2013-2014 SCHOOL IMPROVEMENT PLAN

Caribbean K 8 Center

11990 SW 200TH ST
Miami, FL 33177
305-233-7131
http://caribbean.dadeschools.net/

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Combination School	Yes	96%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	97%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
C	F	D	C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Monitoring Only	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
Yes	No	No	No

Current School Status

School Information

School-Level Information

School
Caribbean K 8 Center

Principal
Dr. Alina M. Diaz-Blanco

School Advisory Council chair
Ms. Budhram

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. Alina M. Diaz-Blanco	Principal
Ms. Laura Carrasco	Assistant Principal

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Dr. Alina M. Diaz-Blanco, Principal, Ms. Budhram, SAC Chair, Ms. Love, UTD steward
Teachers: Ms. MacDonald, Ms. Pacheco, Ms. Parlade, Ms. Rosario, Ms. Matthews, Ms. Justice, Ms. Marcial Perez, 1-Student, 5-Taneka Durham, Marisol Hernandez, Alyandrina Llanger, Maria Bryson, Ana Fuentes, 1-Glenda Ramirez, 2-Vivian Swift, Victoria Smith, 1-Student TBA

Involvement of the SAC in the development of the SIP

The SAC assisted in reviewing the strategies recommended in the final instructional review from the 2012-2013 school year. The SAC assisted with the development of the 2013-2014 school improvement plan and reviewed budget in order to allocate appropriate funds for school needs.

Activities of the SAC for the upcoming school year

The SAC will work parallel with the school to implement and evaluate the strategies in the school improvement plan. Additionally, the SAC will assist with the implementation of the schools positive behavior plan by providing incentives and activities for students.

Projected use of school improvement funds, including the amount allocated to 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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Dr. Alina M. Diaz-Blanco		
Principal	Years as Administrator: 8	Years at Current School: 3
Credentials	Degree(s): Bachelor of Science- Business Administration Masters of Science- Educational Leadership Ed.D- Educational Leadership Certification(s): Educational Leadership Business (grades 6-12) Marketing (grades 6-12)	
Performance Record	2013 – School Grade Rdg. Proficiency, 31% Math Proficiency, 33% Rdg. Lrg. Gains, 56% points Math Lrg. Gains, 40% points Rdg. Imp. of Lowest 25% - 51% points Math Imp. of Lowest 25% - 40% points Rdg. AMO – 49 Math AMO–59 '12 '11 School Grade D C High Standards Rdg. 32 53 High Standards Math 44 66 Lrng Gains-Rdg. 66 52 Lrng Gains-Math 55 60 Gains-R-25% 80 47 Gains-M-25% 53 76	

Laura Carrasco		
Asst Principal	Years as Administrator: 3	Years at Current School: 1

Credentials	Degree(s): Bachelor of Science- Elementary Education, Florida International University Masters of Science- Reading K-12, University of Miami Specialist Degree- Educational Leadership, Nova Southeastern University Certification(s) Elementary Education (K-6) Reading (K-12) ESOL Endorsement (K-12) Educational Leadership (K-12)
Performance Record	2013 – School Grade Rdg. Proficiency, 25% Math Proficiency, 39% Rdg. Lrg. Gains, 64% points Math Lrg. Gains, 43% points Rdg. Imp. of Lowest 25% 72% points Math Imp. of Lowest 25% 21% points Rdg. AMO –50 Math AMO–53 '12 '11 School Grade D C High Standards Rdg 27 57 High Standards Math 37 62 Learning Gains Rdg 56 63 Learning Gains Math 66 52 Gains-R-25% 61 60 Gains-M-25% 80 56

Instructional Coaches

# of instructional coaches

4

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Tracey MacDonald		
Full-time / District-based	Years as Coach: 4	Years at Current School: 7
Areas	Reading/Literacy	
Credentials	Degrees: BS-Elementary Education (grades 1-6) MS-Exceptional Student Education (K-12) Reading (K-12) ESOL Endorsement Certification: Early Childhood Elementary (Grades 1-6) ESOL Endorsement Exceptional Student Education (K-12) Reading (K-12)	
Performance Record	2013 – School Grade Rdg. Proficiency, 31% Math Proficiency, 33% Rdg. Lrg. Gains, 56% points Math Lrg. Gains, 40% points Rdg. Imp. of Lowest 25% - 51% points Math Imp. of Lowest 25% -40% points Rdg. AMO – 49 Math AMO–59 '12 '11 School Grade D C High Standards Rdg. 32 53 High Standards Math 44 66 Lrng Gains-Rdg. 66 52 Lrng Gains-Math 55 60 Gains-R-25% 80 47 Gains-M-25% 53 76	

Maria Pacheco		
Full-time / School-based	Years as Coach: 2	Years at Current School: 7

Areas	Mathematics
Credentials	Degrees: BS-Elementary Education Certification: Elementary Education (1-6) ESOL Endorsement
Performance Record	2013 – School Grade Rdg. Proficiency, 31% Math Proficiency, 33% Rdg. Lrg. Gains, 56% points Math Lrg. Gains, 40% points Rdg. Imp. of Lowest 25% 51% points

Laura Correa		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Degrees: BS-Elementary Education (grades 1-6) ESOL Endorsement MS-Reading (K-12) Certification: Elementary (Grades 1-6) ESOL Endorsement Reading (K-12)
Performance Record	2013 – School Grade Rdg. Proficiency, 23% Math Proficiency, 27% Rdg. Lrg. Gains, 50% points Math Lrg. Gains, 49% points Rdg. Imp. of Lowest 25%-60% points Math Imp. of Lowest 25%- 61% points Rdg. AMO – 45 Math AMO–48 '12 '11 School Grade D B High Standards Rdg. 27 77 High Standards Math 37 76 Lrng Gains-Rdg. 56 62 Lrng Gains-Math 66 61 Gains-R-25% 61 53 Gains-M-25% 80 60

Maritza Denis-Parlade		
Full-time / School-based	Years as Coach: 2	Years at Current School: 15

Areas	Science
Credentials	Degrees: BS-Elementary Education Certification: Elementary Education (1-6) ESOL Endorsement
Performance Record	2013 – School Grade Rdg. Proficiency, 31% Math Proficiency, 33% Rdg. Lrg. Gains, 56% points Math Lrg. Gains, 40% points Rdg. Imp. of Lowest 25% - 51% points Math Imp. Of Lowest 25% -40%points Rdg. AMO – 49 Math AMO–59 '12 '11 School Grade D C High Standards Rdg. 32 53 High Standards Math 44 66 Lrng Gains-Rdg. 66 52 Lrng Gains-Math 55 60 Gains-R-25% 80 47 Gains-M-25% 53 76

Classroom Teachers

# of classroom teachers
44

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
77%

 # certified in-field
100, 227%

 # ESOL endorsed
40, 91%

 # reading endorsed
5, 11%

 # with advanced degrees
15, 34%

 # National Board Certified

2, 5%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

5, 11%

 # with 6-14 years of experience

24, 55%

 # with 15 or more years of experience

15, 34%

Education Paraprofessionals

# of paraprofessionals

3

 # Highly Qualified

3, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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, Math, Science
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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. The MTSS Leadership Team will monitor the fidelity of intervention program delivery and will provide tiered levels of support/ interventions to students based on data.

Additionally, the MTSS/RtI leadership team helps develop the School Improvement Plan (SIP) and provide data on students at all levels to be used when developing the strategies on the SIP plan.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development create student growth trajectories in order to identify and develop interventions
Managed data will include:
• FAIR assessment
• Interim assessments
• Cella
• FLKERS
• FCAT 2.0/SAT-10
• Student grades
• Monthly Writing Assessments
• Bi-weekly math, science and reading assessments
• Edusoft
• PMRN
Behavior:
• School-wide Discipline Plan
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Office referrals
• Team climate surveys
• Attendance

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The principal will promote the MTSS 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 (FAIR Assessments), 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 FAIR assessment period;
• analyzing the progress monitoring data with reading coach;
• directing the reading coach to meet with grade level/departments to review their progress monitoring (FAIR) 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, PTA 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.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 60

Students receive 60 minutes of remediation or enrichment in the area of Reading. Students are placed in an intervention group based on needs identified using the FAIR and spelling inventory assessment. Students receive instruction following the Saxon Phonics intervention program.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this 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 placement in the intervention program will be revised after the FAIR assessment two.

Who is responsible for monitoring implementation of this strategy?

Dr. Alina M. Diaz-Blanco, Principal
Ms. Laura Carrasco, Assistant Principal

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dr. Alina M. Diaz-Blanco, Principal	Principal
Ms. Laura Carrasco	Assistant Principal
Ms. Tracey-Ann Macdonald	Reading Coach
Ms. Sabrina Hicks	Social Worker
Ms. Emma Soto	School Psychologist
Ms. Teresa Patton	SPED Chairperson
Ms. Molina	Kindergarten/First Grade-Level Chair
Ms. Reid	Second/Third Grade-Level Chairperson
Ms. Perez	Fourth/Fifth Grade-Level Chair
Ms. Ehrman	ELL Teacher

How the school-based LLT functions

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. During school site visits, the District team will review the minutes from LLT meetings and have a dialogue with principals regarding the meetings.
The principal will provide necessary resources to the LLT. The reading coach will serve as a member of the Literacy Leadership Team. The coach will share his/her expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Reading Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Reading Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.
The principal will ensure that the reading coach uses the online coach's log on the Progress Monitoring Reporting Network
(PMRN) by:
• analyzing the biweekly entries of the reading coaches on the PMRN; and
• monitoring time spent on specific activities to ensure alignment to the K-12 CRRP.
Principal and assistant principal will conference with reading coach on a biweekly basis in order to discuss trends and determine if accommodations need to be made to the reading coach's schedule in order to best impact student achievement.
The principal and assistant principal will monitor lesson plans during regular classroom visitations. The principal and assistant principal will evaluate what they see instructionally and expect it to match what is on the plans. Teachers needing assistance will be supported by the reading coach and the school administrators.
The principal and assistant principals will conference with all teachers individually to analyze their students' data and determine strengths and weaknesses. If the data demonstrates weakness in reading, the principal and assistant principal will encourage the teacher to incorporate reading into their Individual Professional Development Plan (IPDP) which is part of the IPEGS process. During year conversations will take place relative to progress on meeting the goal as outlined in the IPDP. In addition to the regular data chats after each assessment period, data will be discussed at grade level meetings and department chair meetings for the purpose of refining and targeting instruction. The data study team will meet approximately five times per year: at the beginning of the year, following each of the three
FAIR assessments, and at the end of the year. Based on the district RtI model, school site staff will meet as needed to identify and target intervention for students. Additionally, each school site's RTI team will schedule data chat meetings to include teachers, reading coaches, school psychologist, and administrators.

The principal will monitor implementation of the K-12 CRRP through a variety of methods including weekly classroom walkthroughs, weekly grade/departmental meetings, and reading leadership team meetings. In addition, student performance data in reading will be reviewed regularly during Data Team meetings. This tool provides a snapshot of classroom organization, instruction, and learning opportunities in the reading classroom. Indicators focus on the learning environment and include instructional strategies essential for reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension. The principal will create a reading goal, specific objectives and action steps in their School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of AYP. By participating in the analysis of student data and interpreting various reports that drive instructional implications across the curriculum, principals will serve as literacy leaders.

Major initiatives of the LLT

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 (FAIR Assessments), 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 FAIR assessment period;
• analyzing the progress monitoring data with reading coach;
• directing the reading coach to meet with grade level/departments to review their progress monitoring (FAIR) 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, PTA 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.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers will be a part of the intervention and enrichment reading program. Teachers will receive training in the Saxon reading program and will work with specific levels of students throughout the school year. In addition, reading strategies will be implemented throughout all content areas.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

At Caribbean Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to asses 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. Screening data will be collected and aggregated prior to September 30th, 2011. 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 Elementary will utilize the services of the Family Learning Advocates to develop a 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%		No	49%
American Indian				
Asian				
Black/African American	36%	42%	Yes	42%
Hispanic	47%	52%	Yes	52%
White				
English language learners	31%	38%	Yes	38%
Students with disabilities	25%	33%	Yes	33%
Economically disadvantaged	43%	48%	Yes	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	17%	31%
Students scoring at or above Achievement Level 4	32	12%	18%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		56%	60%
Students in lowest 25% making learning gains (FCAT 2.0)		51%	56%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	97	58%	62%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	44	27%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	39	23%	31%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	35	44%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	33%	No	59%
American Indian				
Asian				
Black/African American	44%	21%	No	50%
Hispanic	60%	42%	No	64%
White				
English language learners	51%	41%	No	56%
Students with disabilities	33%	26%	No	40%
Economically disadvantaged	54%	31%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	18%	38%
Students scoring at or above Achievement Level 4	33	12%	21%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		40%	46%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		55%	60%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	23%	28%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		
Participation in STEM-related experiences provided for students	3		

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	76	11%	10%
Students retained, pursuant to s. 1008.25, F.S.	82	13%	12%
Students who are not proficient in reading by third grade	76	72%	65%
Students who receive two or more behavior referrals	163	26%	25%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	48	7%	6%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parental

Caribbean Elementary 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 Elementary's 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 Elementary School, 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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
N/A			

Goals Summary

G1. Increase student critical thinking skills through the use of school-wide collaborative strategies.

G2. Increase proficiency through the effective use of the instructional framework to promote rigor.

Goals Detail

G1. Increase student critical thinking skills through the use of school-wide collaborative strategies.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

- Social Studies

- Science

- Science - Elementary School

Resources Available to Support the Goal

- School-wide monthly Professional development, coaching cycle, administrative support, and Grade-level planning.

Targeted Barriers to Achieving the Goal

- Teachers lack knowledge on how to implement collaborative strategies during instruction to promote critical thinking.

Plan to Monitor Progress Toward the Goal

Student achievement will increase as a result of the use of school wide collaborative strategies in the classroom.

Person or Persons Responsible
Administration ETO Support Coaches

Target Dates or Schedule:
February 2014

Evidence of Completion:
FCAT 2.0

G2. Increase proficiency through the effective use of the instructional framework to promote rigor.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

- Social Studies

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Instructional Coaches, Interventionists, Education Transformation Office/District Curriculum Support Specialists, SuccessMaker, Reading Plus, Imagine Learning, Accelerated Reader, Grade-Level Planning, Saxon Phonics,Waterford, Professional Development, Coaching Continuum, and McGraw-Hill Reading Wonders Series.

Targeted Barriers to Achieving the Goal

- The teachers lack rigor during the implementation of the instructional framework.

Plan to Monitor Progress Toward the Goal

Observe teacher delivery of the instructional framework to ensure benchmarks/standards are taught with rigor in order for students to achieve proficiency.

Person or Persons Responsible

Administration Instructional Coaches

Target Dates or Schedule:

Weekly

Evidence of Completion:

Bi-weekly assessments Monthly District Assessments Data Chats Classroom Walkthroughs Coaching Cycle Leadership Team Meetings

Action Plan for Improvement

Problem Solving Key

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

G1. Increase student critical thinking skills through the use of school-wide collaborative strategies.

G1.B1 Teachers lack knowledge on how to implement collaborative strategies during instruction to promote critical thinking.

G1.B1.S1 Provide support through the coaching cycle to teachers on the use of collaborative strategies.

Action Step 1

Implement the coaching cycle during the Reading, Math and Science block to model how to implement collaborative strategies during instruction.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

February 2014

Evidence of Completion

Collaborative Strategies implemented in the instructional block.

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

Coaches will conduct walk troughs and debrief on lesson observations to ensure school-wide collaborative strategies are infused in all content areas.

Person or Persons Responsible

Coaches Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Observation Walk through notes

Plan to Monitor Effectiveness of G1.B1.S1

Conduct administrative classroom walk throughs to monitor implementation of school wide collaborative strategies to ensure students are engaging in critical thinking activities.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Observation of Walk Throughs

G2. Increase proficiency through the effective use of the instructional framework to promote rigor.

G2.B1 The teachers lack rigor during the implementation of the instructional framework.

G2.B1.S1 Utilize the coaching cycle to ensure the instructional routine framework is implemented and the identified benchmark/standard is delivered with fidelity.

Action Step 1

Implement and monitor Instructional Routines that include: 1. setting the purpose of instruction 2. following the model of explicit instruction demonstrating gradual release 3. incorporating small group instruction 4. incorporating closure of the lesson

Person or Persons Responsible

Administration Coaches Teachers Education Transformation Office Support

Target Dates or Schedule

December 20,2013

Evidence of Completion

Lesson Plans Walkthrough observations and notes Coaching Cycle Coaching Logs Student work Collaborative Conversations/Student Engagement

Facilitator:

Instructional Coaches Education Transformation Office Curriculum Support Specialists

Participants:

Teachers Interventionists Administration

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Provide support to the instructional coaches by reviewing the progress of the coaching continuum and professional development implementation.

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Weekly October-December 2013

Evidence of Completion

Leadership Team Agendas/Minutes Coaching Logs and Calendars

Plan to Monitor Effectiveness of G2.B1.S1

Monitor the identified benchmark standard is being delivered with fidelity within the instructional routine framework.

Person or Persons Responsible

Administration Instructional Coaches Education Transformation Office

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Observations Coaching Cycle Lesson Plans Bi-weekly Assessments/Progress Monitoring Student work samples Collaborative Strategies

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 Elementary 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 Elementary 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 Elementary parents with student in our Kindergarten through Fifth 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 Elementary 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 statue, is taught through physical education.
3. Caribbean Elementary 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 Elementary's 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
Caribbean Elementary 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 Elementary's 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 Elementary School, 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.
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Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. Increase proficiency through the effective use of the instructional framework to promote rigor.

G2.B1 The teachers lack rigor during the implementation of the instructional framework.

G2.B1.S1 Utilize the coaching cycle to ensure the instructional routine framework is implemented and the identified benchmark/standard is delivered with fidelity.

PD Opportunity 1

Implement and monitor Instructional Routines that include: 1. setting the purpose of instruction 2. following the model of explicit instruction demonstrating gradual release 3. incorporating small group instruction 4. incorporating closure of the lesson

Facilitator

Instructional Coaches Education Transformation Office Curriculum Support Specialists

Participants

Teachers Interventionists Administration

Target Dates or Schedule

December 20,2013

Evidence of Completion

Lesson Plans Walkthrough observations and notes Coaching Cycle Coaching Logs Student work Collaborative Conversations/Student Engagement

Appendix 2: Budget to Support School Improvement Goals