with fidelity student needs will be addressed.

Action Step 1 [5]

Administrators will participate in monthly iCADS to support content area instruction.

Person Responsible

Maria Calvet Cuba

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Action Plan, agendas, schedules

Action Step 2 [5]

Transformation Coaches will participate in monthly Transformation Coach Cohort meetings (TCCs) to support content area instruction.

Person Responsible

Maria Calvet Cuba

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Action Plan , TCCs agendas, coaching logs

Action Step 3 `5`

Conduct the Instructional Review process and identify action steps required to eliminate the priority barrier.

Person Responsible

Maria Calvet Cuba

Schedule

Triannually, from 9/6/2017 to 5/25/2018

Evidence of Completion

Action Plan, Instructional Review calendars

Action Step 4 `5`

Leadership team will collaboratively participate in strategic planning meetings to make informed and strategic decisions to enhance student performance based on the school's quantitative and qualitative data.

Person Responsible

Maria Calvet Cuba

Schedule

Triannually, from 7/18/2017 to 5/25/2018

Evidence of Completion

Strategic Planning schedule, assessment data

Action Step 5 `5`

Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination of Management (DATA/COM) to gain a deeper understanding of the progress in the school in order to make informed and strategic decisions that will improve student outcomes on District and State assessments.

Person Responsible

Maria Calvet Cuba

Schedule

Triannually, from 8/14/2017 to 5/25/2018

Evidence of Completion

DATA/COM schedule, presentation, sign-in sheet, follow-up notes

Action Step 6 `5`

Content area teams will meet weekly to conduct common planning.

Person Responsible

Maria Calvet Cuba

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Sign-in sheet, support logs, agenda

Action Step 7 `5`

Provide meaningful professional development during faculty meetings.

Person Responsible

Maria Calvet Cuba

Schedule

Monthly, from 8/17/2017 to 5/25/2018

Evidence of Completion

Agenda, sign-in sheet

Action Step 8 `5`

Provide small group instruction during Reading Intervention.

Person Responsible

Maria Calvet Cuba

Schedule

On 5/25/2018

Evidence of Completion

Hire interventionists for Reading, Interventionists Schedules, Student Sign in Sheets

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

Leadership team will conduct classroom walkthroughs to monitor the implementation of the action plan cycles.

Person Responsible

Maria Calvet Cuba

Schedule

Weekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Administrator walk-throughs, lesson plans, student journals, student work folders

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

Leadership team will meet weekly to monitor the implementation of the interventions during the intervention block.

Person Responsible

Maria Calvet Cuba

Schedule

Weekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Intervention schedules, intervention on-going progress monitoring data

G1.B2 Limited evidence of targeted differentiated instruction to meet students academic needs [2]

🔑 B260000

G1.B2.S1 Differentiated instruction will be delivered daily through the use of individualized technology programs and through additional small group teacher led centers [4]

🔑 S275426

Strategy Rationale

There is a need to provide students with multiple opportunities to receive individualized instruction and more frequent access to technology programs.

Action Step 1 [5]

The Accelerated Reader and STAR Reading program will be purchased in order for students to engage in reading books that are at their independent level.

Person Responsible

Maria Calvet Cuba

Schedule

Annually, from 10/23/2017 to 5/25/2018

Evidence of Completion

Purchase order for AR/STAR program, sign-in sheet for AR/STAR teacher training, weekly student usage reports from the AR/STAR program to demonstrate student participation.

Action Step 2 [5]

Student classroom laptops will be purchased in order to increase opportunities for students to engage in technology programs that will assist them in closing the academic achievement gap.

Person Responsible

Maria Calvet Cuba

Schedule

On 6/1/2018

Evidence of Completion

Purchase order for laptop carts, spreadsheets with assigned classrooms with laptop carts, student I-Ready reports to demonstrate student participation with technology programs to increase student academic achievement.

Action Step 3 `5`

Hourly teachers will be hired to provide small group instruction through a morning tutoring program.

Person Responsible

Maria Calvet Cuba

Schedule

Daily, from 10/2/2017 to 5/25/2018

Evidence of Completion

Payroll sheets, student sign-in sheets, program documentation

Action Step 4 `5`

Instructional supplemental materials will be purchased in order to provide students with multiple sources of instructional opportunities.

Person Responsible

Maria Calvet Cuba

Schedule

Annually, from 10/30/2017 to 6/1/2018

Evidence of Completion

Purchase order, material usage

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

Leadership team will conduct classroom walkthroughs to monitor the implementation of the action plan and collect data on student progress.

Person Responsible

Maria Calvet Cuba

Schedule

Weekly, from 10/23/2017 to 6/1/2018

Evidence of Completion

Administrative walk-throughs, lesson plans, student work folders, data trackers

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

Leadership team will meet weekly to monitor the implementation of differentiated instructional lessons and the usage of technology programs.

Person Responsible

Maria Calvet Cuba

Schedule

Weekly, from 10/23/2017 to 6/1/2018

Evidence of Completion

I-Ready Data, AR/STAR data, Teacher led center student journals.

G1.B3 Limited opportunities for students to gain real world experiences outside of the school environment. `2`

🔑 B260001

G1.B3.S1 Students will participate in outside fieldtrips that will provide them with real world experiences that will reinforce the Florida State Standards. `4`

🔑 S275427

Strategy Rationale

Students will gain experiences that will support the learning that is taking place in the classroom. Students retain information better when they get the opportunity to experience the learning.

Action Step 1 `5`

Participating in field trips will enhance, enrich and connect the Florida Standards to real world applications.

Person Responsible

Maria Calvet Cuba

Schedule

Annually, from 10/23/2017 to 6/8/2018

Evidence of Completion

Field trip packets, lesson plans, assignments that correlate with the field trips. Field trips include but not limited to the FROST Science Museum, Perez Art Museum (PAM), Weather on Wheels from Mast Academy, Zoo Miami, Deering Estate and Biscayne National Park.

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

Leadership team will field trip program implementation and the correlation to the Florida State Standards.

Person Responsible

Maria Calvet Cuba

Schedule

Quarterly, from 10/23/2017 to 6/1/2018

Evidence of Completion

Florida State Standards aligned to field trips and to student identified needs based on data.

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

Leadership team will meet monthly to review student data and to assess needs of learners in order to provided learning opportunities through field trips.

Person Responsible

Maria Calvet Cuba

Schedule

Quarterly, from 10/23/2017 to 6/1/2018

Evidence of Completion

Student projects, student work samples and student topic assessment data.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A1 A369696	Administrators will participate in monthly iCADS to support content area instruction.	Calvet Cuba, Maria	9/1/2017	Action Plan, agendas, schedules	5/25/2018 monthly
G1.B1.S1.A2 A369697	Transformation Coaches will participate in monthly Transformation Coach Cohort meetings (TCCs) to...	Calvet Cuba, Maria	9/1/2017	Action Plan , TCCs agendas, coaching logs	5/25/2018 monthly
G1.B1.S1.A3 A369698	Conduct the Instructional Review process and identify action steps required to eliminate the...	Calvet Cuba, Maria	9/6/2017	Action Plan, Instructional Review calendars	5/25/2018 triannually
G1.B1.S1.A4 A369699	Leadership team will collaboratively participate in strategic planning meetings to make informed...	Calvet Cuba, Maria	7/18/2017	Strategic Planning schedule, assessment data	5/25/2018 triannually
G1.B1.S1.A5 A369700	Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination...	Calvet Cuba, Maria	8/14/2017	DATA/COM schedule, presentation, sign-in sheet, follow-up notes	5/25/2018 triannually
G1.B1.S1.A6 A369701	Content area teams will meet weekly to conduct common planning.	Calvet Cuba, Maria	8/21/2017	Sign-in sheet, support logs, agenda	5/25/2018 weekly
G1.B1.S1.A7 A369702	Provide meaningful professional development during faculty meetings.	Calvet Cuba, Maria	8/17/2017	Agenda, sign-in sheet	5/25/2018 monthly
G1.B1.S1.A8 A369703	Provide small group instruction during Reading Intervention.	Calvet Cuba, Maria	9/25/2017	Hire interventionists for Reading, Interventionists Schedules, Student Sign in Sheets	5/25/2018 one-time
G1.B2.S1.A1 A369704	The Accelerated Reader and STAR Reading program will be purchased in order for students to engage...	Calvet Cuba, Maria	10/23/2017	Purchase order for AR/STAR program, sign-in sheet for AR/STAR teacher training, weekly student usage reports from the AR/STAR program to demonstrate student participation.	5/25/2018 annually
G1.B2.S1.A3 A369706	Hourly teachers will be hired to provide small group instruction through a morning tutoring...	Calvet Cuba, Maria	10/2/2017	Payroll sheets, student sign-in sheets, program documentation	5/25/2018 daily
G1.B2.S1.MA1 M398170	Leadership team will meet weekly to monitor the implementation of differentiated instructional...	Calvet Cuba, Maria	10/23/2017	I-Ready Data, AR/STAR data, Teacher led center student journals.	6/1/2018 weekly
G1.B2.S1.MA1 M398171	Leadership team will conduct classroom walkthroughs to monitor the implementation of the action...	Calvet Cuba, Maria	10/23/2017	Administrative walk-throughs, lesson plans, student work folders, data trackers	6/1/2018 weekly
G1.B2.S1.A2 A369705	Student classroom laptops will be purchased in order to increase opportunities for students to...	Calvet Cuba, Maria	10/23/2017	Purchase order for laptop carts, spreadsheets with assigned classrooms with laptop carts, student I-Ready reports to demonstrate student participation with technology programs to increase student academic achievement.	6/1/2018 one-time
G1.B2.S1.A4 A369707	Instructional supplemental materials will be purchased in order to provide students with multiple...	Calvet Cuba, Maria	10/30/2017	Purchase order, material usage	6/1/2018 annually
G1.B3.S1.MA1 M398172	Leadership team will meet monthly to review student data and to assess needs of learners in order...	Calvet Cuba, Maria	10/23/2017	Student projects, student work samples and student topic assessment data.	6/1/2018 quarterly
G1.B3.S1.MA1 M398173	Leadership team will field trip program implementation and the correlation to the Florida State...	Calvet Cuba, Maria	10/23/2017	Florida State Standards aligned to field trips and to student identified needs based on data.	6/1/2018 quarterly
G1.MA1 M398174	Leadership team will review data to ensure that students are making progress towards the goal.	Calvet Cuba, Maria	9/25/2017	Unit/chapter assessments, iReady data, topic assessments, data chat protocol	6/7/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1 🔑 M398168	Leadership team will meet weekly to monitor the implementation of the interventions during the...	Calvet Cuba, Maria	9/25/2017	Intervention schedules, intervention on-going progress monitoring data	6/7/2018 weekly
G1.B1.S1.MA1 🔑 M398169	Leadership team will conduct classroom walkthroughs to monitor the implementation of the action...	Calvet Cuba, Maria	9/25/2017	Administrator walk-throughs, lesson plans, student journals, student work folders	6/7/2018 weekly
G1.B3.S1.A1 🔑 A369708	Participating in field trips will enhance, enrich and connect the Florida Standards to real world...	Calvet Cuba, Maria	10/23/2017	Field trip packets, lesson plans, assignments that correlate with the field trips. Field trips include but not limited to the FROST Science Museum, Perez Art Museum (PAM), Weather on Wheels from Mast Academy, Zoo Miami, Deering Estate and Biscayne National Park.	6/8/2018 annually

V. Professional Development Opportunities

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

G1. If core instruction improves in all content areas, then student achievement will increase.

G1.B1 Teachers use the intervention block as an extension of whole group instruction and do not consistently use data to guide interventions.

G1.B1.S1 Data will be utilized to implement interventions which will be delivered in a flexible group setting with fidelity and consistency to meet the individual needs of all learners.

PD Opportunity 1

Provide meaningful professional development during faculty meetings.

Facilitator

Transformation Coaches

Participants

All teachers

Schedule

Monthly, from 8/17/2017 to 5/25/2018

G1.B2 Limited evidence of targeted differentiated instruction to meet students academic needs

G1.B2.S1 Differentiated instruction will be delivered daily through the use of individualized technology programs and through additional small group teacher led centers

PD Opportunity 1

The Accelerated Reader and STAR Reading program will be purchased in order for students to engage in reading books that are at their independent level.

Facilitator

Media Specialist

Participants

Classroom Teachers

Schedule

Annually, from 10/23/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Administrators will participate in monthly iCADS to support content area instruction.	$0.00
2	G1.B1.S1.A2	Transformation Coaches will participate in monthly Transformation Coach Cohort meetings (TCCs) to support content area instruction.	$0.00
3	G1.B1.S1.A3	Conduct the Instructional Review process and identify action steps required to eliminate the priority barrier.	$0.00
4	G1.B1.S1.A4	Leadership team will collaboratively participate in strategic planning meetings to make informed and strategic decisions to enhance student performance based on the school's quantitative and qualitative data.	$0.00
5	G1.B1.S1.A5	Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination of Management (DATA/COM) to gain a deeper understanding of the progress in the school in order to make informed and strategic decisions that will improve student outcomes on District and State assessments.	$0.00
6	G1.B1.S1.A6	Content area teams will meet weekly to conduct common planning.	$0.00
7	G1.B1.S1.A7	Provide meaningful professional development during faculty meetings.	$0.00
8	G1.B1.S1.A8	Provide small group instruction during Reading Intervention.	$85,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	160-Other Support Personnel	0661 - Caribbean K 8 Center	UniSIG	801.0	$85,000.00
			Notes: Notes			

9	G1.B2.S1.A1	The Accelerated Reader and STAR Reading program will be purchased in order for students to engage in reading books that are at their independent level.	$10,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3373	360-Rentals	0661 - Caribbean K 8 Center	UniSIG	801.0	$10,000.00
			Notes: Notes			

10	G1.B2.S1.A2	Student classroom laptops will be purchased in order to increase opportunities for students to engage in technology programs that will assist them in closing the academic achievement gap.	$145,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	0661 - Caribbean K 8 Center	UniSIG	801.0	$145,000.00
			Notes: Notes			

11	G1.B2.S1.A3	**Hourly teachers will be hired to provide small group instruction through a morning tutoring program.**				**$11,320.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	130-Other Certified Instructional Personnel	0661 - Caribbean K 8 Center	UniSIG	801.0	$11,320.00
			Notes: Notes			
12	G1.B2.S1.A4	**Instructional supplemental materials will be purchased in order to provide students with multiple sources of instructional opportunities.**				**$8,480.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0661 - Caribbean K 8 Center	UniSIG	801.0	$8,480.00
			Notes: Notes			
13	G1.B3.S1.A1	**Participating in field trips will enhance, enrich and connect the Florida Standards to real world applications.**				**$10,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7800	239-Other	0661 - Caribbean K 8 Center	UniSIG	801.0	$10,000.00
			Notes: Field trips include but not limited to the FROST Science Museum, Perez Art Museum (PAM), Weather on Wheels from Mast Academy, Zoo Miami, Deering Estate and Biscayne National Park.			
					Total:	**$269,800.00**