

**MIDDLE STATES ASSOCIATION OF  
COLLEGES AND SCHOOLS**



***ACCREDITATION FOR GROWTH***  
**MID-TERM REVIEW REPORT**

**Caribbean School  
Ponce, Puerto Rico  
November 14-17, 2006**

**James DiSebastian  
HEADMASTER**

**Wallis J. Medina-Verges  
INTERNAL COORDINATOR**

**February 26, 2009**



## ***ACCREDITATION FOR GROWTH*** **MID-TERM REVIEW REPORT**

### **Introduction**

When the Middle States Association grants accreditation to a school, the accreditation action includes several conditions that must be met for the school to retain its accredited status throughout the term of accreditation. These conditions include the expectation that the school will:

1. Continue to meet the Middle States Standards for Accreditation.
2. Comply with all policies of the Middle States Commission that granted the accreditation.
3. Notify the Commission prior to making any substantive changes to the goals for which your school received accreditation.
4. Make a good faith effort to implement your school's improvement plan and to achieve its performance objectives.
5. Conduct at least once annually a formal review of the Plan for Growth and Improvement. Modifications to the action plans should be made as required to keep the Plan meaningful and effective. It is not necessary to notify the Commission's office of these adjustments; however, the record of reviews will be a topic of the Mid-Term Review.
6. Submit an Annual Profile updating statistical data and information about your school.
7. Pay annual membership dues and any applicable fees.
8. Nominate members of your school's professional staff who meet the qualifications for and are willing to serve on an evaluation team. Commission Policy 3.2 requires each school to release at least one staff person per year, when requested, to serve on an evaluation team.
9. During the third year of the accreditation term, submit a Mid-Term Review Report.
10. In the sixth year of your accreditation term, begin a self-study to prepare for the next team visit.

In addition, schools that use *Accreditation for Growth* as their accreditation protocol make several commitments:

### **A Focus on Student Performance and Growth**

- The school committed itself to focusing its improvement efforts on growth and improvement in student performance and the school's capacity to affect that growth and improvement. Improvement efforts are aimed at targeted growth and improvement in student learning, student performance, and student results.

### **A Culture of Accountability in Student Performance**

- The school is committed to student performance objectives that are measurable. There is a viable process for monitoring achievement of the objectives, and there is an accountability system for monitoring accomplishment of the objectives and the action plans to achieve them.

### **A Planning Ethic**

- The school is committed to a continuous clarification of its unique mission, beliefs, and expectations in terms of student performance. The school is action-oriented as shown by the development of long-term strategic action plans that integrate program, services, facilities, and other support systems to address growth needs.

### **Commitment to Continuous Improvement**

- The school is committed to continuous evaluation, an annual review process, peer review, and a dynamic process with the flexibility to modify action plans.

### **Involvement of Representative Constituents**

- The school is committed to involving a broad spectrum of the school's community of stakeholders in identifying the mission, beliefs, profile of graduates, objectives for growth and improvement in student performance, and action plans to achieve the objectives. Stakeholders are also involved in overseeing implementation of action plans and monitoring achievement of the objectives.

When a school selects the *Accreditation for Growth* protocol, it must endorse these five commitments. All levels of the organization, including the governing body, the central staff, and the school itself must commit to working together toward the implementation of the growth and improvement plan developed in the *Accreditation for Growth* process.

## **The Mid-Term Review Report**

The very nature of strategic planning and the *Accreditation for Growth* protocol requires that the planning for growth and improvement is *evergreen*—living, dynamic, and on-going. Strategic planning is not a “once and done” proposition. As a result, Middle States has determined that it is important to ensure that a school accredited via *AFG* is committed to the process of planning for continuous growth and improvement as well as to the plan to achieve its growth and improvement objectives.

Therefore, at the mid-point of the school’s term of accreditation, Middle States requires the school to prepare and submit evidence that it is living up to the commitments required by the *Accreditation for Growth* protocol. If the school has been living up to its commitments—faithfully implementing its plan to achieve its student performance objectives and maintaining data resulting from that implementation—completing the report should not be difficult.

Upon receiving the school’s report, it will be reviewed by the Middle States staff. If 1) the report is complete, 2) the report shows evidence the school is meeting the five *AFG* commitments, 3) the report shows evidence of faithful implementation of the school plan for growth and improvement, and 3) there are no monitoring or other issues noted in the Team Report that require an onsite visit, the staff will notify the school that an onsite Mid-Term Review Visit is not required. However, if the school wishes to receive the feedback and input that can be obtained by an onsite reviewer, the school may request a one-day Mid-Term Review Visit.

If the review indicates that 1) the report is not complete, and/or 2) the report does not show the school is meeting the five *AFG* commitments, 3) the report does not show evidence of faithful implementation of the school plan for growth and improvement, and/or 4) there are monitoring or other issues noted in the Team Report that require an onsite visit, the staff will notify the school that an onsite Mid-Term Review Visit is required.

## **The Mid-Term Review Visit**

If an onsite Review Visit is either required or requested, the Reviewer will seek to confirm that the evidence and data provided by the school in the its Mid-Term Review Report. In addition, the Reviewer will provide feedback and support for the school’s efforts in a written report.

In addition to evidence that the school is developing a culture of planning and continuous review, the Mid-Term Reviewer looks for evidence that progress is being made in achieving the goals set in the student performance objectives. As a “critical friend,” the Reviewer also seeks to validate, motivate, and provide assistance to the school by examining the evidence of progress. As the name *Accreditation for Growth* implies, the Reviewer looks for evidence of *growth* in the school’s capacity to plan strategically and to produce the results it has set for itself in its vision and in terms of student performance. In summary, the Mid-Term Review seeks to ensure that planning in the school is a continuous process, not one that occurs once every seven years.

Finally, if appropriate, the Mid-Term Reviewer will look for evidence that any Monitoring Issues noted on the school’s Official Notification of Accreditation have been addressed and resolved satisfactorily.

The Mid-Term Reviewer will submit a report of the visit by adding observations, comments, and conclusions to the school’s Mid-Term Review Report and submit the report to the Middle States Association. After reviewing the Report, the Middle States staff will provide a copy of the report to the school.

# SECTION 1

## THE SCHOOL

<b>1.A: The School</b>	<b>Current Information</b>
<b>Name of School</b>	Caribbean School
<b>School's Street Address</b>	Urb. La Rambla
<b>School's Street Address (2)</b>	1689 Calle Navarra
<b>City</b>	Ponce
<b>County</b>	
<b>State</b>	Puerto Rico
<b>Zip Code</b>	00730-4043
<b>School's Website</b>	www.caribbeanschool.org

<b>1.B: School's Leadership</b>	<b>Current Information</b>
<b>Head of School/Principal</b>	James DiSebastian
<b>Title</b>	Head of School
<b>Phone Number</b>	787-843-2048
<b>Fax Number</b>	787-844-5626
<b>Head of School's E-mail</b>	jdisebastian2005@yahoo.com

<b>1.C: The School System</b>	<b>Current Information</b>
<b>Name of School System</b>	Caribbean School
<b>Superintendent</b>	James DiSebastian
<b>Title</b>	Head of School
<b>System's Street Address</b>	Urb. La Rambla
<b>System's Street Address</b>	1689 Calle Navarra
<b>City</b>	Ponce
<b>County</b>	
<b>State</b>	Puerto Rico
<b>Zip Code</b>	00730-4043
<b>Phone Number</b>	787-843-2048

<b>Fax Number</b>	787-844-5626
<b>System's Website</b>	www.caribbeanschool.org
<b>Head of System's E-mail</b>	jdisebastian2005@yahoo.com

<b>1.E: Current Enrollment</b>		<b>Current Information</b>
<b>Total Students Enrolled</b>	569	

## SECTION 2

### CONTEXT OF THE SCHOOL

Caribbean School in Ponce, Puerto Rico, is an independent, nonprofit, English-language day school enrolling boys and girls in Pre-Kindergarten through Grade 12. Caribbean School was founded in 1954 to meet the need for a quality English language educational facility in Ponce. The school is located on ten acres of property in a residential neighborhood, giving it an open and spacious feel. It has 569 students enrolled, and serves the children of local, continental, and international families without regard to race, creed, sex, or country of origin. Caribbean School is a multicultural school that fosters an appreciation of Puerto Rican heritage and serves as a bridge between cultures. It offers a college preparatory program comparable to schools in the United States with instruction in the English language and a special emphasis on the teaching and learning of Spanish. There are 44 faculty members at Caribbean School, 25 in the elementary, and 19 in the middle and high school. There is a fulltime counselor and a fulltime school nurse, as was recommended by the MSA Validation Team.

The Board of Directors (BOD) of the corporation, Caribbean School, Inc., is the governing and policy making body of the school and is elected by corporate members at the annual corporation meeting. The functions and duties of the BOD are subject to the limitations of the applicable provisions of the General Corporation Law of Puerto Rico, the Articles of Incorporation, the By-Laws, and adopted resolutions. The BOD employs as the chief administrator of the school a qualified Headmaster. The Headmaster is responsible to the BOD and they define and entrust duties to the Headmaster deemed pertinent. The BOD approved a new policy (#2.306) formulated for BOD self-assessment. The BOD is very committed to the school Mission and Beliefs and has established a strong partnership with the Education Committee (EC) to implement the AFG protocol.

Caribbean School's demographics have changed over the years. Once started as a school to serve students whose parents came from the United States to work on the island, the school is now a multi-cultural school, with a majority of the students attending because of the instruction in the English language. Caribbean School's enrollment increased from 515 in 2007-2008 to 576 in 2008-2009. It is very important to point this out because many private schools in Puerto Rico are closing due to demographic, economic, social, and political changes.

The economic changes in Puerto Rico have brought financial changes at Caribbean School in the last three years. The 2006-2007 school year saw a 4% increase in tuition. All books, sports, clubs, and food (breakfast and lunch) are covered by tuition and fees. Tuition ranged from \$3,330-\$4,515 per year, and fees ranged from \$700-\$2,000 per year, based on grade-level. For the academic year 2007-2008 the tuition was kept the same as the previous year but operational fees were increased by 3%. The school year 2008-2009 brought a 4% increase in tuition but the operational fees were kept the same as the previous year. Tuition for academic year 2008-2009 ranged between \$3,460 to \$4,700 per year, based on grade-level, and fees ranged from \$200 - \$ 1785. All those increases are less than the inflation rate in Puerto Rico which stands around 15%. Also, teachers and all other employees received a pay raise of 3% for school year 2008-2009.

Caribbean School facilities have been remodeled and improved since the MSA Validation Team visit. The lower school and the middle/high school bathrooms were remodeled. The parking lot was paved. The sports pavilion drainage was repaired. The pavilion basketball courts, the elementary basketball court and the tennis courts were repaired. New screens and screen doors were placed in elementary classrooms and additional classrooms facilities for grades Kinder and first were developed. Additional ceiling fans were installed in many classrooms. A front gazebo shelter was constructed. Grounds were painted. The elementary school basketball court has had a roof added and the school is currently being wired or equipped for internet access for all classrooms. The secondary school office area was moved from the second floor to the first floor to be closer to the middle school students. The Fine Arts Building was refurbished, new computers were bought for the computer labs, technology cabling and software upgrade were made with a \$174 K federal grant.

In an effort to keep school stakeholders informed about our school and the AFG protocol, Caribbean School utilizes many forms of communication. The "Update Newsletter" is delivered to all students every Monday reflecting on the previous week's events, and previewing future activities and information. Caribbean School maintains its web site to disseminate news and events. The site also publishes school policies, procedures, and school profile information. Elementary grade-level teachers send out weekly and monthly newsletters highlighting units, activities, and investigations that have taken place. Caribbean School conducts day-long Parent Teacher Conferences once a year in the fall and parent conferences by appointment at least two other times. Back to School Night takes place during the first month of school. Parents are invited to meet teachers, and receive an overview of the curriculum and goals for the upcoming year. Monthly Boards of Director Meetings are open to the public, and the monthly

agenda is reviewed by stakeholders. Orientations take place for 7<sup>th</sup> grade students, as well as Honors and AP students and Honors assemblies.

Organizational design and staff communication on educational programs are continual. Caribbean School uses articulation across grades, staff development on teaching methods, and curriculum mapping to support student growth and to achieve the objectives of AFG. Professional growth is also included in weekly Wednesday meetings. Curriculum Standards and Benchmarks were developed and implemented. Unit planning is used in the Elementary School and Caribbean School is working on the implementation of the year planner and unit plans school-wide. The school has continued to work on establishing collaboration between lower and upper school to implement standards-based learning.

Caribbean School believes a balance of assessments improves student learning. The school incorporates a breadth of assessment strategies to provide educators with information to evaluate and improve the processes in which children learn most effectively. The assessment used at Caribbean School includes standardized assessments and tests prepared by outside sources and administered by the school. They include the Iowa Test of Basic Skills (ITBS), the College Board Exams, the Preliminary Scholastic Aptitude Test (PSAT), the Educational Records Bureau Writing Assessment Program (ERB Wrap), Learn Aid Spanish tests, and Advanced Placement (AP) exams. Summative assessments are generally administered in the classroom at the end of a learning unit, chapter, or marking period, and are usually given in the context of the "bigger picture". Continuous assessments occur daily or weekly and are an ongoing continuous collection of data used at various times throughout the year. The results are shared with staff, parents, students, and school board. It is very important to point out that assessments are used by teachers and students to personalize their individual educational growth.

In 2005-2006 Caribbean School stakeholders selected the areas in need of improvement as the most important and immediate concerns of the school. Those areas were Character Development, Writing, English Vocabulary, Spanish Reading Comprehension, Technology and Facilities and Grounds. In response to the identified needs, Caribbean School did the following: Writing, English Vocabulary, and Character Development became the basis for Accreditation for Growth (AFG) objectives supported by baseline data. Action Plan committees researched methodology, materials, and staff development opportunities to raise student performance in these areas and a five-year action plan to raise performance and achieve the AFG objectives.

In the last two years, teachers have been diligent in providing writing activities to comply with the action plan. The Young Author's Fair was a huge success. Students had an opportunity to write and publish their class or individual books. Several ongoing goals included parent involvement, identifying books and continuing purchase of books to teach the traits and surveys of teachers for completed activities throughout the academic year.

The vocabulary activities that teachers worked on during the year included: increase the size of each classroom library, magazine subscriptions, journal writing, correct vocabulary usage, Daily Oral Language, Language Week and word of the day. A survey done by the vocabulary action plan chair showed that teachers used a wide range of activities to discuss, teach, and use new vocabulary. Some of these included: spelling and vocabulary quizzes, use of dictionaries and thesauruses, literature circles, plays, using and writing similes, metaphors, analogies, crossword puzzles, vocabulary bingo, drawings, various games, poems and word walls.

The character development committee was invited to Colegio Radians, an active participant in Character Counts, located in Cayey, Puerto Rico. They explained the basics of the program and provided ideas on how to implement the Character Counts program. The Character Counts Program was introduced to all teachers, students and parents and information was also provided. Members of the committee chose a grade to work with to distribute information and activity ideas about the trait of the month, follow-up on the progress achieved, problems encountered and future suggestions, and to check service learning projects. In regard to Service Learning, the committee gave a presentation on Service Learning and distributed information to all faculty members. Each grade was assigned a topic for service learning. Leadership concepts were taught to 7<sup>th</sup> and 8<sup>th</sup> graders as part of an exploratory class. The following activities were completed as part of the Character Development Action Plan: orientation for teachers and distribution of materials related to character and service learning, lessons and activities for each of the traits, letters to parents with information on the program, revision and improvement of the code of conduct, community service activities carried out by the students' school organizations (Red Cross, NHS, CARE) and some of the grades in the high school, and having assemblies for all students to discuss the code of conduct.

A Spanish Action Plan was prepared and revised twice. This new objective was incorporated into the Caribbean School AFG protocol. The main goal of the Spanish Action Plan is to encourage students to become interested in reading, books, etc., in Spanish. Through reading, teachers are looking to enrich students' vocabulary and their

cultural knowledge. At the same time they aimed to expand student capacity to communicate effectively both in writing and orally. They have integrated various techniques and resources to maintain student motivation in reading in the Spanish language. This committee completed the following activities: studying vocabulary in its context, studying concepts, identifying the main idea of different types of reading, essay writing, oral presentations, and preparation of a play utilizing vocabulary words, inferences and predictions, field trips to the Spanish theater, and implementing the Learn Aid Test each year. In addition, weaknesses identified in the Learn Aid Test in September are being acted upon.

Caribbean School recognizes the importance of using Learning Media and Technology for students' academic growth. The school established a technology committee two years ago. The committee researched how Caribbean School compares to other schools in the United States, evaluated the school technological capabilities in terms of electrical and wiring, etc., and compiled a technological vision of Caribbean School in three years. The three-year, three-phased plan was approved by the Board of Directors. In the last two years the BOD has allocated funds for the Technology Plan. The computer labs have been updated and new media, students' computers, technology hardware and software had been purchased. In the academic year 2008-2009, Caribbean School has begun to implement new software for administrative and academic duties. The software will be used for students' attendance, students' grades and students' transcripts. Also in 2008-2009 Caribbean School was awarded a federal grant of \$174,000 for improving our technology. The funds are currently paying for the installation of new cabling, networks and servers that will allow implementing the school technology plan and prepare the school for future technologies like having computers with Internet connections and Web access in every classroom and the possibility of online courses.

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## **Observations, Comments, and Conclusions of the Mid-Term Reviewer**

## SECTION 3

### THE PLANNING PROCESS

A planning ethic and a sound planning process are as critical to achieving a school's goals for growth in student performance and the school's capacity to effect that growth as is a plan rich in content. An effective planning ethic addresses the essential question: "Does our school have the capacity, the will, and the systematic structures required to implement its plan and achieve its goals?" A fine plan full of great activities is only as strong as the ability and willingness of the school and its community of stakeholders to implement it.

While successful planning is reflective of a school's context and culture, it should be visionary in describing what the school wants to become and pragmatic in specifying the steps to reach that goal. Successful planning for growth and change has been described as a delicate balance between brave steps forward and reassuring steps to the side; between the recognition of the need for growth and a celebration of what already exists that is good, steady, and/or certain; between the bold, frequently scary, visions of future possibilities and the comfort with past and present successes.

When a school seeks accreditation using the *AFG* protocol, it must commit to working toward establishing and maintaining a planning ethic within the school. A planning ethic means that planning for growth becomes part of what the school and its stakeholders do as much as providing programs, teaching, resources, services, and activities. A planning ethic requires continuous clarification of the school's unique mission, beliefs, profile of graduates, and student performance objectives. It requires that all of its processes are vision-driven. And it requires that the school is action-oriented by developing long-term strategic action plans that integrate programs, services, facilities, and support to address the institution's growth needs.

In the *Accreditation for Growth* protocol, the school also makes a commitment to continuous growth and improvement. The school and its community of stakeholders must demonstrate that they are never satisfied with the status quo in terms of student performance, but are striving constantly to improve that performance. The setting and striving to achieve challenging growth goals should become a dynamic process in which the school develops the flexibility to revise and modify its plans to achieve its goals based on the results received from implementing those plans. As part of the accreditation process, the school should review the results of its efforts often, but at

least annually and willingly open its processes and results to review by its peers in the Middle States Association.

It is also essential for the school to commit to involving its stakeholders in meaningful ways in the setting of goals, developing plans to achieve and measure those goals, and the implementation of those plans. In a planning culture, the school strives to develop broad ownership of the planning process and the plan for growth and improvement by the entire community of stakeholders by ensuring broad based knowledge and understanding of and support for the goals and the plans to achieve them.

### The Planning Team

<b>Name of Team Member</b>	<b>Stakeholder Group Represented</b>	<b>No. of Years on Team</b>
James DiSebastian	Head of School	2
Ginny Martelle	Lower School Principal	2
Frances Rivera	High School Principal	2
Wallis Medina	Teacher, Internal Coordinator	4
Agnes Barringer	Teacher, Assistant Internal Coordinator	1
Suzette Mirabal	Parent, President of the BOD Education Committee	3
Belinda Blay	Teacher-Librarian, Character Action Plan Chair	2
Sandra Gonzalez	Teacher, Vocabulary Action Plan Chair	2
Elaine Bailey	Teacher, Writing Action Plan Chair	2
Juan Riestra	Teacher, Spanish Action Plan Chair	1
Nancy Laboy	Teacher	4
Debbie Dominguez	Teacher	1
Lindsay May	Teacher	1
Blamir Quiñones	Teacher	1
Liana Vicens	Alumni	2
Hector Torres	Teacher	1

<b>Name of Team Member</b>	<b>Stakeholder Group Represented</b>	<b>No. of Years on Team</b>
Jose Resto	Teacher	1
Pat DiSebastian	Teacher	1
Alyssa Lee	Teacher	1
Aleli Vazquez	Teacher	2
Egla Figueroa	Parent	2
Hazel Ruiz	Parent	2
Julia Roig	Parent	4
Camelia Castillo	Parent	4
Paulina Rullan	Student	1
Xuxa Rosado	Student	1

**Describe briefly the role of the Planning Team in directing, overseeing, and monitoring implementation of the Plan for Growth and Improvement.**

In 2005 Caribbean School began the Accreditation for Growth process. AFG is a process that uses strategic and site-based planning as vehicles for school improvement and growth in student performance. The determinants of progress are actual student results. The process provides for continuous review of the program and services. It also allows diverse constituent groups to participate in charting the future of the school. AFG requires that a school-wide strategic plan be in place and that the school meets Middle School Association standards.

When the committee was first established it began functioning as the Planning Team (PT). During the second phase of the process the name of the committee changed to the Educational Planning Committee (EPC). Since the academic year 2007-2008 it has operated as the Education Committee (EC).

The EC at Caribbean School is made up of twenty-six diverse stakeholders; it responsibly oversees the school’s strategic plan and progress toward each objective. Another important group toward to accomplish the AFG goals are the Action Plan Teams. There are four Action Plan Teams, one for each measurable student performance objective. The teams are composed of teachers from different grade levels. Action Plan Teams work directly with the implementation of the plans. Both the EC and the Action Plan Teams meet monthly. They have worked diligently to accomplish the goals set and have continued oversight of action plan implementation. Since the

academic year 2008-2009 the Action Plan Chairs were made permanent members of the EC. Prior to this year, the chairs were only invited to relevant meetings.

The EC has continued oversight of the AFG process and action plan implementation. The committee was actively engaged in various activities toward the monitoring and implementation of the Plan for Growth and Improvement. New school members received staff development and orientation about the student performance objectives, action plans and the role of the EC. Action plan teams were actively engaged and worked on activities throughout the year. A fourth area, Spanish reading, was adopted as an AFG objective. The Spanish Action Plan was submitted and the Learn Aid Spanish Test was administered during the first semester. The EC protocol, the norms and rules of the committee, were reviewed and revised. An Internal Assistant Coordinator was appointed. A Statistics committee was established to help the Action Plan Chairs and the EC with the analysis and interpretation of the data collected. Strong ties were established between the Board of Directors (BOD) and the Education Committee. The Internal Coordinator and the BOD appointee's roles were defined in reference to the Caribbean School By-Laws due to the merging of the Planning Team with the Education Committee, a standing committee of the Board of Directors.

Another important role of the EC is to orient the school community about the purpose and results of the AFG process. Caribbean School and EC have utilized many forms of communications with the stakeholders. New school teachers had received orientation about the student performance objectives and action plans. In the fall of 2008 during a staff development meeting, the AFG process and the Action Plans were presented to the new staff members of the school. Also the Mid-Point Review process was introduced to all staff members by the Internal Coordinator. The student performance results and the data collected and analyzed by the EC has been shared with the stakeholders. An updated newsletter delivered to all students, parents and the community has been used as a way to disseminate the results of the different tests used to monitor student progress, and the news and events related to the AFG process.

**List the dates on which the Planning Team conducted formal reviews of the Plan for Growth and Improvement..**

The Planning Team and the Education Committee has conducted two formal annual reviews of the Plan for Growth and Improvement. Those activities took place in May 2007 and 2008. The first Annual Review Report was presented by Mr. Gary Milbourn in May 10, 2007. Mr. Milbourn was the Internal Coordinator for two consecutive years. Under his leadership the EPC held six meetings and welcomed the Middle State Association (MSA) Validation Team to Caribbean School. Ms. Denise Planas was the Internal Coordinator during the academic year 2007-2008. Under Ms. Planas leadership the EC held five meetings and worked diligently to accomplish the goals related to AFG process. Ms Planas presented the second Annual Review Report in May 2008.

The main purpose of the annual update were monitoring, reviewing and evaluating the progress on the three goals and to make recommendations for organizational needs for the next school year. The reports reviewed progress that has been made on action plans, updated the plans as needed, and paused to celebrate goals that have been accomplished. The annual review process has been diligently performed, with evaluation of progress and areas needing improvement focused upon. Also the annual reports have led to modifications in both the format and substance of the action plans, which have become more targeted and specific with each successive year.

The EC is proud of the fact that it has implemented many recommendations and goals established in the annual review reports. Two recommendations for organizational needs included in the annual report were having a co-chair structure at the EC and to establish a statistic committee. Both recommendations were implemented by the EC in 2007. Another recommendation made in the annual review and implemented by the EC in 2007 was the strengthening of ties between the Board of Directors (BOD) and the Education Committee (EC). The annual report for the academic year 2007-2008 recommended administering the Learn Aid Spanish Test every year. The test was administered during the first semester in the academic year 2008-2009 and Caribbean School administration was committed to establishing a budget to carry out this activity every year.

**Describe briefly any significant successes and/or problems in the operation of the Planning Team.**

Since the Validation Visit in November 2006 the school administration and the teachers involved in the AFG planning process have changed. The Headmaster, the Lower School Principal, the Internal Coordinator and some action plan chairs left Caribbean School at the end of the school year in May 2007. In June 2008 the High School Principal also left. Although that the Internal Coordinator has not been consistent person during the original and continuing AFG process each Internal Coordinator had been working with an enormous impetus to ongoing improvement. The Educational Committee, the BOD and the new school administration have continued working diligently to accomplish the three original goals set out by the AFG protocol.

Caribbean School is proud of the fact that, since our re-accreditation in November 2006, it has implemented many recommendations made by the Validation Team at that time. While some of these recommendations have to do with staffing and personnel, such as creating a full time nurse position, other more significant improvements which directly impact student learning have been accomplished.

The new school administration has established a plan to orient and engage people new to Caribbean School in planning activities and the implementation of the action plans. New staff is introduced to the AFG process upon hiring, and are expected to “get on board” with the action plans. Also, staff members have contributed to recommendations for change or to enhance the action plans. The EC has done data collection and analysis since 2007. Data has been carefully analyzed and action plans revised to better reflect student accomplishments and student needs. The data presented mixed results, but in general groups are improving as time passes.

The writing action plan team has worked to develop detailed plans for each of the objectives. The chair used some meetings for in service staff development. One of the short seminars was about writing rubrics for 6+1 Writing Traits. Also the chair discussed the teachers’ resource section in the library that has many books on writing for elementary and secondary level using 6+1 Traits.

The vocabulary action plan is implemented through a wide range of activities. Teachers used different activities to discuss, teach and use new content specific

vocabulary. Some activities used by teachers are: spelling and vocabulary quizzes, literature circles, poem of the day, poem in a pocket and the Language Week activities.

Caribbean School has adopted additional curricula such as the Character Development Program. The original action plan has been revised since the original chair of the committee left the school and the new chair and the action plan team is implementing alternative approaches to make the plan more productive. The evolution of the action plans includes incorporating indicators of success, identifying resources necessary to carry out the plan and using new programs to reinforce the character traits in order to reach the goals.

A fourth area, Spanish reading was adopted as an AFG objective. The Spanish Reading Action Plan was developed using baseline data from 2006 and subsequent data from 2008. This new objective is appropriate for a college preparatory school which is committed to academic excellence and the development of caring global citizens.

The mid-point review data collection process has helped the school recognize areas in need of improvement. Specifically, we have found discrepancies in resource and record management due in part to the recent teacher and administration turnover. With this changeover, we found that keeping clear records and evidence are necessary for easy transitioning. We have already begun filing digital and paper accreditation documents and records in multiple locations with multiple stakeholders.

Additionally, we saw a loss of momentum in the 2007-2008 school year. Since this was addressed in the AFG report, it is unfortunate that those left in charge of orienting and engaging new employees also were the ones who resigned their positions. However, the 2008-2009 school year has already revived the lost momentum, and we are well on our way to accomplishing many of our achievement goals.

## The School's Self-Assessment of Compliance with the Expectations for Planning

Expectation	1	2	3	4
A Planning Team reflective of the school's community of stakeholders continues to provide direction and decision-making for implementing the Plan for Growth and Improvement.			X	
The Planning Team has conducted periodic formal reviews of the Plan for Growth and Improvement and progress toward achieving the student performance objectives at least once annually.			X	
The Planning Team has approved revisions to the action plan(s) based on the results obtained by implementing the action plans.			X	
The school's leadership continues to make implementing the Plan for Growth and Improvement and achieving the student performance objectives a priority in the school.			X	
The school's community of stakeholders is generally informed about the Plan and the results the school is obtaining in its efforts to achieve its objectives.			X	

## Assessment of the Mid-Term Reviewer

Expectation	1	2	3	4
A Planning Team <sup>1</sup> reflective of the school's community of stakeholders continues to provide direction and decision-making for implementing the Plan for Growth and Improvement.				
The Planning Team has conducted periodic formal reviews of the Plan for Growth and Improvement and progress toward achieving the student performance objectives at least once annually.				
The Planning Team has approved revisions to the action plan(s) based on the results obtained by implementing the action plans.				
The school's leadership continues to make implementing the Plan for Growth and Improvement and achieving the student performance objectives a priority in the school.				
The school's community of stakeholders is generally informed about the Plan and the results the school is obtaining in its efforts to achieve its objectives.				

## Observations, Comments, and Conclusions of the Mid-Term Reviewer

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<sup>1</sup> Planning Team is the term used by the Middle States Association. However, the school may use another name as long as it functions in the manner described in the AFG protocol.

## SECTION 4

### THE PLAN FOR GROWTH AND IMPROVEMENT

**A** central requirement of the *Accreditation for Growth* protocol is to develop and implement a Plan for Growth and Improvement in student performance.

There are five required components of the Plan for Growth and Improvement in Student Performance:

- Mission
- Beliefs
- Profile of Graduates
- Measurable student performance objectives
- Action plans to achieve the objectives

#### Mission

Our school's Mission is:

Caribbean School is a multicultural school located in the Spanish speaking city of Ponce. The school fosters an appreciation of Puerto Rican heritage and serves as a bridge between cultures. Caribbean School offers a college preparatory program comparable to schools in the United States with instruction in the English language and a special emphasis on the teaching and learning of Spanish. Committed to academic excellence, the Caribbean School community develops independent learners and creative thinkers who become successful, caring, global citizens.

**XXX** Our school's Mission remains the same as submitted in our Self-Study Document and reviewed by the Validation Team.

Our school's Mission has been revised, and the revised Mission is:

## Beliefs

Our school's Beliefs are:

### Caribbean School Believes

- In strengthening life-long learning skills
- Student learning and performances are the primary focus of our school
- Student success is dependent on a partnership between school, family, and community
- All students can learn, provided a safe, nurturing environment
- Comfortable classroom environments and class sizes below 25 promote student learning
- Students benefit by being actively engaged in different methods of learning that are applied in meaningful, real-life activities
- Each student is a valued individual with unique physical/health, social, emotional, moral, and intellectual needs
- Promoting student self-esteem, school pride, and mutual respect, enhances a positive relationship among the school community
- Cultural diversity increases student tolerance and understanding of different people and cultures

**XXX** Our school's Beliefs remain the same as submitted in our Mid-Term Review Report and reviewed by the Mid-Term Review Visitor.

Our school's Beliefs have been revised, and the revised Beliefs are:

## Profile of Graduates<sup>2</sup>

Our school's Profile of Graduates is:

Caribbean School's course of study requires students to complete 27 Carnegie units for graduation. This includes 4 credits each in both English and Spanish, 4 credits in math, 3 in science, 4 in history, 3 in PE, 1 in computers, ½ in health and ½ in public speaking. The remaining credits are counted as electives.

Caribbean School offers Honors and Advanced Placement courses to students who have shown the potential to succeed in these classes. Students taking AP courses are required to take the corresponding standardized exam in the spring. Grade Point Averages (GPA) on the transcript reflect the Honors (1.0) and AP (1.5) course. The minimum grade for the honors/AP calculation is "C". Our current Honors and/or AP courses include Biology, Chemistry, Spanish, English literature, Pre-Calculus, and Calculus AB. We have recently been approved by the current College Board audit for AP courses in English, Calculus and Biology.

Caribbean School's goal as a college preparatory school is to prepare our students for post secondary studies. We strive for a 100% acceptance rate at local or stateside universities. At present we have 95% of our recent graduates attending four-year universities. The other 5% have enrolled in two-year colleges, or have joined the military, with continuing studies in their plans.

Caribbean School students take the IOWA exams in grades 4-11. Our students also take the Learn Aid exam, the ERB (writing), the PSAT, SAT, ACT, and the local College Board exams. In addition, qualified students take the AP or local Nivel Avanzado exams for college credit.

Caribbean School participates in the National Honor Society, the National Junior Honor Society, and the National Association of Student Councils, as well as local organizations. Junior Red Cross, Drama, Yearbook, community service and environmental clubs are active on campus. We participate in the National Spelling Bee, the Geography Bee, Math Counts and Math Olympiad. We have also competed (and won) locally in science, math, Spanish and English events. Our College Board results have been consistently higher than any other school group in Puerto Rico. Puerto Rico's

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<sup>2</sup> Not applicable to schools that hosted a Validation Team visit prior to September 2006.

Presidential Scholar for 2008 (male) was a Caribbean School student and also Caribbean School's valedictorian.

Caribbean School participates in a variety of sports. We are members of the Catholic League competing at the elementary, junior varsity, and varsity level in volleyball, basketball, softball, cross country, and track and field. Our students actively participate in tennis, soccer, and kickball.

Caribbean School takes pride in the achievement of its graduates. The following college list indicates those institutions that have recently accepted Caribbean School graduates. American University in Washington, DC, Art Institute of Fort Lauderdale, Boston University, Catholic University of Puerto Rico, Duke, Florida International University, George Washington University, Harvard, Interamerican University of Puerto Rico, Iowa State University, John Carroll University, Johnson and Wales University, Liberty University, Miami Dade University, MIT, New York University, Nova Southeastern, Penn State, Polytechnic University of Puerto Rico, Sagrado Corazon University of Puerto Rico, Stanford, University of Miami, University of Puerto Rico (all campuses), Villanova and Yale.

**XXX** Our school's Profile of Graduates remains the same as submitted in our Mid-Term Review Report and reviewed by the Mid-Term Review Visitor.

Our school's Profile of Graduates has been revised, and the revised Profile is:

## Student Performance Objectives

### Student Performance Objective #1:

#### 1. Writing

By the end of the school year, June 2010, 4<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grade Caribbean School students will demonstrate improvement in writing by:

- a) The fourth grade earning a 35% national percentile ranking on the Language Total section of the Iowa Tests of Basic Skills.

<b>Baseline Data:</b>	<b>ITBS-Language Total</b>
<b>2005-2006</b>	<b>29%</b>
<b>Subsequent Data:</b>	
<b>2006-2007</b>	<b>48%</b>
<b>2007-2008</b>	<b>61%</b>
<b>Desired Performance:</b>	<b>35%</b>

#### **Significant lessons learned:**

The fourth grade objective of 35% on the ITBS is low for the achievement potential of this grade level.

#### **Significant successes:**

Fourth grade scores have improved tremendously, and have surpassed the desired performance goal.

#### **Significant failure:**

None at this time.

#### **Significant changes to Action Plan:**

Continue focusing on teacher training for the 6+1 Traits of Writing.

- b) The sixth grade earning a 65% national percentile ranking on the Language Total section of the Iowa Tests of Basic Skills.

<b>Baseline Data:</b>	<b>ITBS-Language Total</b>
<b>2005-2006</b>	<b>60%</b>
<b>Subsequent Data:</b>	
<b>2006-2007</b>	<b>46%</b>
<b>2007-2008</b>	<b>58%</b>
<b>Desired Performance:</b>	<b>65%</b>

**Significant lessons learned:**

Planning and implementation are essential to meet our desired performance goals.

**Significant success:**

Scores have fluctuated but we believe that an increase in our desired performance goal from 60% to 65% is realistic and achievable.

**Significant failures:**

Sixth grade scores have fluctuated, and have yet to achieve the desired performance goal.

**Significant changes to Action Plan:**

Focus on teacher training for the 6+1 Traits of Writing.

- c) The eighth grade earning a 65% national percentile ranking on the Language Total section of the Iowa Tests of Basic Skills.

<b>Baseline Data:</b>	<b>ITBS-Language Total</b>
<b>2005-2006</b>	<b>60%</b>
<b>Subsequent Data:</b>	
<b>2006-2007</b>	<b>64%</b>
<b>2007-2008</b>	<b>64%</b>
<b>Desired Performance:</b>	<b>65%</b>

**Significant lessons learned:**

Planning and implementation are essential to meet our desired performance goals.

**Significant successes:**

Eighth grade scores have improved and have nearly met the desired performance.

**Significant failures:**

None at this time.

**Significant changes to Action Plan:**

Focus on teacher training for the 6+1 Traits of Writing.

- d) The eleventh grade earning a 70% national percentile ranking on the Advanced Skills section of the Iowa Tests of Basic Skills.

<b>Baseline Data:</b>	<b>ITBS-Advanced Skills</b>
<b>2005-2006</b>	<b>56%</b>
<b>Subsequent Data:</b>	
<b>2006-2007</b>	<b>66%</b>
<b>2007-2008</b>	<b>59%</b>
<b>Desired Performance:</b>	<b>70%</b>

**Significant lessons learned:**

Planning and implementation are essential to meet our desired performance goals.

**Significant successes:**

Eleventh grade scores have fluctuated, being sometimes close to the desired performance.

**Significant Failure:**

We have yet to achieve the desired performance goal.

**Significant changes to Action Plan:**

Focus on teacher training for the 6+1 Traits of Writing.

- e) The fourth grade earning a 40% suburban percentile ranking on the ERB WrAP writing exam.

<b>Baseline Data:</b>	<b>ERB</b>
<b>2005-2006</b>	<b>28%</b>
<b>Subsequent Data:</b>	
<b>2006-2007</b>	<b>46%</b>
<b>2007-2008</b>	<b>36%</b>
<b>Desired Performance:</b>	<b>40%</b>

**Significant lessons learned:**

Planning and implementation are essential to meet our desired performance goals.

**Significant success:**

Scores are close to the desired performance.

**Significant failure:**

Scores have fluctuated considerably.

**Significant changes to Action Plan:**

Focus on teacher training for the 6+1 Traits of Writing.

- f) The sixth grade earning a 48% suburban percentile ranking on the ERB WrAP writing exam.

<b>Baseline Data:</b>	<b>ERB</b>
<b>2005-2006</b>	<b>36%</b>
<b>Subsequent Data:</b>	
<b>2006-2007</b>	<b>24%</b>
<b>2007-2008</b>	<b>34%</b>
<b>Desired Performance:</b>	<b>48%</b>

**Significant lessons learned:**

Planning and implementation are essential to meet our desired performance goals.

**Significant success:**

None at this time.

**Significant failure:**

Sixth grade scores have not improved above nor reached the baseline in the subsequent years, and have a wide margin of improvement necessary to fulfill the desired performance.

**Significant changes to Action Plan:**

Focus on teacher training for the 6+1 Traits of Writing.

- g) The eighth grade earning a 60% suburban percentile ranking on the ERB WrAP writing exam.

<b>Baseline Data:</b>	<b>ERB</b>
<b>2005-2006</b>	<b>49%</b>
<b>Subsequent Data:</b>	
<b>2006-2007</b>	<b>39%</b>
<b>2007-2008</b>	<b>25%</b>
<b>Desired Performance:</b>	<b>60%</b>

**Significant lessons learned:**

Planning and implementation are essential to meet our desired performance goals.

**Significant success:**

None at this time.

**Significant failure:**

Eighth grade scores have continuously declined from levels already well below the desired performance, below the baseline.

**Significant changes to Action Plan:**

Focus on teacher training for the 6+1 Traits of Writing.

- h) The eleventh grade earning a 50% national percentile ranking on the Writing section of the PSAT exam.

<b>Baseline Data:</b>	<b>PSAT-Writing Section</b>
<b>2005-2006</b>	<b>42.5%</b>
<b>Subsequent Data:</b>	
<b>2006-2007</b>	<b>48.5%</b>
<b>2007-2008</b>	<b>41%</b>
<b>Desired Performance:</b>	<b>50%</b>

**Significant lessons learned:**

Planning and implementation are essential to meet our desired performance goals.

**Significant success:**

None at this time.

**Significant failure:**

Eleventh grade scores have fluctuated, and have yet to meet the desired performance.

### **Significant changes to Action Plan:**

Focus on teacher training for the 6+1 Traits of Writing.

### Summary Student Performance Objective #1:

After reviewing the data for the Writing Action Plan, the school has learned that consistent and renewed planning and implementation are essential to meet our desired performance goals. The inconsistencies between measureable assessments at all grade levels mean that we need to review, revise, and revive our writing strategies. We will focus on teacher training for the 6+1 Traits of Writing for both the new and returning teachers as well as the continuity in the writing process and common language for writing. Presently, we are encouraging all teachers to contribute writing samples from their classrooms to the evidence of students' activities binder. All teachers have been asked to develop writing activities in their classrooms and to pass on their ideas to others. Additionally, the school is planning to schedule professional development workshops to address writing strategies.

While analyzing the data for the writing objective, the school has seen the advantages of having measureable performance goals. At this point, we have three years of data to help us review our curriculum and revise our goals. We are now able to see, for example, that the fourth grade objective (a) of 35% on the ITBS is low for the achievement potential of this grade level. The subsequent data shows a 19% increase in 2006-2007 and a 32% increase in 2007-2008 over the baseline ranking of 29% in 2005-2006. With the current data, we believe that an increase in our desired performance goal from 35% to 55% is realistic and achievable. Conversely, we also see that we have to review our writing curriculum in the eighth grade for the ERB exam. The subsequent data shows a 10% decrease in 2006-2007 and a 24% decrease in 2007-2008 below the baseline ranking of 49% in 2005-2006. This data indicates that some modifications will be necessary at this grade level. Hence, one positive aspect of this analysis is that all writing curriculum development will be the result of data rich evidence.

## Action Plan for Student Performance Objective #1: Writing

### Section A: Student Activities

Activity:	Responsibility of:	Timeline:	Resources Needed:	Indicators of Success:	Date Completed:
Create a classroom newsletter per grade level written by students, showcasing various genres of writing.  Middle and high student create a quarterly newsletter.	Classroom teacher Principal Language Arts Department Librarian Parent Volunteers	Aug. 2006	Computers Workshops for newsletter Classroom and school libraries	Benchmarks for writing  Children are exposed to 6+1 Traits through literature	On going by May 2007
Develop Journal Writing	Classroom teachers	Begin Aug. 2006	Notebooks prompts	Benchmarks, rubrics	Ongoing by May 2007
Establish pen pals in school and outside of school	Classroom teachers and Parent volunteers	Fall 2006	Computers, thesauruses, dictionaries, addresses	Amount of correspondence received, increased student writing	Ongoing
Peer editing using 6+1 Traits of Writing	Classroom teachers and Students	Begin Aug. 2006	Rubrics, feedback prompts	Students use rubrics correctly to give appropriate feedback	Ongoing
Develop writing portfolio at every grade level	Classroom teachers and Students	Begin Aug. 2006	Binder Student work	Benchmarks Rubrics	Ongoing by May 2007
One interdisciplinary researched writing assignment per year with integrated technology	Classroom teachers Librarian	Spring 2007	Computers Library Lab time Resource materials	Benchmarks Rubrics	Ongoing

## Section B: Library/Resources

Activity:	Responsibility of:	Timeline:	Resources Needed:	Indicators of Success:	Date Completed:
Compile a binder of 6+1 Trait resources	Librarian, Classroom teachers	Begin Aug. 2006	Lesson plans, book lists	Binder available with copies to be made for each grade level	Spring 2007 – ongoing
Label and continue purchasing books for teaching the traits	Librarians	Begin Aug. 2006	Color-coded labels and Book lists	Well-marked books, easy to find	Ongoing
6+1 Traits information on school website	Webpage Author Teachers, Students	Begin Aug. 2006	Web links Lesson plans Student work	Completed page	By Dec. 2006 – ongoing
Showcase young authors	Librarian, Teachers	Begin Jan. 2007	Showcase, space	Showcase for student writing	May 2007 -ongoing
Keep professional library up to date	Librarian, Department Heads	Budget and Time	Money for books and Resource lists	Current teacher resources available	Ongoing
Computerized library system to keep track of resources	Tech Committee, Librarian	Aug. 2008	Computers, network	Technology plan goes through	To be determined

## Section C: Instructional Pedagogy

Activity:	Responsibility of:	Timeline:	Resources Needed:	Indicators of Success:	Date Completed:
Integrate daily writing activities with weekly journal writing	Classroom teachers Dept. Head	Begin Aug. 2006	Journal prompts Writing activities	Students have writing journal with weekly entries	Ongoing
Identify and list commonly used vocabulary specific to writing instruction (Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions)	Classroom teachers	Begin Aug. 2006	Support for teachers who have questions, coordinator	Printed lists of words and Continuity in writing process instruction	Ongoing by May 2007
Develop Writer's Workshop	Classroom teachers Dept. Head	Begin Fall 2006	List of activities per grade level	Visible workshop sessions in the classroom	Ongoing by May 2007
Implement listening activities such as paired interviewing, think-pair-share, author's chair	Classroom teachers	Fall 2006	Activities for grade levels	Visible session in the classroom	Ongoing by May 2007
Investigate and implement ways to publish student work (Encourage and require publication of student writing)	English Department Chair, teachers	Fall 2006	Publishing materials, time, coordinator	Publication of student work, teachers' feedback Student Treasure's Book	May 2007 -ongoing
Implement Daily Oral Language to solidify Conventions rules	Classroom teachers	Fall 2007	D.O.L. resources	Convention improvements in writing	Ongoing

## Section D: Parent/Community Involvement

Activity:	Responsibility of:	Timeline:	Resources Needed:	Indicators of Success:	Date Completed:
Give parents orientation about 6+1 Traits  Parent Workshops	Classroom teacher Principal Parent Volunteers	Begin Aug. 2006 *Back-to-School Night	Communication resources from NWREL website  List of web resources for parents to use with children at home	Communication is successful use of 6+1 Traits language	Ongoing by May 2007  Each year with new parents
Publish writing in the community – newspapers, businesses, websites, etc.	Teachers, Students, parent volunteers	Begin Nov. 2006	Student work, newspaper, sponsor	Section in the local newspaper for student writing	May 2007 – ongoing
Poetry Slam/Reading	Parent Volunteers, Language teachers	Spring 2007	Location student work, microphone	Completed poetry reading	Yearly activity
Organize READ and EAT at a local restaurant to publish student writing and bring community together to recognize young authors	Parent volunteers, teachers, students	April 2007	Cooperating restaurant, student work, sponsor	Student work published on placemats or in restaurant	April 2007, yearly activity
Young authors fair – bring in authors	Parents (PTO), community, staff, and students	Organize and get ideas to have a fair Fall 2007	Authors, books, location	Completed fair	Yearly activity

## Section E: Staff Development

Activity:	Responsibility of:	Timeline:	Resources Needed:	Indicators of Success:	Date Completed:
Administer and analyze a needs assessment to identify staff development needs for strategies	Administrators, Writing Action Plan Committee	Spring 2006	Survey, teacher feedback	Completion of survey, evaluation of results	May 2006 – ongoing
Train teachers in 6+1 Trait instruction and assessment (Creative and Technical Writing)	Principals, teachers, trainers	Begin Aug. 2006	Funds for training, resource materials, time	Evidence of teachers using the techniques. Time given for implementation	Aug. 2006 – ongoing
Provide workshop on comprehension strategies, including pre-reading, during reading, and post reading activities	Trainers, teachers	Fall 2006	½ day workshop, teacher-created material	Teachers implement strategies in classroom	May 2007 – ongoing
Provide in-service for teachers on teaching writing for tests	Administrators, trainers	Begin Aug. 2006	Resource materials, training, time	Teachers implement strategies classroom	Aug. 2006 – ongoing

## Section F: Assessment of Student Learning

Activity:	Responsibility of:	Timeline:	Resources Needed:	Indicators of Success:	Date Completed:
Standardized writing assessment given by the school and scored by teachers	Teachers Department Chair	Begin Oct. 2006	Writing Prompts for each grade level  6+1 rubrics  Scorers	Begin database	Oct. of each school year
Create and catalog rubrics according to grade level	Classroom teachers with input from Department Chair	Begin Aug. 2006	Internet  6+1 Trait resource books	Set of rubrics in use by Oct. 2006	Ongoing
ERB assessment	Classroom Teachers Principals	Begin Feb. 2006	Prompts Rubrics	Benchmarks Feedback from teachers ERB results SWW results	1 per year
Formal presentation of best written work	Teachers and students	Begin April/May 2007	Portfolio, written work	Completed design for formal presentation, rubrics, and feedback from parents and teachers	May 2007 -ongoing

**Student Performance Objective #2:**

**2. Character Development**

By the end of the school year, June 2010, PK-12<sup>th</sup> grade Caribbean School students will demonstrate improvement in assuming respect, responsibility, integrity and leadership.

- i) A mean score of 4.0 out of 5.0 on the Character Development Survey for Academic Dishonesty related questions on the teacher surveys.

**Academic Dishonesty - Teachers**

<b>Baseline Data:</b>	<b>Academic Dishonesty - Teachers</b>
<b>2005-2006</b>	<b>2.7</b>
<b>Subsequent Data:</b>	
<b>2006-2007</b>	<b>not available</b>
<b>2007-2008</b>	<b>2.78</b>
<b>Desired Performance</b>	<b>4.0</b>

**Lessons learned:**

More emphasis must be given on the effects that academic dishonesty can have on the personal and educational aspects of learning. The school community needs to be more vigilant as well as enforce the stipulated rules for academic dishonesty.

**Significant successes:**

The teachers surveyed in 2007-2008 demonstrated a favorable improvement (.08) in their views about the frequency of academic dishonesty. Although we are 1.22 points short of the goal, the numbers show some small progress.

**Significant failures:**

The noted increase is not what the committee feels is appropriate for an academic school year.

**Significant changes to the Action Plan:**

The Character Committee plans to work with the Character Counts program titled Honor Above All in the spring semester of the 2008-2009 school year. This program will help in defining academic dishonesty and promoting integrity and trustworthiness.

- j) A mean score of 4.0 out of 5.0 on the Character Development Survey for Academic Dishonesty related questions on the student surveys.

**Academic Dishonesty - Students**

<b>Baseline Data:</b>	<b>Academic Dishonesty - Students</b>
<b>2005-2006</b>	<b>3.7</b>
<b>Subsequent Data:</b>	
<b>2006-2007</b>	<b>not available</b>
<b>2007-2008</b>	<b>3.13</b>
<b>Desired Performance</b>	<b>4.0</b>

**Lessons learned:**

Due to the fact that the students’ opinion of academic dishonesty has deteriorated, the committee feels that additional student comments are necessary to determine the reason for the decrease in score. Student surveys need to be developed in order to better understand their perception of academic dishonesty as per the differences in generations. Students need more instruction as to what is considered academic dishonesty and its effects on the educational community.

**Significant successes:**

It is heartening to know that students are willing to admit perhaps more than in previous years that they perceive a higher level of academic dishonesty in the school.

**Significant failures:**

We need to develop programs that reinforce the character traits of integrity and honesty in order to reach our goal.

**Significant changes to the Plan**

The program Honor Above All will provide us with new strategies to use in order to deal with academic dishonesty.

- k) A mean score of 4.0 out of 5.0 on the Character Development Survey for Bullying and Harassment related questions on the teacher surveys.

### **Bullying and Harassment - Teachers**

<b>Baseline Data:</b>	<b>Bullying and Harassment – Teachers</b>
<b>2005-2006</b>	<b>2.7</b>
<b>Subsequent Data:</b>	
<b>2006-2007</b>	<b>not available</b>
<b>2007-2008</b>	<b>2.54</b>
<b>Desired Performance</b>	<b>4.0</b>

#### **Lessons learned:**

Although sometimes bullying and harassment are subtle and not evident, the teachers still perceived it last year as occurring in our school, more than in previous years. Teachers need more professional development in identifying the signs of bullying and harassment.

#### **Significant successes:**

With the help of the school counselor, students have attended meetings to discuss the subject of bullying and harassment. This has been done with the hope that it will lead to a more respectful and considerate school environment.

#### **Significant failures:**

Everyone, including the teachers, should feel that the school's atmosphere is one of respect and trust.

#### **Significant changes to the Plan**

Our Action Plan has been and will continue to be modified to address this problem directly. Resource books on these issues have been purchased and can be used to enhance our school programs.

- l) A mean score of 4.0 out of 5.0 on the Character Development Survey for Bullying and Harassment related questions on the student surveys.

**Bullying and Harassment - Students**

<b>Baseline Data:</b>	<b>Bullying and Harassment – Students</b>
<b>2005-2006</b>	<b>2.6</b>
<b>Subsequent Data:</b>	
<b>2006-2007</b>	<b>not available</b>
<b>2007-2008</b>	<b>3.09</b>
<b>Desired Performance</b>	<b>4.0</b>

**Lessons learned:**

There is a significant discrepancy as to the amount of harassment and bullying that is perceived by teachers and students as occurring at our school.

**Significant successes:**

There is a marked improvement in the students' perception in the frequency of bullying and harassment.

**Significant failures:**

We should be a bullying-free and harassment-free school community.

**Significant changes to the Plan:**

Schedule more workshops and conferences for students and teachers. Provide the opportunity for teachers and students to have open discussions on these issues.

m) A mean score of 4.0 out of 5.0 on the Character Development Survey for Respect and Responsibility related questions on the teacher surveys.

**Respect and Responsibility - Teachers**

<b>Baseline Data:</b>	<b>Respect and Responsibility - Teachers</b>
<b>2005-2006</b>	<b>2.9</b>
<b>Subsequent Data:</b>	
<b>2006-2007</b>	<b>not available</b>
<b>2007-2008</b>	<b>3.63</b>
<b>Desired Performance</b>	<b>4.0</b>

**Lessons learned:**

The character traits were successfully integrated into classroom instruction. As the surveys show respect and responsibility have been the two character traits with the most effectiveness.

**Significant successes:**

Teachers believe there has been a notable improvement in these traits. Through teacher involvement and classroom instruction the character program has been successful.

**Significant failures:**

More school wide meetings could have been schedule to promote respect and responsibility among all the members of our school community: students, faculty, staff and parents.

**Significant changes to the Plan:**

Changes to the Action Plan related to respect and responsibility were insignificant and most of them had to do with moving up some of the expected completion dates.

- n) A mean score of 4.0 out of 5.0 on the Character Development Survey for Respect and Responsibility related questions on the student surveys.

**Respect and Responsibility - Students**

<b>Baseline Data:</b>	<b>Respect and Responsibility - Students</b>
<b>2005-2006</b>	<b>3.1</b>
<b>Subsequent Data:</b>	
<b>2006-2007</b>	<b>not available</b>
<b>2007-2008</b>	<b>3.53</b>
<b>Desired Performance</b>	<b>4.0</b>

**Lessons learned:**

It appears that students feel comfortable in our school environment. The survey demonstrates that students are aware that our school promotes respect and responsibility.

**Significant successes:**

Through the activities provided the students have been displaying these traits at a higher level.

**Significant failures:**

Activities that promote more parental support and involvement could be scheduled in order to obtain the desired outcome.

**Significant changes to the Plan**

Changes to the Action Plan related to respect and responsibility were insignificant and most of them had to do with moving up some of the expected completion dates.

- o) A mean score of 3.5 for 6-12 grade students on the Student Leadership Self Assessment Rubric.

**Student Leadership Self-Assessment for 6-12 grade students**

<b>Baseline Data:</b>	<b>Leadership - Students</b>
<b>2005-2006</b>	<b>2.5</b>
<b>Subsequent Data:</b>	
<b>2006-2007</b>	<b>not available</b>
<b>2007-2008</b>	<b>not available</b>
<b>December 2008</b>	<b>3.2</b>
<b>Desired Performance</b>	<b>3.5</b>

**Lessons learned:**

Although we have not worked diligently with this trait, our students have demonstrated an increase in their leadership abilities.

**Significant successes:**

The students’ beliefs of their leadership skills and capabilities have improved significantly.

**Significant failures:**

We were unable, because of time constraints, to follow the leadership programs we had planned.

**Significant changes to the Plan:**

Establishing a leadership program for 5<sup>th</sup> and 6<sup>th</sup> grades has been postponed until the next year. Middle school grades will use the program: “Everyday Leadership”. Selected students in grades 9 through 11 will work on the same leadership program. Additional resources will be available. Grade 12 students will improve their leadership skills through the use of other books.

**Action Plan for Student Performance Objective #2: Character Development**

## Section A: Character Development Program & Code of Conduct

Objective/Activity	Responsibility	Timeline	Resources Required	Indicators of Success	Completed
Establish a committee (task force or team) that will permanently develop, oversee and evaluate a character development program as well as a consistent code of conduct for all grades (Pre-K – 12). Members of the committee: Principals from elementary & middle/high school, teachers from different levels and departments, school counselor, parents.	Administration	First semester school year 2006-2007	None	Committee meets	Dec 06
Develop a Caribbean School character program.	Character Committee (task force)	Second semester school year 2006-2007	Samples of character development programs such as Character Counts!	Character development program	May 07
Revise, improve and enforce the written code of conduct. It should include consequences and stress the importance of “good character” as well as specify ethical obligations for grades: Pre-K thru 12	Committee Head of School Student representatives	Second semester school year 2006-2007	Current code of conduct and samples of codes of conduct from other schools	A Student Handbook that includes the modified code of conduct	May 08 (its enforcement is ongoing)
Develop an appropriate code of conduct for athletes, coaches, athletic director and parents.	Committee Athletic Director Coaches Student representatives	Second semester school year 2006-2007	Samples of codes of conduct for athletic departments from other schools	Code of conduct	May 08
Incorporate guidelines for all student organizations and activities to the code of conduct	Committee Student representatives	Second semester school year 2006-2007	Existing guidelines for some organizations and samples from other schools.	Guidelines incorporated to code of conduct	May 08

## Section A: Character Development Program & Code of Conduct

Objective/Activity	Responsibility	Timeline	Resources Required	Indicators of Success	Completed
Incorporate the Character Counts Honor Above All program to the 5 <sup>th</sup> to 12 <sup>th</sup> grade classes	All teachers from 5 <sup>th</sup> to 12 <sup>th</sup> grades.	Begin 2 <sup>nd</sup> semester school year 2008-2009	Honor Above All program	Survey question about academic dishonesty	
Workshops and conferences for teachers about bullying and harassment	Outside resources.	Begin 2 <sup>nd</sup> semester school year 2008-2009	Books in library	Survey question about bullying and harassment	
Workshops and conferences for students about bullying and harassment	School Counselor and outside resources.	Begin 2 <sup>nd</sup> semester school year 2008-2009	Books in library	Survey question about bullying and harassment	

## Section B: Staff Development

Objective/Activity	Responsibility	Timeline	Resources Required	Indicators of Success	Completed
Acquaint the staff with the character development program and the code of conduct.	Character Development Committee	August 2007	Program guidelines and code of conduct	Verbal feedback from the staff at principals' meetings.	Aug 07 & Aug 08
Refine the character program and develop strategies for implementing it.	Character Committee Faculty representatives	August - October 2007	Strategies from different programs	Strategies for all grade levels in use and improvement assessed.	Aug 07 & ongoing
Refine the code of conduct and develop strategies for implementing it.	Character Committee Faculty representatives	August - October 2007	Strategies from other schools and organizations	Strategies in use and improvement assessed.	Completed May 08
Train the faculty in the program and its strategies so that they become adept at its implementation.	Character committee Faculty representatives	October – December 2007	Written program and strategies	Feedback from faculty that indicates they understand and are ready to enforce it.	Pending because of lack of funding
Acquaint the faculty with the code of conduct and its strategies so that they become adept at its implementation.	Character committee Faculty representatives	October – December 2007	Written code of conduct and strategies	Feedback from faculty that indicates they understand and are ready to enforce it.	Aug 08
Teach faculty to use the TEAM* guide from Character Counts! to assist in the implementation of the character program	Character committee	October - December 2007	Information about TEAM	Feedback from faculty that indicates they understand and are ready to follow.	Aug07

\***TEAM** = **T**each, **E**nforce, **A**dvocate and **M**odel

## Section C: Curriculum

Objective/Activity	Responsibility	Timeline	Resources Required	Indicators of Success	Completed
Integrate the character development program into the elementary school curriculum.	Elementary school committee members Elementary school teachers	First semester school year 2007-2008	Character program Curriculum guides from other sources	Integrated curriculum	Aug 07 through April 08 and ongoing
Integrate the character development program into the middle school curriculum.	Middle/High school committee members Middle school teachers	First semester school year 2007-2008	Character program Curriculum guides from other sources	Integrated curriculum	Aug 07 through April 08 and ongoing
Integrate the character development program into the high school curriculum.	High school committee members High school teachers	First semester school year 2007-2008	Character program Curriculum guides from other sources	Integrated curriculum	Aug 07 through April 08 and ongoing
Write lesson plans applying the character development program within the curriculum	Teachers	January 2008	Resources from character development programs	Students demonstrate understanding of character traits in strategic objective.	We gave lesson plans & packets to all teachers that most of them used.
Develop projects and activities that reinforce the desired character traits.	Teachers	Second semester school year 2007-2008	Resources from character development programs	Students show improved attitudes & behavior in class regarding character traits in our objective. Tools to use: surveys, class work, observation, and rubrics.	We gave information & ideas to all teachers that most of them used.

## Section D: School Life

Objective/Activity	Responsibility	Timeline	Resources Required	Indicators of Success	Completed
Introduce students to the code of conduct through a written copy and a meeting for discussing it.	School Counselor Principals Faculty Student Council	Second semester School year 2007-2008	Written code of conduct	Feedback from students and improved behavior observed.	We gave the Code of Conduct to students. Teachers discussed it in their homerooms.
Introduce students to the character development program through class: discussion, work and activities, visual aids and other resources.	School Counselor Principals Faculty Student Council	Second semester School year 2007-2008	Curriculum with integrated character development, lesson plans, visual resources and others.	Feedback from students, periodic evaluation and surveys to measure improvement in respect, responsibility and integrity	Aug 07 through April 08 and ongoing. A survey was given out in May 08.
Incorporate the character development program to all school activities, clubs, sports, associations and groups and develop strategies for implementing it.	Committee Advisors Coaches	Second semester school year 2007-2008 and ongoing through 2010	Codes of conduct Character development programs	Feedback from students and periodic evaluation to measure improvement in respect, responsibility and integrity in extra-curricular activities.	The sports teachers have incorporated the program.
Involve students in activities that promote respect, responsibility and integrity.	Faculty Student Council	Second semester School year 2007-2008 and ongoing through 2010	Ideas for activities from other programs	Student participation in activities	In Aug 08 the Student Council President joined the committee. Work is ongoing..

**Section E: Service-Learning and Community Service**

<b>Objective/Activity</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Resource Required</b>	<b>Indicators of Success</b>	<b>Completed</b>
Establish a service-learning program within the elementary school curriculum.	Elementary school faculty members and a coordinator	Beginning 2007-2008 school year	Service-learning program	Compliance with the curriculum's goals	Aug 07 thru April 08 & ongoing
Establish a service-learning program within the middle school curriculum.	Middle school faculty members and a middle/high school coordinator	Beginning 2007-2008 school year	Service-learning program	Compliance with the curriculum's goals	Aug 07 thru April 08 & ongoing
Implement the service-learning program within the elementary school curriculum.	Elementary school faculty members and a coordinator	Second semester 2007-2008 school year and ongoing through 2010	Service-learning program	Minimum 1 activity per semester	Aug 07 thru April 08 & ongoing
Implement the service-learning program within the middle school curriculum.	Middle school faculty members and a middle/high school coordinator	Second semester 2007-2008 school year and ongoing through 2010	Service-learning program	Minimum 1 activity per semester	Aug 07 thru April 08 & ongoing
Required community service for grades 9-12 will be provided to any of the following: 1- Caribbean School community 2- a non-profit organization or group in the community. 3- the environment	High school teachers (2 per grade) and a middle/high school coordinator	Beginning 2007-2008 school year and ongoing through 2010	Information on possible community service options	Compliance of students with the program's requisites	Students participated in community service activities organized by the different school groups that do community service

## Section F: Leadership

Objective/Activity	Responsibility	Timeline	Resource Required	Indicators of Success	Completed
Develop a basic leadership program for elementary, middle and high school levels, to cultivate the essential skills for being a successful leader.	Character Development Committee	School years: 2008-2009, 2009-2010	Resources such as: books, magazines and Internet	Instituted Leadership program	In progress.
Introduce to students of grades 5 and 6, the major leadership skills that will later be expanded.	Character Development Committee, teachers	October 2009- May 2010	Virginia Leadership Curriculum, "Everyday Leadership" program	Leadership program, Improvement of score in the Leadership Survey	In progress.
Integrate Leadership program into the English and Civic classes of grades 7 and 8, respectively.	Teachers of English grade 7 and Civics grade 8	Grade 7: school year 2008-2009 Grade 8 : 2 <sup>nd</sup> semester school year 2008-2009	"Everyday Leadership" , "Leadership Lessons: Lessons to Lead By"	Improvement of score in the Leadership Survey, successful leadership activities	In progress.
Organize a Leadership class for a select group of middle school students in which leadership skills will be cultivated and later applied in activities	Character Development Committee and designated teacher	Second semester school year 2008-2009	"Everyday Leadership" , "Leadership Lessons: Lessons to Lead By" and other resources	Improvement of score in the Leadership Survey, successful leadership activities	In progress.
Organize a Leadership group for selected high school students in which leadership skills will be cultivated and later applied in activities.	Character Development Committee	Second semester school year 2008-2009	"Everyday Leadership" , "Leadership Lessons: Lessons to Lead By" and other resources	Improvement of score in the Leadership Survey, successful leadership activities	In progress.
Integrate into the English class some leadership skills .	English teachers	Second semester school year 2008-2009	"Teens Can Make It Happen", "7 Habits of Highly Effective Teens"	Successful leadership activities	In progress.

**Section G: Parent Involvement**

<b>Objective/Activity</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Resource Required</b>	<b>Indicators of Success</b>	<b>Completed</b>
Send parents a copy of code of conduct and have them sign it.	Administration And Teachers	Second semester school year 2007-2008	Revised Code of conduct	Parents acknowledge reading code of conduct by signing.	Ongoing
Explain to parents the character program and ask for volunteers to assist with the program's activities as well as provide ideas of character improvement at home.	Character development committee Faculty	Second semester school year 2007-2008	Character development program	Feedback from parents. Volunteers sign-in	<b>In school year 07-08:</b> Wrote a letter to parents, in each semester, explaining the program. Had a parent in the C.D.committee. <b>In school year 08-09(so far):</b> Wrote a letter to parents explaining the program. Have 2 parents in the C.D.committee.
Inform parents regularly of school projects and activities related to character development.	Committee Parent volunteers	Second semester school year 2007-2008	Schedule of activities	Feedback from parents	Parents have been informed through the weekly Update
Send written ideas to parents on character development strategies to work on at home.	Committee Parent volunteers	Second semester school year 2007-2008	Resources from character development programs	Evaluations, surveys and feedback from parents	In school year 07-08 was done a couple of times through the Update

**Section H: Annual Review**

<b>Objective/Activity</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Resources Required</b>	<b>Indicators of Success</b>	<b>Completed</b>
Annual review of the character program to assess its success	Character committee	May 2008 and every year successively	Character program and indicators of success (to be determined by committee)	Reviewed and improved program	May 08
Annual review of the code of conduct and its effectiveness	Character committee and representatives from the administration, faculty and Student Council	May 2008 and every year successively	Code of conduct and evaluation by teachers	Reviewed and improved code of conduct	To be done in April 09
Annual review of the service learning program to keep it updated and relevant	Character committee and service learning coordinators	May 2008 and every year successively	Service learning program and overview of activities done during the year	Reviewed and improved program	April 08
Annual review of the leadership program to appraise its efficacy	Character committee and leadership team	May 2008 and every year successively	Leadership program and a survey/evaluation from the school community	Reviewed and improved program	Pending

**Student Performance Objective #3:**

**3. Vocabulary**

By the end of the school year, June 2011, 4<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grade Caribbean School students will demonstrate improvement in vocabulary by:

- p) The fourth grade earning a 25% national percentile ranking on the Vocabulary section of the Iowa Tests of Basic Skills.

<b>Baseline Data:</b>	<b>ITBS-Vocabulary Section</b>
<b>2005-2006</b>	<b>19%</b>
<b>Subsequent Data:</b>	
<b>2006-2007</b>	<b>22%</b>
<b>2007-2008</b>	<b>33%</b>
<b>Desired Performance:</b>	<b>25%</b>

**Significant lessons learned:**

There is a consistency in grade level teachers and curriculum. Teachers have placed more emphasis on the acquisition and use of vocabulary in all content areas. Students have been taught to transfer skills learned in Language and Reading to other content areas. More parent involvement and technology is needed in order to continue growth.

**Significant successes:**

We have been able to raise and surpass our goal.

**Significant failures:**

There has not been a consistent coach in the area of writing to emphasize the trait of word choice. Motivation and momentum has diminished over the years.

**Significant changes to plan:**

None made at this point.

- q) The sixth grade earning a 50% national percentile ranking on the Vocabulary section of the Iowa Tests of Basic Skills.

<b>Baseline Data:</b>	<b>ITBS-Vocabulary Section</b>
<b>2005-2006</b>	<b>41%</b>
<b>Subsequent Data:</b>	
<b>2006-2007</b>	<b>33%</b>
<b>2007-2008</b>	<b>35%</b>
<b>Desired Performance:</b>	<b>50%</b>

**Significant lessons learned:**

Teacher turnover leads to a break in the momentum built in the curriculum and learning process which in turn leads to lower scores. We need to give new teachers more time to review curriculum and go over our expectations for our students and our school. Mentors need to be able to answer all questions regarding curriculum and provide guidance for teachers new to our school. More parent involvement and technology is needed in order to continue growth.

**Significant successes:**

We were able to bounce back and raise scores.

**Significant failures:**

Constant teacher turnover and not enough support for teachers new to our school. Not enough funding and time for workshops/in-services which are necessary for continued improvement.

**Significant changes to plan:**

None at this time.

- r) The eighth grade earning a 50% national percentile ranking on the Vocabulary section of the Iowa Tests of Basic Skills.

<b>Baseline Data:</b>	<b>ITBS-Vocabulary Section</b>
<b>2005-2006</b>	<b>29%</b>
<b>Subsequent Data:</b>	
<b>2006-2007</b>	<b>46%</b>
<b>2007-2008</b>	<b>47%</b>
<b>Desired Performance:</b>	<b>50%</b>

**Significant lessons learned:**

We learned that consistency is key in order to help our students improve. Teachers working together across content areas help students keep focused on the learning and usage of new vocabulary and acquisition strategies. More parent involvement and technology is needed in order to continue growth.

**Significant successes:**

We have been able to raise our scores.

**Significant failures:**

Not enough funding and time for workshops and in-services workshops which are necessary for continued improvement.

**Significant changes to the plan:**

None at this time.

- s) The eleventh grade earning a 70% national percentile ranking on the Vocabulary section of the Iowa Tests of Basic Skills.

<b>Baseline Data:</b>	<b>ITBS-Vocabulary Section</b>
<b>2005-2006</b>	<b>50%</b>
<b>Subsequent Data:</b>	
<b>2006-2007</b>	<b>48%</b>
<b>2007-2008</b>	<b>53%</b>
<b>Desired Performance:</b>	<b>70%</b>

**Significant lessons learned:**

Teacher turnover leads to a break in the momentum built in the curriculum and learning process which in turn leads to lower scores. Consistency is key in order to help our students improve. More parent involvement and technology is needed in order to continue growth.

**Significant successes:**

We have been able to get back on track and keep moving forward despite setbacks.

**Significant failures:**

Constant teacher turnover brings break in teaching. Material not being left behind for new teachers by old teachers. Not enough interest, support or lack of time by some new teachers.

**Significant changes to the plan:**

None at this time.

- t) The fourth grade earning a mean raw score of 4.0 on the Word Choice section of the ERB WrAP writing exam.

<b>Baseline Data:</b>	<b>ERB-Word Choice</b>
<b>2005-2006</b>	<b>3.7</b>
<b>Subsequent Data:</b>	
<b>2006-2007</b>	<b>4.0</b>
<b>2007-2008</b>	<b>4.1</b>
<b>Desired Performance:</b>	<b>4.0</b>

**Significant lessons learned:**

Emphasizing more time on writing has helped students become more aware of words, their meaning, and usage. Again, teacher and curriculum consistency. More parent involvement and technology is needed in order to continue growth.

**Significant successes:**

We have met and maintained our goal.

**Significant failures:**

Lack of proper training for new teachers.

**Significant changes to the plan:**

None at this time.

- u) The sixth grade earning a mean raw score of 4.5 on the Word Choice section of the ERB WrAP writing exam.

<b>Baseline Data:</b>	<b>ERB-Word Choice</b>
<b>2005-2006</b>	<b>3.9</b>
<b>Subsequent Data:</b>	
<b>2006-2007</b>	<b>3.8</b>
<b>2007-2008</b>	<b>4.1</b>
<b>Desired Performance:</b>	<b>4.5</b>

**Significant lessons learned:**

A strong baseline in the area of writing and common vocabulary school-wide has helped students focus and improve their word choice skills. More parent involvement and technology is needed in order to continue growth.

**Significant successes:**

Scores have improved each year.

**Significant failures:**

Teacher turnover leads to a gap in the learning process. Students have to adapt to a new style teacher half way through the year and new teachers need a while to fully understand the workings of the school, expectations, and curriculum.

**Significant changes to the plan:**

None at this time.

- v) The eighth grade earning a mean raw score of 5.0 on the Word Choice section of the ERB WrAP writing exam.

<b>Baseline Data:</b>	<b>ERB-Word Choice</b>
<b>2005-2006</b>	<b>3.8</b>
<b>Subsequent Data:</b>	
<b>2006-2007</b>	<b>4.0</b>
<b>2007-2008</b>	<b>4.0</b>
<b>Desired Performance:</b>	<b>5.0</b>

**Significant lessons learned:**

More time for writing leads to a wider range of word choice and exploration. Better base leads to more growth in each grade level. More parent involvement and technology is needed in order to continue growth.

**Significant successes:**

We have raised our scores, motivated students to participate and share knowledge in the area of word choice.

**Significant failures:**

Not enough time to practice test taking skills and strategies needed in order to achieve better success.

**Significant changes to the plan:**

Testing and statistics for the 11<sup>th</sup> grade have been started this year and will be added to the report in following year.

## Action Plan for Student Performance Objective #3: Vocabulary Development

### Section A: Library and Learning Materials

<b>Activity:</b>	<b>Responsibility of:</b>	<b>Timeline:</b>	<b>Resources Needed:</b>	<b>Indicators of Success:</b>	<b>Date Completed:</b>
Create a binder of materials developed through the implementation of this action plan.	<i>Accreditation for Growth</i> Internal coordinator, Action Plan Chair	Begin August 2006 and continue through the development of the action plan.	Internal coordinator time-ongoing  Binder  Materials contributed by staff	Completed binder  Binder of activities used by teachers and included in new teacher orientation activities.  Evidence of school-wide activities carried out.	In progress
Increase the size of classroom libraries to encourage independent reading.	Principal establishes budget; teachers choose books and ask parents and students for donations.	Begin August 2006 and ongoing	Principal's and teachers' time  Parent involvement	Larger classroom libraries.  Increase usage by students.  Use of different vocabulary in student writing.	May 2008 and reviewed yearly.
Magazine subscriptions	Librarian, classroom teachers	August 2007 and ongoing	English Language Department Coordinator, Librarian, and Action Plan Chair check prices for magazines available.	Completed sequence of Reading & Language Benchmarks.  Used by teachers and students.	May 2008 And Reviewed Yearly
Listening Centers in classrooms and computer lab.	Principal establishes budget, Action plan chair and teachers	Begin August 2007	Sets of 8 headphones per class, junction box, cd players	Completed sequence of Reading & Language Benchmarks.	May 2006, available in library for teacher use.

## Section B: Instructional Pedagogy

<b>Activity:</b>	<b>Responsibility of:</b>	<b>Timeline:</b>	<b>Resources Needed:</b>	<b>Indicators of Success:</b>	<b>Date Completed:</b>
Word of the day	Classroom teachers	August 2006 and ongoing	Dictionaries and thesauruses	Completed sequence of Reading & Language Benchmarks.	May 2008 and ongoing
Vocabulary and/or idiomatic expressions notebooks	Classroom teachers	August 2006 and ongoing	Dictionaries and thesauruses	Completed sequence of Reading & Language Benchmarks.	May 2008 and ongoing
Journal writing for independent practice	Classroom teachers	August 2006 and ongoing	Journals	Completed sequence of Reading & Language Benchmarks.	May 2008 and ongoing
Model vocabulary usage (correct terms in subject matter)	Classroom teachers	August 2006 and ongoing		Student's usage of correct vocabulary in subject areas	May 2008 and ongoing

## Section B: Instructional Pedagogy

Activity:	Responsibility of:	Timeline:	Resources Needed:	Indicators of Success:	Date Completed:
Use Daily Oral Language Review activities to improve vocabulary skills.	Department Chair and classroom teachers	August 2007 and ongoing	Daily Language Review idea sources  In class time for activities	Successful daily language review work is displayed by students.  Lesson plans showing daily language review are being produced as checked by Department Chairs.	May 2008 and ongoing
Identify and list commonly used vocabulary specific to oral/writing instruction.	Classroom teachers and department chairs	March 2009	Prep time  Curriculum	Printed binder of oral/writing vocabulary.  Continuity in writing process instruction throughout the grade levels and teachers using a common language.	In process
Develop and implement a plan to remediate students not achieving vocabulary standards.	English Department Chair with the help of teachers	Plan to be developed by Spring 2009 and implemented in the Fall 2009 and ongoing	Time for teachers to develop plan	Finalized remediation plan.  Teacher feedback on the plan.  Periodic feedback from teachers on how the remediation plan is working.	In process
Provide instruction on test taking skills in all grades as a part of everyday instruction.	English Department Chair and classroom teachers	January 2008 and ongoing	Teacher created materials on test-taking.  Sample format lessons.	Improved test-taking skills and improved test performance.  Test taking strategies shared at faculty meetings.	In process

### Section C: Student Activities

<b>Activity:</b>	<b>Responsibility of:</b>	<b>Timeline:</b>	<b>Resources Needed:</b>	<b>Indicators of Success:</b>	<b>Date Completed:</b>
School-wide Language Week which may include: Spelling Bee, Vocabulary Bee, oratories, poetry, story telling, and drama competitions.	Action Plan Chair	Spring 2007 and annually	Competition Coordinators  Competition rules  Parent and teacher volunteers	Increased student involvement and growth in reading and writing.	May 2008 and annually

### Section D: Assessment of Student Learning

<b>Activity:</b>	<b>Responsibility of:</b>	<b>Timeline:</b>	<b>Resources Needed:</b>	<b>Indicators of Success:</b>	<b>Date Completed:</b>
IOWA Tests	School Counselor	Spring 2006 and annually	IOWA Tests	Increase test scores in area of vocabulary	Spring 2006 and annually
ERB WrAP Writing Exam	School Counselor	Spring 2006 and annually	ERB WrAP writing exams	Increase test scores in area of word choice	Spring 2006 and annually

## Section E: Staff Development/In-service

<b>Activity:</b>	<b>Responsibility of:</b>	<b>Timeline:</b>	<b>Resources Needed:</b>	<b>Indicators of Success:</b>	<b>Date Completed:</b>
Provide teachers with in-services to learn strategies to teach vocabulary acquisition	English Department Chair	October 2007	Time (2 hour workshop)	End of session assessment of each teacher understanding.	Ongoing
Provide in-service on effective use of daily language arts/grammar skills sequence.	English Department Chair	January 2008	Time (2 hour workshop)	Teacher evaluation of in-service session.  Evidence from teachers.	Ongoing
Provide in-service to all teachers on the new speaking/oral presentation skills sequence.	English Department Chair	Spring 2008	Time (2 hour workshop)	End of session assessment of each teacher understanding.	Ongoing
Differentiated instruction.	English Department Chair	August 2007	Time (2 hour workshop) and follow-up training and support	Implementation of strategies in classroom.	Ongoing

## Section F: Facility Changes

Activity:	Responsibility of:	Timeline:	Resources Needed:	Indicators of Success:	Date Completed:
Language Lab	Headmaster, Principals, English Department Chair, Action Plan Chair and Members, Board of Directors, and Education Committee Chair/Representative	Begin research August 2007 and finalize 2010	Budget Classroom 30 workstations (appropriate for children), chairs, computers, and software.	Completed sequence of Reading & Language Benchmarks	In progress.
Tables and chairs for listening centers in the classrooms.	Principals and classroom teachers	October 2006	Tables and chairs. Money allocated for materials	Better use of listening centers.	In progress

## Section G: Parent and Community Involvement

Activity:	Responsibility of:	Timeline:	Resources Needed:	Indicators of Success:	Date Completed:
Provide parents with information during Back to School Night on vocabulary skills initiative and their relationship to school standards and benchmarks.	Principal gives overview. Classroom teachers elaborate	August 2006	Time allocated during Back to School Night	Parent feedback. Informal sharing at faculty meeting on parent feedback.	In progress.

**Student Performance Objective #4:**

**4. Spanish Reading**

**By the end of the school year, June 2011, 4<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grade Caribbean School students will demonstrate improvement in Spanish reading.**

w) The 4<sup>th</sup> grade earning a 46% on the Vocabulary section of the Learn Aid Test by 2011.

<b>Baseline Data:</b>	<b>Vocabulary in Context, 4<sup>th</sup> Grade</b>
<b>2006</b>	<b>45%</b>
<b>Subsequent Data:</b>	
<b>2008</b>	<b>40.5%</b>
<b>Desired Performance:</b>	<b>46%</b>

**Significant lessons learned**

Some students did not take the test seriously; we must improve preparation of the students for the test, as well as their awareness of its importance. This must be done with more coordination among members of the Spanish department. We notice that we had insufficient coordination among the Spanish department because the other grades of the study group (6<sup>th</sup> and 8<sup>th</sup>) got a higher result in 2008 than in the 2006 results, while 4<sup>th</sup> grade was the only grade that had a lower result.

**Significant successes**

The total results of the Learn Aid Test improved by 11.4%. Students who scored Above Average and Average rose from 60.6% to 72%.

**Significant failures**

The 2008 results did not meet the desired performance by 5.5%. The 2008 results were lower to the previous one by 4. 5%

**Significant changes to the plan**

We decided to increase the department coordination by organizing a master list of vocabulary words for each grade level. This list would be a guide and a goal for every grade so each one will have a specific amount of words to be discussed every year, and to know which words they are expected to know before they enter another grade.

- x) The 6<sup>th</sup> grade earning a 50% on the Vocabulary section of the Learn Aid Test by 2011.

<b>Baseline Data:</b>	<b>Vocabulary in Context, 6<sup>th</sup> Grade</b>
<b>2006</b>	<b>45%</b>
<b>Subsequent Data:</b>	
<b>2008</b>	<b>51.5%</b>
<b>Desired Performance:</b>	<b>50%</b>

### **Significant lessons learned**

The new emphasis on the vocabulary list per grade is proving to be fruitful. For this reason it must be implemented on every level with the same intensity. With other grade levels, we must increase synchronization so they also achieve greater results.

### **Significant successes**

The 2008 results were superior to the ones of 2006 by 6.5%. The 2008 results not only met the objective, but surpassed it by 1.5%

### **Significant failures**

Not all vocabulary words programmed in the list were discussed during the quarter. The same grade level's results for synonyms were poor.

### **Significant changes to the plan**

The department head will do more supervision of members of the Spanish department with reports on how they are following the vocabulary word list.

- y) The 8<sup>th</sup> grade earning a 52% on the Vocabulary section of the Learn Aid Test by 2011.

<b>Baseline Data:</b>	<b>Vocabulary in Context, 8<sup>th</sup> Grade</b>
<b>2006</b>	<b>42%</b>
<b>Subsequent Data:</b>	
<b>2008</b>	<b>43.5%</b>
<b>Desired Performance:</b>	<b>52%</b>

### **Significant lessons learned**

The brainstorming of vocabulary related activities is productive. Department members have implemented new class activities for the students after they discuss and exchange ideas in department and Action Plan meetings.

### **Significant successes**

The 2008 results were higher to the ones of 2006 by 1.5%

### **Significant failures**

The 2008 were results lower than the desired performance by 8. 5%. Although the results were higher than the ones of 2006, the results are still below average.

### **Significant changes to the plan**

Increase frequency of Vocabulary List Meetings. The entire department will meet twice per semester to discuss the vocabulary word list. During the meetings we would update the list, adding or changing words, and we would evaluate our effort to cover all the words we programmed to discuss per quarter. Testing and statistics for the 11<sup>th</sup> grade have been started this year and will be added to the report in following year.

- z) The 4<sup>th</sup> grade earning a 45% on the Synonyms section of the Learn Aid Test by 2011.

<b>Baseline Data:</b>	<b>Synonyms, 4<sup>th</sup> Grade</b>
<b>2006</b>	<b>44%</b>
<b>Subsequent Data:</b>	
<b>2008</b>	<b>48.5%</b>
<b>Desired Performance:</b>	<b>45%</b>

### **Significant lessons learned**

Every level is advancing differently in the vocabulary and synonyms sections. In this case, 4<sup>th</sup> grade has advanced in synonyms, but not fell the vocabulary section. The other grades had the opposite results. Department members should exchange ideas to synchronize progress.

### **Significant successes**

The 2008 results were higher to the ones of 2006 by 4.5%. The 2008 results surpassed the desired performance by 3. 5%

### **Significant failures**

No significant failures.

### **Significant changes to the plan**

With the Vocabulary List Meetings we will also schedule parallel Strategy Meetings to discuss twice per semester the activities and approach we use to teach vocabulary and synonyms. In these meetings we will evaluate our progress and present status as well as brainstorm new ideas or exchange them.

aa) The 6<sup>th</sup> grade earning a 47% on the Synonyms section of the Learn Aid Test by 2011.

<b>Baseline Data:</b>	<b>Synonyms, 6<sup>th</sup> Grade</b>
<b>2006</b>	<b>31%</b>
<b>Subsequent Data:</b>	
<b>2008</b>	<b>23%</b>
<b>Desired Performance:</b>	<b>47%</b>

### **Significant lessons learned**

The 6<sup>th</sup> grade had improved in the vocabulary section compared to the 2006 results, but it declined considerably in synonyms section. This means we must stress synonyms as much as vocabulary, including them in the master list of vocabulary words.

### **Significant successes**

There were no significant successes.

### **Significant failures**

The 2008 results were lower than the ones of 2006 by 8%. The 2008 results were lower than the Desired Performance by 24%

### **Significant changes to the plan**

We will reform the vocabulary word list to either include synonyms for each word on the list or make a separate section of synonyms.

bb) The 8<sup>th</sup> grade earning a 50% on the Synonyms section of the Learn Aid Test by 2011.

<b>Baseline Data:</b>	<b>Synonyms, 8<sup>th</sup> Grade</b>
<b>2006</b>	<b>45%</b>
<b>Subsequent Data:</b>	
<b>2008</b>	<b>43.5%</b>
<b>Desired Performance:</b>	<b>50%</b>

### **Significant lessons learned**

The 8<sup>th</sup> grade had improved in the vocabulary section compared to the 2006 results, but it declined in synonyms section. This means we must stress synonyms as much as vocabulary, including them in the master list of vocabulary words.

### **Significant successes**

No significant successes at this time.

### **Significant failures**

The 2008 results were lower than the ones of 2006 by 1.5%. The 2008 results were lower than the Desired Performance by 6.5%.

### **Significant changes to the plan**

We will schedule parallel Strategy Meetings to discuss twice per semester the activities and approach we use to teach vocabulary and synonyms. In these meetings we will evaluate our progress and present status as well as brainstorm new ideas or exchange them. Testing and statistics for the 11<sup>th</sup> grade have been started this year and will be added to the report in following year.

## **Action Plan for Student Performance Objective #4: Spanish Reading**

### **Section A: Vocabulary and Expression**

<b>Activity</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Resources needed</b>	<b>Indications of Success</b>	<b>Date Completed</b>
Word of the day	All Spanish teachers in their class.	To begin March 2008. At least one new word every two days.	Dictionaries and thesauruses	The use of the words in the context of class discussion, <i>Learn Aid</i>	Ongoing.
List of Words for every quarter	Spanish teachers. Parents will be asked to encourage the use of dictionaries at home.	To begin March 2008 and is to be continued every quarter.	Dictionaries and thesauruses In classrooms and in their homes.	Success in their vocabulary tests of each quarter.	Ongoing.
Class work on how to identify words in context and by roots of words.	All Spanish teachers in their classes.	To begin March 2008 and is to be continued every quarter.	The texts assigned to be read in class.	Correct assumption of definition of words in class	Ongoing.
To write in a vocabulary notebook or vocabulary section in their note books	All Spanish teachers in their classes.	To begin March 2008 and is to be continued every quarter.	Vocabulary note books or regular class notebook, portfolio, etc	The use of a constant reference to the vocabulary words in class.	Ongoing.

## Section B: Writing

Activity	Responsibility	Timeline	Resources needed	Indications of Success	Date Completed
To assign the writing of an essay at least per semester.	Individual teachers in coordination with the rest of the department.	To start January 2008 and to continue every semester .	Instructive lectures on essay writing.	The ability to identify their own errors and work them out.	Ongoing.
To work on the preliminaries and drafts in the process of writing an essay.	Individual teachers in coordination with the rest of the department.	To start January 2008 and to continue every semester .	Instructive lectures on essay writing.	A better organization in their ideas and arguments in their successive essays	Ongoing.
Discussion of various resources (newspapers, magazines) in class.	Individual teachers in cooperation with the students in class.	To start January 2008 and can be repeated various times in the semester .	Newspaper articles, magazines, other essays, etc.	The ability to identify errors in other works and develop critical thinking.	Ongoing.

## Section C: Professional Growth

Activity	Responsibility	Timeline	Resources needed	Indications of Success	Date Completed
Team meetings to discuss vocabulary status every quarter	Leader of professional team	Starting August 2008 to continue every quarter	Reports, goals, and lists of words expected to be learned for every grade	Class planning with vocabulary levels for each grade	Ongoing.
Professional Library	Librarian	Starting School year 2008-2009	Rubrics, professional Books for 6+1 Vocabulary, Resources	Teachers will have more resources and additional references for books class.	Ongoing.
Workshops to develop skills related to vocabulary, writing and reading	The Spanish department in coordination with Caribbean School Administration	Starting school year 2008-2007	Arrangements with companies which provide workshops.	The applications of strategies and resources acquired.	Ongoing.

## Section D: Assessment of Student Learning

Activity	Responsibility	Timeline	Resources needed	Indications of Success	Date Completed
Implement Learn Aid Standardized Test	All Spanish teachers	Continues academic year 2008-2009	Exams	Results of tests	1 per year
Develop System of common assessment	Teachers in each level	To continue School year 2008-2009	Rubrics, internet, professional books	Portfolio of school rubrics	Yearly
Implement College Board Strategies	All teachers	To continue School year 2008-2009	Rubrics Resource Books for 6+1 Traits	Student Treasure Presentation	One per year

## Section E: Meetings for Self-assessment and Brainstorming

<b>Activity</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Resources needed</b>	<b>Indicator of Success</b>	<b>Date Completed</b>
Vocabulary List Meetings	The Action Plan Chair, The department head and other Spanish teachers.	Once per quarter.	List of words discussed at the moment. List of new words.	Better coordination among department members. A more synchronized progress.	Ongoing.
Strategy Meetings	The Action Plan Chair, The department head and other Spanish teachers.	Once per quarter.	Report of activities or strategies done at the moment. List of ideas for the following quarter.	More creativity and ideas for Activities.	Ongoing.

## The School's Self-Assessment of Compliance with the Expectations for the Plan for Growth and Improvement

Expectation	1	2	3	4
The school has worked diligently and faithfully to implement its Plan for Growth and Improvement.			X	
The school has administered the assessments it had identified for measuring achievement of its student performance objectives.			X	
The school has conducted formal periodic reviews of its Plan for Growth and Improvement (at least once annually).			X	
Assessment data indicate the school is making progress toward achieving its objectives. If not, has the school 1) sought to identify the reasons for the lack of progress and 2) made adjustments to its action plans to address the lack of progress. <sup>3</sup>			X	
The school continues to have wide-spread acceptance of and support for its Plan.			X	
The school has been critical and reflective about its progress.			X	

<sup>3</sup> Include as an appendix to the report the data for each administration of the assessments used to measure achievement of the student performance objectives starting with the baseline year.

## Assessment of the Mid-Term Reviewer

Expectation	1	2	3	4
The school has worked diligently and faithfully to implement its Plan for Growth and Improvement.				
The school has administered the assessments it had identified for measuring achievement of its student performance objectives.				
The school has conducted formal periodic reviews of its Plan for Growth and Improvement (at least once annually).				
Assessment data indicate the school is making progress toward achieving its objectives. If not, has the school 1) sought to identify the reasons for the lack of progress and 2) made adjustments to its action plans to address the lack of progress. <sup>4</sup>				
The school continues to have wide-spread acceptance of and support for its Plan.				
The school has been critical and reflective about its progress.				

## Observations, Comments, and Conclusions of the Mid-Term Reviewer

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<sup>4</sup> Include as an appendix to the report the data for each administration of the assessments used to measure achievement of the student performance objectives starting with the baseline year.

## SECTION 5

### THE MIDDLE STATES STANDARDS FOR ACCREDITATION

Indicate with an X the method(s) used to complete the self-assessment of the school's adherence to the Standards for Accreditation:

<b>XXX</b>	<b>A subcommittee comprised of the following individuals:</b>
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Committee Member's Name	Role in the School's Community (e.g. teacher, parent, student, etc.)
James DiSebastian	Administrator
Ginny Martelle	Administrator
Agnes Barringer	Teacher
Suzette Mirabal	Parent & Board Member
Belinda Blay	Head School Librarian
Sandra Gonzalez	Teacher
Elaine Bailey	Teacher
Juan Riestra	Teacher
Nancy Laboy	Teacher
Debbie Dominguez	Teacher
Lindsay May	Teacher
Blamir Quiñones	Teacher
Liana Vicens	Teacher
Hector Torres	Teacher
Jose Resto	Teacher
Pat DiSebastian	Teacher
Aleli Vazquez	Teacher
Egla Figueroa	Parent & Board Member
Alyssa Lee	Lower School Librarian
Camelia Castillo	Parent
Paulina Rullan	Student
Xuxa Rosado	Student

\*\*NOTE: Committee size and composition may vary depending upon the school's size, the topic to be addressed, etc. If needed, add lines to the above chart.

**If the school used a committee to conduct the self-assessment, explain how all of the school’s community of stakeholders was given opportunities to provide input into the self-assessment.**

A committee composed by members of the Education Committee conducted the self assessment. The Education Committee members were selected because they represent the school’s community of stakeholders.

Caribbean School was evaluated using The Standards and Indicators of Quality used in Appendix A. Those standards were used because Caribbean School hosted the Visiting Team prior to September 1, 2008.

Each EC member received in a closed envelope that included the survey and a letter explaining the reason for the survey. The surveys were completed at home by the EC members. The surveys were collected in an Education Committee meeting. Twenty-two surveys were returned. All surveys were tabulated and the results are presented in this report.

The self-assessment process involved a variety of stakeholders. The results of the assessment indicated that Caribbean School major “weaknesses” deals with technology. The committee was pleased to observe that the major “weaknesses” identified had either been addressed or was in the process of being addressed. The results of the self-assessment indicate that Caribbean School meets all twelve of the Middle States Standards.

	<b>Survey of the school’s stakeholders using the Middle States Standards Survey:</b>
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<b>Total Number of Surveys Returned</b>	
<b>The results represent surveys completed by:</b>	/ /
▪ <b>Students</b>	
▪ <b>Parents</b>	
▪ <b>Faculty and Staff</b>	
▪ <b>Administrators</b>	
▪ <b>Board Members</b>	
▪ <b>Business/Community Representative</b>	
▪ <b>Other</b>	

	<b>Other (describe below):</b>

**FOR SCHOOLS THAT HOSTED A VALIDATION TEAM VISIT PRIOR TO  
SEPTEMBER 1, 2008:**

<b>Standard</b>	<b>Meets</b>	<b>Partially Meets/Needs Improvement</b>	<b>Does Not Meet</b>
<b>Philosophy/Mission/Beliefs/and/or Objectives</b>	X		
<b>Governance and Leadership</b>	X		
<b>Organizational Design and Staff</b>	X		
<b>Educational Programs</b>	X		
<b>Learning Media Services and Technology</b>	X		
<b>Student Services</b>	X		
<b>Student Life and Student Activities</b>	X		
<b>Facilities</b>	X		
<b>Health and Safety</b>	X		
<b>Finances</b>	X		
<b>Assessment of Student Learning</b>	X		
<b>Planning</b>	X		

**For any Standard rated as “Does Not Meet,” provide 1) a rationale for the rating and 2) a description of the action(s) the school will take to bring the school into compliance with the Standard.**

**FOR SCHOOLS THAT HOSTED A VALIDATION TEAM VISIT AFTER TO  
SEPTEMBER 1, 2008:**

<b>Standard</b>	<b>Meets</b>	<b>Partially Meets/Needs Improvement</b>	<b>Does Not Meet</b>
<b>Philosophy/Mission</b>			
<b>Governance and Leadership</b>			
<b>School Improvement Planning</b>			
<b>Finances</b>			
<b>Facilities</b>			
<b>School Climate and Organization</b>			
<b>Health and Safety</b>			
<b>Educational Program</b>			
<b>Assessment and Evidence of Student Learning</b>			
<b>Student Services</b>			
<b>Student Life and Student Activities</b>			
<b>Information Resources and Technology</b>			

**For any Standard rated as “Does Not Meet,” provide 1) a rationale for the rating and 2) a description of the action(s) the school will take to bring the school into compliance with the Standard.**

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**Observations, Comments, and Conclusions of the Mid-Term Reviewer**

## SECTION 6

### MONITORING ISSUES

The Official Notification of Accreditation Letter does not contain any issue that must be addressed by Caribbean School. The letter states that the school meets MSA standards. It only includes the obligations required for Caribbean School to maintain the accreditation, ending on May 1, 2014.

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#### Observations, Comments, and Conclusions of the Mid-Term Reviewer

Monitoring Issue	Addressed Satisfactorily	Not Addressed Satisfactorily
1- None		
2		
3		
4		

#### Comments Regarding Monitoring Issue(s) Not Addressed Satisfactorily

## SECTION 7

### SUBSTANTIVE CHANGES TO THE SCHOOL

Schools accredited by the Middle States Commission on Secondary Schools and the Middle States Commission on Institution-Wide Accreditation are subject to Policy 5.6, Substantive Change, which states:

When an institution is accredited, that action applies to the conditions of the institution existing at the time of the Commission's decision. While the decision to modify an institution is an institutional prerogative and responsibility, the Commission/Committee is obligated to determine the effect of any substantive change on the quality, integrity, and effectiveness of the total institution.

Accreditation and candidacy are subject to modification or rescission in the event of changed circumstances that the Commission/Committee reasonably determines require such actions.

A principal of institutional accreditation is that everything done in the name of the institutions is covered by its accreditation. Conversely, anything done without appropriate concern for consistency with an institution's stated mission and concern for quality and integrity may threaten the accredited status of the entire institution.

Substantive changes are not automatically covered by the institution's accreditation or candidate status and precipitate a review of the accredited or candidate status of the institution. Therefore, institutions planning a substantive change have the responsibility to inform the Commission/Committee following the procedures in this policy.

For postsecondary institutions using their MSA accreditation to establish eligibility to participate in Title IV, HEA, programs, **prior approval** of the plan for substantive change **is required** before the change is included in the institution's previously granted candidate or accredited status.

The Commission/Committee reserves the right to rescind approval of a substantive change or other Commission action if subsequent developments might have affected the commission's decision.

A copy of Policy 5.6 is included as Appendix C.

## SECTION 8

### SUMMARY

***By my signature below, I attest that the information provided in this Annual Report is true and correct to the best of my ability.***

James Di Sebastian

Name of Head of School

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Signature of Head of School

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Date

### **Summary Observations, Comments, and Conclusions of the Mid-Term Reviewer**

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Name of Mid-Term Reviewer

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Signature of Mid-Term Reviewer

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Date