

# Hibiscus Elementary School



2014-15 School Improvement Plan

## Hibiscus Elementary School

18701 NW 1ST AVE, Miami, FL 33169

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
92%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
99%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	D	C	C

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

###### MISSION STATEMENT

The Hibiscus Elementary administrative team, faculty, support staff, parents, students, and community leaders believe that all children can learn. We believe that it is essential for all students to improve the quality of their writing and expand their vocabulary in the process.

We further believe that all students must acquire the reading and mathematics competencies, which will enable them to be productive contributors to society in the future. We believe that it is through constant high expectations and hard work that all can achieve the goals, which they set for themselves.

The administrative team, faculty, support staff, parents, and community accept the responsibility for students' mastery of certain basic competencies, which encourage the development of self-respect and sound value system.

##### Provide the school's vision statement

###### VISION STATEMENT

Hibiscus Elementary School is a school where teachers, parents, and students work together to build a strong and sound, academic foundation based on district, state and national standards that will meet the challenges of an ever-changing diverse and technological environment.

#### School Environment

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

Hibiscus Elementary school has a multi-cultural staff which is reflective of our student population. The representations of various cultures throughout the staff and student body helps to reduce cultural barriers in communication, promotes cultural pride as well as respect of cultural differences.

The curriculum that is used has stories and illustrations that represent various cultures which often generates discussions and collaborative conversations regarding commonalities and differences of cultures. Multi-cultural representation is integrated throughout every aspect of the curriculum. The core subjects as well as special areas use text-based, interactive activities, and projects to promote learning about the various cultures represented within our student population to build relationships. Our school also has multi-cultural programs and presentations throughout the year in which students and teachers learn through direct and indirect participation. Some of these school wide programs include: Hispanic Heritage, Winter Holiday program, Black History, and Haitian Heritage. The culture of our school is to use multiple opportunities and modalities to learn about various cultures. We also cultivate strong, trusting relationships between students and teachers that foster academic growth and mutual respect of cultural differences.

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

Before and after school, staff members and student safety patrols have been assigned to designated areas throughout the school to create a safe environment. Throughout the school day, access to the school aligns with district policies by minimizing access to the campus and requiring visitors to sign in with security as well as in the front office.

Morning Announcements incorporate Character Education and "Our Thought for the Day". These



components help to create a school wide climate in which students learn to be respectful to others and themselves.

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

We have established a code of conduct called HAWKS (H-have respect for each other; A- Always be kind; W- work hard; K- Keep everyone; S- safe). We also have an alternative to suspension plan and ongoing personnel training on Positive Behavioral Systems.

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

Our staff is encouraged to build “mentoring” relationships with students. The counselor teaches class lessons and does small group and individual counseling. Additionally, Character Education Lessons are done school wide by the counselor and teachers. To assist students who need additional resources, community agencies provide mental health support. This school year we have numerous mentoring support groups which are provided by: Honey Shine, 5000 Role Models, Girl Scouts and members of Fire Fighters Association.

**Early Warning Systems**

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

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

Hibiscus Elementary School uses the statewide, standardized assessment in Reading and Mathematics as the determining indicator when identifying students for Early Warning. Students scoring Level 1 in Reading and / or Level 1 in Mathematics are identified, selected and appropriately monitored throughout the school year.

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

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

Indicator	Grade Level			Total
	3	4	5	
Attendance below 90 percent	0	0	0	
One or more suspensions	0	0	0	
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	17	12	17	46
Level 1 on statewide Math Assessment	7	5	6	18

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Hibiscus Elementary reviewed data from the 2014 FCAT 2.0 administration as well as baseline school administered assessments. As a result of various assessments, Level 1 students in Reading have been identified and are appropriately scheduled and are receiving push-in interventions as well as additional intervention during the 90 minute Reading Block. Students scoring Level 1 in Mathematics and/ or insufficient on school administered assessments are also appropriately scheduled and are receiving interventions during their Special Area block.

## Family and Community Involvement

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

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

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

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/51706>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

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

2. The process by which the school builds and sustains partnership with the local community for the purpose of securing and utilizing resources to support the school and students achievement.
- The Leadership Team is working closely with the administrative team to create an action plan for the 2014-2015 school year which included visiting our local business before the opening of school. A letter was given at that time sharing our vision for the New Year with hopes of including their business as a new partner.
  - Provided a Resource Fair during the Opening of School to assist parents with services that would for the family.
  - Informing our Business Partners monthly about our ESSAC Meetings
  - Building Bridges /Meet and Greet with business managers in the community
  - Increase Dade Partners

The administrative staff and selected members of the Hibiscus Elementary staff visit local businesses during the month of August to solicit partnership. The partnership include financial assistance, in-kind donations, incentives for student achievement for mastery on assessments and academic progress, mentorships and tutoring. Additionally, the school has a number of school volunteers who assist in classrooms and main office.

## Effective Leadership

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

### School Leadership Team

#### **Membership**

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

Name	Title
Cox, Kim	Principal
Collie, Sarah	Assistant Principal
Katz, Francine	Instructional Coach
Wheeler, Ollie	Instructional Coach
Bryant, Patricia	Guidance Counselor

### Duties

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

Kim Cox, Principal:

-Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Sarah Collie, Assistant Principal:

-Assists the Principal who provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Francine Katz, Instructional Coach

-Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Provides a common vision for the use of data-based decision-making, ensures that the teachers are effectively implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities. Develops, leads, and evaluates school core content standards/ programs; Provides instructional support on the K-5 Reading Plan; Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Coaches also assist with instructional planning and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Patricia Bryant, School Counselor:

Providing interventions, the school counselor and social worker continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Charletta Carter- Woodson, Ed., School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Mindy Brysman, SLP: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Elore Bonner-Lewis, School Social Worker: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing

interventions, school social workers and the counselors continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by reviewing: content students learn, expected levels of

performance, assessment data, progress of interventions, and enrichment activities.

2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting,

planning, and program evaluation during all team meetings that focus on increasing student achievement or b

ehavioral success.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

7. Provide clear indicators of student need and student progress, assisting in examining the validity and

effectiveness of program delivery.

8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting

Annual Measurable Objectives.

Hibiscus Elementary meets state and federal requirements through the coordination of various federal, state and local services.

Title I resources are used to provide services to student requiring additional academic support. to progress in all areas. Curriculum Coaches use data to collaborate with instructional personnel , identify patterns of student need and to implement research based interventions.

The school's Community Involvement Specialist ( CIS) encourages parental involvement by meeting with parents, providing printed materials, scheduling parent workshops through the Parent Academy and

coordinating with student services for community agency referrals. The CIS also serves to enhance partnerships between school personnel, parents and the surrounding business community.

Title III funds are used to supplement and enhance the programs for English Language Learners(ELL) by making the following services available:

- tutorial programs
- behavioral/mental counseling services
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers
- reading and supplementary instructional materials(K-12)

Title X

Hibiscus Elementary does not have any students that meet this criteria at this time. However the following procedures are in place if and when needed:

- The Department of Student Services provides parents with services as needed through the Project Upstart Homeless Children and Youth in Transition.
  - The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
  - The School Community Involvement Specialist is the school based homeless coordinator and has been trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
- The school offers Supplemental Academic Instruction in Character Education, Anti- Bullying and Substance Abuse Education. These programs are delivered school-wide through classroom instruction and followed up by small group and individual counseling as needed.
- Nutrition requirements are implemented through the School Food Service Program for school breakfast, lunch and after care snacks using the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Kim W. Cox	Principal
Sieta Mobley	Teacher
Melanye Shinhoster	Teacher
Ollie Wheeler	Teacher
Maria Mori	Teacher
Francine Katz	Teacher
Elaine Dean	Teacher
Cassandra JeanLouis	Education Support Employee
Stephen Jenkins	Parent
Mercedes Phang	Parent
Marie Suffy	Parent
Xanthe Munnings	Parent
Ruth Dalberiste	Parent
	Student
Mercedes Phang	Student
Betty Belair	Business/Community
Natasha Mayne	Business/Community
Joseph Bradwell	Business/Community

**Duties**

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

*Evaluation of last year's school improvement plan*

A team of teachers, parents/community partners, students and administrators on the SAC committee were grouped together to evaluate each section of the school improvement plan. The team reviewed and revised some educational goals and strategies based on the school's data and the desired outcomes for next year.

*Development of this school improvement plan*

The SAC members contributed to each section of the school improvement plan. They were involved in reviewing and gathering information regarding student data. They also participated and assisted in writing the goals and strategies for the core components of the school improvement plan.

*Preparation of the school's annual budget and plan*

The SAC committee is responsible for making sure the SAC funds benefits all the students. The SAC also ensures that all expenditures are in line with School Improvement Plan and that the timeline for the annual budget is being followed. SAC is responsible for final decision-making at the school relating to implementation of the State system of school improvement and accountability.

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

Last year, the 100% of SAC funds were used for student incentives and awards for student achievement. The funds were allocated throughout the year after each Interim Assessments for students who scored mastery and/ or demonstrated improvement. The funds were also allocated to each grade level in the school for End-of-the Year awards.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Bryant, Patricia	Guidance Counselor
Cox, Kim	Principal
Collie, Sarah	Assistant Principal
Wheeler, Ollie	Instructional Coach
Katz, Francine	Instructional Coach
Pierresaint, Beatrice	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

The Literacy leadership team (LLT) will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. Since the SIP is a live and ongoing document of the schools directional focus, the LLT Leadership team will meet and discuss all updates that will or need to occur based on the result of the instructional and intervention programs. The LLT Leadership Team



will monitor the fidelity of the delivery of instruction and intervention. The LLT Leadership Team will provide levels of support and interventions to students based on data. Literacy will be viewed as an integral part of all the content areas.

- Phonics and Structural Analysis is embedded in the Reading program
- Reciprocal Teaching will be incorporated with in the schema of literacy in all content areas.
- Wonder Works Intervention for those students reading below grade level.
- Writing is embedded in all subject areas.

The goal will be to help students see themselves as successful readers, who are growing in confidence and competence.

## Public and Collaborative Teaching

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

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

Each grade level conducts collaborative planning weekly with the Literacy Coaches, Mathematics and Reading as well as administrators. During collaborative planning, the Florida Standards are reviewed in relations to the District's Pacing Guide for each subject area. Teachers discuss areas of concerns as well as seek best practices from their colleague. Additionally, teachers review data with administrators and coaches and discuss strategies to improve student achievement. During collaborative planning, teachers also discuss strategies to increase rigor and higher order enrichment activities and or assessments.

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

Job embedded professional development opportunities (i.e. common planning time, teacher planning days and faculty meetings)

- Common planning with Coaches for subject area planning
- PLC opportunities will be provided for all teachers in order to provide additional support in a specific subject area and collaborate best practices

Provide Coaching support within the classroom setting to model best practices strategies for instruction

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

Provide support to the mentee by an experienced teacher with outstanding knowledge of the grade level content, materials and methods that support high standards.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

During weekly collaborative planning, item specifications and pacing guides are utilized to ensure that lessons, bell ringers, and Teacher Led Center(TLC) packets are aligned to the Florida Standards. Professional development is provided on an ongoing basis to assist in building teachers' capacity as they effectively implement the Florida Standards. Professional development will also focus on incorporating rigor required to meet the challenges of the new assessment.

## Instructional Strategies

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

The Leadership Team regularly meets to analyze, discuss, disaggregate and disseminate student data. Students are identified and monitored vertically to lessen the possibility of regression and to ensure that students who are not performing well make the necessary adjustments so they can move toward proficiency, narrowing the achievement gap. Level 1 and 2 targeted students receive Reading Intervention through McGraw- Hill Wonderwork, in the addition to the 90 minute Reading block, Differentiated Instruction and push-in and pull-out interventions from Special Area teachers and Interventionists. Targeted level 1 and 2 students in Mathematics, receive interventions, small group instruction during 90 minute Mathematics block and push-in and pull-outs assistance.

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

**Strategy:** Before School Program

**Minutes added to school year:** 1,440

### **Strategy Rationale**

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

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

## Student Transition and Readiness

### PreK-12 Transition

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

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

At Hibiscus Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the Bracken Basic Concept Scale-Revised (BBCS-R) will be used to assess basic academic skill development and academic school readiness of incoming students. The Clinical Evaluation of Language Fundamentals-Preschool (CELF-P) assessment will be used to ascertain oral language skills of incoming students. The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness



assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Specifically, the Ages and Stages Questionnaire will be completed by the parent/guardian of all incoming Kindergarten students. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding pro-social behavior, self-regulation, self-concept, and self-efficacy. Screening data will be collected and aggregated prior to September 30, 2014. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs. The following are strategies that will be used to meet our goals:

1. Establish the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the center directors of neighborhood centers.
2. Utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School Partnership. The partnership will identify school-specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community.
3. Build a working relationship and a culture of exchange and mutual respect by instituting the Early Educator Exchange (Triple E). Neighborhood and school site PK teachers will come together with kindergarten teachers in the Fall and Summer for a facilitated discussion focusing on student performance, effective instructional methods, and developmental expectations.

### **College and Career Readiness**

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

N/A

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

N/A

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

N/A

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

N/A

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** We will increase students' reading proficiency by planning and delivering rigorous instruction in all content areas.
- G2.** We will increase students' writing proficiency across all content areas.
- G3.** We will increase students' mathematics proficiency by implementing and delivering rigorous instruction as required by Mathematical Florida Standards (MAFS).
- G4.** We will increase students' higher order thinking skills by demonstrating deep planning and consistent evidence of rigorous instruction .

## Strategic Goals Detail

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

**G1.** We will increase students' reading proficiency by planning and delivering rigorous instruction in all content areas. **1a**

G055415

**Targets Supported** **1b**

Indicator	Annual Target
FAA Reading Proficiency	45.0

**Resources Available to Support the Goal** **2**

- Core programs: McGraw-Hill Reading Wonders/WonderWorks Supplemental: I-Ready, MyOnReader, Imagine Learning (ELL), Reading Plus

**Targeted Barriers to Achieving the Goal** **3**

- Limited evidence of the rigor required by the LAFS.

**Plan to Monitor Progress Toward G1.** **8**

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

**Person Responsible**

Kim Cox

**Schedule**

Monthly, from 9/15/2014 to 11/26/2014

**Evidence of Completion**

Formative: FAIR, i-Ready Reports, McGraw- Hill, Reading Plus Reports, Quizzes/Tests, Fall Interim Assessment: and Winter Interim Assessment Summative Assessment: 2015 FSA

**G2. We will increase students' writing proficiency across all content areas.** 1a

G055416

**Targets Supported** 1b

Indicator	Annual Target
FAA Writing Proficiency	50.0

**Resources Available to Support the Goal** 2

- Task Cards, Rubrics, Anchor Charts, Graphic Organizers, McGraw-Hill Reader/Writer Workshop

**Targeted Barriers to Achieving the Goal** 3

- Limited opportunity for students to write across all content areas.

**Plan to Monitor Progress Toward G2.** 8

Following the FCIM model and data reports will be reviewed and instruction will be adjusted as needed.

**Person Responsible**

Kim Cox

**Schedule**

Monthly, from 9/15/2014 to 11/26/2014

**Evidence of Completion**

Formative: FAIR, I -Ready Reports, McGraw- Hill, Quizzes/Tests, Pre Writing Assessment and Post Writing Assessment Summative Assessment: 2015 FSA

**G3.** We will increase students' mathematics proficiency by implementing and delivering rigorous instruction as required by Mathematical Florida Standards (MAFS). 1a

G055417

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	50.0

**Resources Available to Support the Goal** 2

- Core: GoMath Teacher Edition; Go Math (Online) - Destination Math, Animated Math Models, HMH Mega Math (K-5); GoMath (Paper - based) - Reteach Book Supplement: Reflex, Gizmos (Grade 3-5), I-Ready, Ready Common Core Workbooks, Additional 30 minute intervention block outside of the 60 minute instructional block for Grades 3-5, Promethean Boards

**Targeted Barriers to Achieving the Goal** 3

- Inconsistency in the use of rigor in lesson planning and delivery of instruction as required by Mathematical Florida Standards (MAFS).

**Plan to Monitor Progress Toward G3.** 8

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

**Person Responsible**

Sarah Collie

**Schedule**

Monthly, from 9/15/2014 to 11/26/2014

**Evidence of Completion**

Formative: Reflex Reports, I-Ready Reports, Go-Math Quizzes/Tests, Fall Interim Assessment and Winter Interim Assessment Summative Assessment: 2015 FSA

**G4.** We will increase students' higher order thinking skills by demonstrating deep planning and consistent evidence of rigorous instruction . 1a

G055418

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

**Resources Available to Support the Goal** 2

- Core: Scott Foresman Grades K-5 (2006), Leveled Readers, Pearson Successnet, Elementary Science Instructional Resources <http://science.dadeschools.net/elem/instructionalResources/default.html> Supplemental: Waterford (K-2), Gizmos (3-5), Discovery Education, (K-5) NBC Learn (K-5), PBS Learning Media, BrainPop, StudyJams

**Targeted Barriers to Achieving the Goal** 3

- Limited evidence of deep planning that incorporates higher order thinking skills to support rigor in instructional delivery.

**Plan to Monitor Progress Toward G4.** 8

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

**Person Responsible**

Kim Cox

**Schedule**

Monthly, from 9/15/2014 to 11/26/2014

**Evidence of Completion**

Formative: GIZMO Reports, Quizzes/Tests, and Fall and Winter Interim Assessments Summative Assessment: 2015 FCAT 2.0 Science Assessment

## Action Plan for Improvement

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

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** We will increase students' reading proficiency by planning and delivering rigorous instruction in all content areas. **1**

 G055415

**G1.B1** Limited evidence of the rigor required by the LAFS. **2**

 B139618

**G1.B1.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. **4**

 S151943

### Strategy Rationale

Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

### Action Step 1 **5**

Plan weekly with grades 2-5 to effectively incorporate the District Constructed Response (DCR) to reach the rigor required by the LAFS. Reading coach will conduct coaching cycles to support DCR in grades 2-5. Review data to provide teachers of ELL students with grade level specific activities that incorporate Imagine Learning. Use interim data to guide whole and small instruction.

### Person Responsible

Francine Katz

### Schedule

Weekly, from 9/9/2014 to 11/26/2014

### Evidence of Completion

Reflected in the lesson plans, student journals, and classroom observations



### Action Step 2 5

Provide a professional development on the LAFS and Item Specifications identifying specific instructional implications.

**Person Responsible**

Francine Katz

**Schedule**

On 10/16/2014

***Evidence of Completion***

PD rosters, lesson plans, student artifacts

### Action Step 3 5

Provide a professional development for primary grade teachers on the implementation of Wonders with targeted alignment to the LAFS.

**Person Responsible**

Francine Katz

**Schedule**

On 10/14/2014

***Evidence of Completion***

PD rosters, lesson plans, student artifacts

### Action Step 4 5

Conduct weekly classroom walkthroughs to ensure effective instructional delivery of LAFS through Reading Wonders and consistent utilization of the Pacing Guides.

**Person Responsible**

Kim Cox

**Schedule**

Weekly, from 9/9/2014 to 11/26/2014

***Evidence of Completion***

Lesson plans, student artifacts

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

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

**Person Responsible**

Kim Cox

**Schedule**

Daily, from 9/15/2014 to 11/26/2014

***Evidence of Completion***

Formative: FAIR, i-Ready Reports, McGraw- Hill, Reading Plus Reports, Quizzes/Tests and Interim Assessments Summative Assessment: 2015 FSA

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

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

**Person Responsible**

Kim Cox

**Schedule**

Monthly, from 9/15/2014 to 11/26/2014

***Evidence of Completion***

Formative: FAIR, i-Ready Reports, McGraw- Hill, Reading Plus Reports, Quizzes/Tests, Fall Interim Assessment and Winter Interim Assessment Summative Assessment: 2015 FSA

**G2.** We will increase students' writing proficiency across all content areas. 1

G055416

**G2.B1** Limited opportunity for students to write across all content areas. 2

B139621

**G2.B1.S1** Implement academic writing as a part of an instructional framework to support students in the production of coherent writing by explicitly teaching various modalities and genres of writing. 4

S151946

### **Strategy Rationale**

Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

### **Action Step 1** 5

Use the District Writing Pacing Guide to effectively plan, deliver and monitor text-based academic writing in grades 3-5.

#### **Person Responsible**

Francine Katz

#### **Schedule**

Weekly, from 9/9/2014 to 11/26/2014

#### **Evidence of Completion**

Student artifacts

### **Action Step 2** 5

Provide professional development to teachers on the new Writing Standards, Item Specifications, and genre specific rubric.

#### **Person Responsible**

Francine Katz

#### **Schedule**

On 11/6/2014

#### **Evidence of Completion**

PD Rosters, lesson plans, student writing journals

### Action Step 3 5

Plan for mini lessons aligned to the data gathered from formal and informal assessments and use technology, such as Writer's Workspace, to meet student needs. Reading coach will conduct the coaching cycle in identified classrooms.

#### **Person Responsible**

Francine Katz

#### **Schedule**

Monthly, from 9/9/2014 to 11/26/2014

#### **Evidence of Completion**

Student artifacts, lesson plans, classroom observations.

### Action Step 4 5

Conduct weekly classroom walkthroughs to ensure effective writing instruction aligned to LAFS and student needs, and consistent utilization of technology.

#### **Person Responsible**

Kim Cox

#### **Schedule**

Weekly, from 9/9/2014 to 11/26/2014

#### **Evidence of Completion**

Lesson plans, student artifacts

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

#### **Person Responsible**

Kim Cox

#### **Schedule**

Monthly, from 9/15/2014 to 11/26/2014

#### **Evidence of Completion**

Formative: FAIR, I-Ready Reports, McGraw- Hill, Quizzes/Tests, Pre Writing Assessment, and Post Writing Assessment Summative Assessment: 2015 FSA

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

**Person Responsible**

**Schedule**

Monthly, from 9/15/2014 to 11/26/2014

**Evidence of Completion**

Formative: FAIR, i-Ready Reports, McGraw- Hill, Quizzes/Tests, Pre Writing Assessment and Post Writing Assessment Summative Assessment: 2015 FSA


**G3.** We will increase students' mathematics proficiency by implementing and delivering rigorous instruction as required by Mathematical Florida Standards (MAFS). 1

 G055417

**G3.B1** Inconsistency in the use of rigor in lesson planning and delivery of instruction as required by Mathematical Florida Standards (MAFS). 2

 B139622

**G3.B1.S1** Increase Rigor and Higher Order Thinking Skills 4

 S151948

**Strategy Rationale**

Students will be able to consistently use higher order thinking skills in solving mathematical problems.

**Action Step 1 5**

Conduct weekly collaborative planning sessions focused on pacing guides, item specifications and lesson plan development.

**Person Responsible**

Ollie Wheeler

**Schedule**

Weekly, from 9/9/2014 to 9/23/2014

**Evidence of Completion**

GoMath TE, item specs (3-5), pacing guides, agenda, lesson plan documents, classroom/student data - DI group forms

**Action Step 2** 5

Attend monthly ICAD meetings with District personnel.

**Person Responsible**

Ollie Wheeler

**Schedule**

Monthly, from 9/9/2014 to 10/6/2014

**Evidence of Completion**

In-service activity roster, reflection

**Action Step 3** 5

Utilize, on a biweekly basis, the coaching cycle to model the Gradual Release model to assist selected teachers with the effective infusion of rigor and higher order questioning strategies during instructional delivery.

**Person Responsible**

Ollie Wheeler

**Schedule**

Biweekly, from 9/9/2014 to 10/10/2014

**Evidence of Completion**

Agenda, sign in sheets, handouts

**Action Step 4** 5

Provide professional development on effectively planning lessons that focus on rigor while implementing differentiated instruction to meet the various needs of students. Infuse technology enhanced resources (i.e. I-Ready, Reflex, Think Central Intervention Resources) for reinforcement of concepts learned.

**Person Responsible**

Ollie Wheeler

**Schedule**

On 10/13/2014

**Evidence of Completion**

Coaches calendar, coaches log, lesson plans, student work

**Action Step 5** 5

Conduct classroom walkthroughs and support selected teachers on a weekly basis during quarter 1 with the effective modeling of rigor, higher order thinking questions, and differentiated instruction.

**Person Responsible**

Kim Cox

**Schedule**

Daily, from 9/9/2014 to 11/14/2014

**Evidence of Completion**

Walkthrough checklist; lesson plans; student work

**Action Step 6** 5

Support teachers with the disaggregation of the data from chapter tests, benchmark assessments and District Fall Interim Assessment. Discuss results in order to adjust instruction, targeting students that fall in the lowest quartile and/or show regression.

**Person Responsible**

Kim Cox

**Schedule**

Monthly, from 9/9/2014 to 11/21/2014

**Evidence of Completion**

Data reports from formal and informal assessments; data debriefing agendas, sign-in sheets; Instructional action plans to include secondary benchmark for teacher-led center, DI folders, DI groups

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

**Person Responsible**

Sarah Collie

**Schedule**

Monthly, from 9/15/2014 to 11/26/2014

**Evidence of Completion**

Formative: I-Ready Reports, Reflux Reports, Go-Math Quizzes/Tests, Fall Interim Assessment and Winter Interim Assessment Summative Assessment: 2015 FSA

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

**Person Responsible**

Sarah Collie

**Schedule**

Monthly, from 9/15/2014 to 11/26/2014

***Evidence of Completion***

Formative: Reflex, I-Ready Reports, Go-Math Quizzes/Tests, Fall Interim Assessment and Winter Interim Assessment Summative Assessment: 2015 FSA



**G4.** We will increase students' higher order thinking skills by demonstrating deep planning and consistent evidence of rigorous instruction . 1

G055418

**G4.B1** Limited evidence of deep planning that incorporates higher order thinking skills to support rigor in instructional delivery. 2

B139625

**G4.B1.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. 4

S151950

### Strategy Rationale

Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

### Action Step 1 5

Establish a plan and timeline for the development of student projects and ensure that all students participate in scientific enrichment activities and increase the participation in Science competitions ( Science Fair)

#### Person Responsible

Kim Cox

#### Schedule

On 11/26/2014

#### Evidence of Completion

Timeline for schedule of assignments for Science Fair and completion of steps.

### Action Step 2 5

Attend iCAD meetings that will focus on identified strategies in action plan.

#### Person Responsible

Sieta Mobley

#### Schedule

Monthly, from 9/9/2014 to 10/2/2014

#### Evidence of Completion

Registration document and completion of follow up action plan

### Action Step 3 5

Plan collaboratively with science teachers on a weekly basis using the District Pacing Guide to implement a routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs).

**Person Responsible**

Kim Cox

**Schedule**

Weekly, from 9/9/2014 to 10/8/2014

**Evidence of Completion**

Professional Development Agenda, hand-outs, administrative walk-through documentation

### Action Step 4 5

Implement and monitor the use of core and supplemental technological resources to reinforce and enrich the core curriculum.

**Person Responsible**

Sieta Mobley

**Schedule**

Weekly, from 9/9/2014 to 10/17/2014

**Evidence of Completion**

Lesson plans with technology incorporated

### Action Step 5 5

Attend iCAD meetings that will focus on pacing guide content and strategies.

**Person Responsible**

Sieta Mobley

**Schedule**

Monthly, from 9/9/2014 to 11/4/2014

**Evidence of Completion**

Registration document and completion of follow up action plan

### Action Step 6 5

Disaggregate and analyze assessment (interim, QSBA, etc.) data to drive instruction and monitor student progress, including data chats between the administration, teachers and students.

#### **Person Responsible**

Kim Cox

#### **Schedule**

Monthly, from 9/9/2014 to 11/14/2014

#### **Evidence of Completion**

Data binder, student data chat sheets

### Action Step 7 5

Conduct weekly classroom walkthroughs using The 5 Dimensions of Teaching and Learning 4.0 (Curriculum and Pedagogy) to ensure implementation of effective science planning and delivery of instruction aligned to Pacing Guides and NGSSS (hands-on inquiry, use of interactive journal with corrective feedback, etc.)

#### **Person Responsible**

Kim Cox

#### **Schedule**

Weekly, from 9/9/2014 to 11/26/2014

#### **Evidence of Completion**

Walkthrough notes

### Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

#### **Person Responsible**

Kim Cox

#### **Schedule**

Monthly, from 9/15/2014 to 11/26/2014

#### **Evidence of Completion**

Formative: GIZMO Reports, Quizzes/Tests, and Fall Interim and Winter Interim Assessment  
Summative Assessment: 2015 FCAT 2.0 Science Assessment

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

**Person Responsible**

**Schedule**

Monthly, from 9/15/2014 to 11/26/2014

**Evidence of Completion**

Formative: GIZMO Reports, Quizzes/Tests, and Fall and Winter Interim Assessments  
 Summative Assessment: 2015 FCAT 2.0 Science Assessment

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Plan weekly with grades 2-5 to effectively incorporate the District Constructed Response (DCR) to reach the rigor required by the LAFS. Reading coach will conduct coaching cycles to support DCR in grades 2-5. Review data to provide teachers of ELL students with grade level specific activities that incorporate Imagine Learning. Use interim data to guide whole and small instruction.	Katz, Francine	9/9/2014	Reflected in the lesson plans, student journals, and classroom observations	11/26/2014 weekly
G2.B1.S1.A1	Use the District Writing Pacing Guide to effectively plan, deliver and monitor text-based academic writing in grades 3-5.	Katz, Francine	9/9/2014	Student artifacts	11/26/2014 weekly
G3.B1.S1.A1	Conduct weekly collaborative planning sessions focused on pacing guides, item specifications and lesson plan development.	Wheeler, Ollie	9/9/2014	GoMath TE, item specs (3-5), pacing guides, agenda, lesson plan documents, classroom/student data - DI group forms	9/23/2014 weekly
G4.B1.S1.A1	Establish a plan and timeline for the development of student projects and ensure that all students participate in scientific enrichment activities and increase the participation in Science competitions ( Science Fair)	Cox, Kim	10/13/2014	Timeline for schedule of assignments for Science Fair and completion of steps.	11/26/2014 one-time
G1.B1.S1.A2	Provide a professional development on the LAFS and Item Specifications identifying specific instructional implications.	Katz, Francine	9/9/2014	PD rosters, lesson plans, student artifacts	10/16/2014 one-time
G2.B1.S1.A2	Provide professional development to teachers on the new Writing Standards, Item Specifications, and genre specific rubric.	Katz, Francine	9/9/2014	PD Rosters, lesson plans, student writing journals	11/6/2014 one-time
G3.B1.S1.A2	Attend monthly ICAD meetings with District personnel.	Wheeler, Ollie	9/9/2014	In-service activity roster, reflection	10/6/2014 monthly

**Dade - 2401 - Hibiscus Elementary School - 2014-15 SIP**  
*Hibiscus Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A2	Attend iCAD meetings that will focus on identified strategies in action plan.	Mobley, Sieta	9/9/2014	Registration document and completion of follow up action plan	10/2/2014 monthly
G1.B1.S1.A3	Provide a professional development for primary grade teachers on the implementation of Wonders with targeted alignment to the LAFS.	Katz, Francine	9/9/2014	PD rosters, lesson plans, student artifacts	10/14/2014 one-time
G2.B1.S1.A3	Plan for mini lessons aligned to the data gathered from formal and informal assessments and use technology, such as Writer's Workspace, to meet student needs. Reading coach will conduct the coaching cycle in identified classrooms.	Katz, Francine	9/9/2014	Student artifacts, lesson plans, classroom observations.	11/26/2014 monthly
G3.B1.S1.A3	Utilize, on a biweekly basis, the coaching cycle to model the Gradual Release model to assist selected teachers with the effective infusion of rigor and higher order questioning strategies during instructional delivery.	Wheeler, Ollie	9/9/2014	Agenda, sign in sheets, handouts	10/10/2014 biweekly
G4.B1.S1.A3	Plan collaboratively with science teachers on a weekly basis using the District Pacing Guide to implement a routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs).	Cox, Kim	9/9/2014	Professional Development Agenda, hand-outs, administrative walk-through documentation	10/8/2014 weekly
G1.B1.S1.A4	Conduct weekly classroom walkthroughs to ensure effective instructional delivery of LAFS through Reading Wonders and consistent utilization of the Pacing Guides.	Cox, Kim	9/9/2014	Lesson plans, student artifacts	11/26/2014 weekly
G2.B1.S1.A4	Conduct weekly classroom walkthroughs to ensure effective writing instruction aligned to LAFS and student needs, and consistent utilization of technology.	Cox, Kim	9/9/2014	Lesson plans, student artifacts	11/26/2014 weekly
G3.B1.S1.A4	Provide professional development on effectively planning lessons that focus on rigor while implementing differentiated instruction to meet the various needs of students. Infuse technology enhanced resources (i.e. I-Ready, Reflex, Think Central Intervention Resources) for reinforcement of concepts learned.	Wheeler, Ollie	9/9/2014	Coaches calendar, coaches log, lesson plans, student work	10/13/2014 one-time
G4.B1.S1.A4	Implement and monitor the use of core and supplemental technological resources to reinforce and enrich the core curriculum.	Mobley, Sieta	9/9/2014	Lesson plans with technology incorporated	10/17/2014 weekly
G3.B1.S1.A5	Conduct classroom walkthroughs and support selected teachers on a weekly basis during quarter 1 with the effective modeling of rigor, higher order thinking questions, and differentiated instruction.	Cox, Kim	9/9/2014	Walkthrough checklist; lesson plans; student work	11/14/2014 daily
G4.B1.S1.A5	Attend iCAD meetings that will focus on pacing guide content and strategies.	Mobley, Sieta	9/9/2014	Registration document and completion of follow up action plan	11/4/2014 monthly
G3.B1.S1.A6	Support teachers with the disaggregation of the data from chapter tests, benchmark assessments and District Fall Interim Assessment. Discuss results in order to adjust instruction, targeting students that fall in the lowest quartile and/or show regression.	Cox, Kim	9/9/2014	Data reports from formal and informal assessments; data debriefing agendas, sign-in sheets; Instructional action plans to include secondary benchmark for teacher-led center, DI folders, DI groups	11/21/2014 monthly

**Dade - 2401 - Hibiscus Elementary School - 2014-15 SIP**  
*Hibiscus Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A6	Disaggregate and analyze assessment (interim, QSBA, etc.) data to drive instruction and monitor student progress, including data chats between the administration, teachers and students.	Cox, Kim	9/9/2014	Data binder, student data chat sheets	11/14/2014 monthly
G4.B1.S1.A7	Conduct weekly classroom walkthroughs using The 5 Dimensions of Teaching and Learning 4.0 (Curriculum and Pedagogy) to ensure implementation of effective science planning and delivery of instruction aligned to Pacing Guides and NGSSS (hands-on inquiry, use of interactive journal with corrective feedback, etc.)	Cox, Kim	9/9/2014	Walkthrough notes	11/26/2014 weekly
G1.MA1	Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.	Cox, Kim	9/15/2014	Formative: FAIR, i-Ready Reports, McGraw- Hill, Reading Plus Reports, Quizzes/Tests, Fall Interim Assessment and Winter Interim Assessment Summative Assessment: 2015 FSA	11/26/2014 monthly
G1.B1.S1.MA1	Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.	Cox, Kim	9/15/2014	Formative: FAIR, i-Ready Reports, McGraw- Hill, Reading Plus Reports, Quizzes/Tests, Fall Interim Assessment and Winter Interim Assessment Summative Assessment: 2015 FSA	11/26/2014 monthly
G1.B1.S1.MA1	Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.	Cox, Kim	9/15/2014	Formative: FAIR, i-Ready Reports, McGraw- Hill, Reading Plus Reports, Quizzes/Tests and Interim Assessments Summative Assessment: 2015 FSA	11/26/2014 daily
G2.MA1	Following the FCIM model and data reports will be reviewed and instruction will be adjusted as needed.	Cox, Kim	9/15/2014	Formative: FAIR, I -Ready Reports, McGraw- Hill, Quizzes/Tests, Pre Writing Assessment and Post Writing Assessment Summative Assessment: 2015 FSA	11/26/2014 monthly
G2.B1.S1.MA1	Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.		9/15/2014	Formative: FAIR, i-Ready Reports, McGraw- Hill, Quizzes/Tests, Pre Writing Assessment and Post Writing Assessment Summative Assessment: 2015 FSA	11/26/2014 monthly
G2.B1.S1.MA1	Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.	Cox, Kim	9/15/2014	Formative: FAIR, I-Ready Reports, McGraw- Hill, Quizzes/Tests, Pre Writing Assessment, and Post Writing Assessment Summative Assessment: 2015 FSA	11/26/2014 monthly
G3.MA1	Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.	Collie, Sarah	9/15/2014	Formative: Reflux Reports, I-Ready Reports, Go-Math Quizzes/Tests, Fall Interim Assessment and Winter Interim Assessment Summative Assessment: 2015 FSA	11/26/2014 monthly
G3.B1.S1.MA1	Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.	Collie, Sarah	9/15/2014	Formative: Reflux, I-Ready Reports, Go-Math Quizzes/Tests, Fall Interim Assessment and Winter Interim Assessment Summative Assessment: 2015 FSA	11/26/2014 monthly
G3.B1.S1.MA1	Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.	Collie, Sarah	9/15/2014	Formative: I-Ready Reports, Reflux Reports, Go-Math Quizzes/Tests, Fall Interim Assessment and Winter Interim Assessment Summative Assessment: 2015 FSA	11/26/2014 monthly
G4.MA1	Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.	Cox, Kim	9/15/2014	Formative: GIZMO Reports, Quizzes/ Tests, and Fall and Winter Interim Assessments Summative Assessment: 2015 FCAT 2.0 Science Assessment	11/26/2014 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1	Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.		9/15/2014	Formative: GIZMO Reports, Quizzes/ Tests, and Fall and Winter Interim Assessments Summative Assessment: 2015 FCAT 2.0 Science Assessment	11/26/2014 monthly
G4.B1.S1.MA1	Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.	Cox, Kim	9/15/2014	Formative: GIZMO Reports, Quizzes/ Tests, and Fall Interim and Winter Interim Assessment Summative Assessment: 2015 FCAT 2.0 Science Assessment	11/26/2014 monthly

**Appendix 2: Professional Development and Technical Assistance Outlines**

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

## Professional Development Opportunities

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

**G1.** We will increase students' reading proficiency by planning and delivering rigorous instruction in all content areas.

**G1.B1** Limited evidence of the rigor required by the LAFS.

**G1.B1.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

### PD Opportunity 1

Provide a professional development on the LAFS and Item Specifications identifying specific instructional implications.

#### Facilitator

Instructional Coach and Curriculum Support Specialist

#### Participants

Teachers

#### Schedule

On 10/16/2014

### PD Opportunity 2

Provide a professional development for primary grade teachers on the implementation of Wonders with targeted alignment to the LAFS.

#### Facilitator

Instructional Coaches, Curriculum Support Specialist

#### Participants

Teachers

#### Schedule

On 10/14/2014



**G2.** We will increase students' writing proficiency across all content areas.

**G2.B1** Limited opportunity for students to write across all content areas.

**G2.B1.S1** Implement academic writing as a part of an instructional framework to support students in the production of coherent writing by explicitly teaching various modalities and genres of writing.

**PD Opportunity 1**

Use the District Writing Pacing Guide to effectively plan, deliver and monitor text-based academic writing in grades 3-5.

**Facilitator**

Instructional Coaches, Curriculum Support Specialist

**Participants**

Teachers

**Schedule**

Weekly, from 9/9/2014 to 11/26/2014

**PD Opportunity 2**

Provide professional development to teachers on the new Writing Standards, Item Specifications, and genre specific rubric.

**Facilitator**

Instructional Coaches, Curriculum Support Specialist

**Participants**

Teachers

**Schedule**

On 11/6/2014

**G3.** We will increase students' mathematics proficiency by implementing and delivering rigorous instruction as required by Mathematical Florida Standards (MAFS).

**G3.B1** Inconsistency in the use of rigor in lesson planning and delivery of instruction as required by Mathematical Florida Standards (MAFS).

**G3.B1.S1** Increase Rigor and Higher Order Thinking Skills

**PD Opportunity 1**

Attend monthly ICAD meetings with District personnel.

**Facilitator**

District personnel

**Participants**

Instructional Coach

**Schedule**

Monthly, from 9/9/2014 to 10/6/2014

**PD Opportunity 2**

Provide professional development on effectively planning lessons that focus on rigor while implementing differentiated instruction to meet the various needs of students. Infuse technology enhanced resources (i.e. I-Ready, Reflex, Think Central Intervention Resources) for reinforcement of concepts learned.

**Facilitator**

Instructional Coach, Curriculum Support Specialist

**Participants**

Teachers

**Schedule**

On 10/13/2014

**G4.** We will increase students' higher order thinking skills by demonstrating deep planning and consistent evidence of rigorous instruction .

**G4.B1** Limited evidence of deep planning that incorporates higher order thinking skills to support rigor in instructional delivery.

**G4.B1.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

**PD Opportunity 1**

Attend iCAD meetings that will focus on identified strategies in action plan.

**Facilitator**

District Personnel

**Participants**

Teachers

**Schedule**

Monthly, from 9/9/2014 to 10/2/2014

**PD Opportunity 2**

Attend iCAD meetings that will focus on pacing guide content and strategies.

**Facilitator**

District Personnel

**Participants**

Teacher

**Schedule**

Monthly, from 9/9/2014 to 11/4/2014

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> We will increase students' reading proficiency by planning and delivering rigorous instruction in all content areas.	1,000
<b>Goal 4:</b> We will increase students' higher order thinking skills by demonstrating deep planning and consistent evidence of rigorous instruction .	1,200
<b>Grand Total</b>	<b>2,200</b>

### Goal 1: We will increase students' reading proficiency by planning and delivering rigorous instruction in all content areas.

Description	Source	Total
<b>B1.S1.A1</b> - Substitute Coverage	General Fund	0
<b>B1.S1.A2</b> - Substitutes	General Fund	1,000
<b>Total Goal 1</b>		<b>1,000</b>

### Goal 4: We will increase students' higher order thinking skills by demonstrating deep planning and consistent evidence of rigorous instruction .

Description	Source	Total
<b>B1.S1.A1</b> - Rewards for Science Fair	School Improvement Funds	1,200
<b>Total Goal 4</b>		<b>1,200</b>