

Miami-Dade County Public Schools

Hubert O. Sibley K 8 Academy



2015-16 School Improvement Plan

Hubert O. Sibley K 8 Academy

255 NW 115TH ST, Miami, FL 33168

<http://hubertosibley.dadeschools.net>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	93%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	99%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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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, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Develop ourselves to be better people and professionals so that we may develop better students.

Provide the school's vision statement

Hubert O. Sibley K – 8 Academy provides all students equal access to a technologically advanced, comprehensive academic program. The school, in partnership with the families, community and local businesses strive to promote a safe environment and inspire a lifelong love for learning by embracing the diversity of all individuals while celebrating the whole child.

School Environment

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

Teachers and students learn about the various cultures in their classroom environment through the social science portion of their curriculum and also through dialogue with family members. The classroom dynamic is enriched through open dialogue which allows students to share facts and points of interest from their cultural background.

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

Students must feel safe in order for them to perform their best at school. Daily arrival and dismissal is supervised at all times by staff members as well as student leaders through the Safety Patrol and 5000 Role Models.

The Student Services team has established an Anti-Bullying initiative in conjunction with our School Resource Officer which involves a thirteen week curriculum implementation for our middle grades students followed by a similar thirteen week program for our elementary level students. This program is intended to provide a systemic awareness of bullying and the impact that it can have on students, families and the entire school population.

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

Staff members have been equipped with a schoolwide Progressive Discipline Plan which incorporates a strong system of positive reinforcement of good conduct in order to build intrinsic motivation for all students to behave. The plan also involves a multi-layered system of intervention to avert behaviors that may escalate into serious incidents. All aspects of the Progressive Discipline Plan are detailed and reviewed with staff members each year.

In the classroom, teachers are responsible for establishing their expectations, class rules and processes of follow-up with parent communication.

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

Students are offered opportunities to dialogue with fellow classmates and peers through group counseling and peer counseling activities. Exemplary students in the upper middle grades are paired with classes in the elementary level to provide positive leadership and mentorship which helps the younger students in our school. This also benefits the mentors themselves as this boosts their confidence and strengthens their commitment to excellence.

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

Attendance reports, suspension reports, student referrals and student data on standardized tests comprise the elements of early warning systems which allows the student services team, teachers and administrators to monitor student progress and to intervene when early warning systems indicate such a need.

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	23	7	3	22	16	20	17	12	30	150
Level 1 on statewide assessment	0	0	0	0	14	35	4	50	48	151

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students exhibiting two or more indicators	3	5	13	2	15	33	6	40	42	159

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

Upon review of available standardized test data, i-Ready Diagnostic data, and initial FAIR-FS data, students will be grouped in order to service their reading needs through phonics, phonemic awareness and fluency. Students who demonstrate indicators of difficulty will receive small group instruction with leveled readers and supportive instruction through the Wonder Works component of the Wonders reading series.

Students will be supported in mathematical fluency and problem solving proficiency through differentiated instruction, small group experiences and pull out intervention.

Before school and after school tutorial programs will be established in order to provide additional support to students with two or more Early Warning System indicators.

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/195859>.

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

Hubert O. Sibley K-8 Academy is nestled in a culturally rich neighborhood and is adjacent to the world renowned Barry University which works with our staff and students on numerous educational projects throughout the school year. Our school climate is friendly, inviting and open to always pursuing ways to improve our academic performance as well as our link to the community we serve. We plan to continue our efforts to reach out to various business and community leaders to join our school initiatives and become an integral part of the school's success.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Charlot, Michael	Principal
D'Pierre, Fabienne	Assistant Principal
Clippinger, Donald	Assistant Principal

Duties

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

Tier 1 Leadership Team

Michael Charlot, Principal: Establishes a unity of vision amongst the MTSS/Rtl Leadership Team. Facilitates an open line of communication for all stakeholders to ensure that information is current and relevant to student needs and teacher's professional growth. Enables all members of the team to work collaboratively through data driven analysis and decision making.

Donald Clippinger, Assistant Principal: Directly oversees the MTSS/Rtl Leadership Team, provides the structure and impetus for school wide needs and assists the Principal in fulfilling the vision of overall school improvement through student achievement at all levels. Regularly articulates with all members of the team both formally and informally so that the monitoring is on a continuum. Facilitates Professional Development for those who are new to the team or to the school to maintain continuity. Implements procedures to ensure that appropriate documentation of student progress and that intervention is timely and appropriate.

Fabienne D’Pierre, Assistant Principal: Collaborates on overall implementation of the Reading program; utilizes a systematic approach to data aggregation, analysis, and articulation on results and trends with the MTSS/Rtl Leadership Team as well as teachers and students. Provides and facilitates professional development for teachers and interventionists regarding data-based instructional planning. Ensures that progress monitoring is current, timely and relevant. Provides guidance on the K-12 reading plan; facilitates and supports FAIR data collection and analysis. Supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Grade Level Chairpersons: Provide information about core instruction, participates in student data collection, delivers Tier 1 materials/instruction with Tier 2 and collaborates with colleagues regarding strategies and intervention for Tier 2 and Tier 3 students.

Special Education (SPED) Teachers: Dr. April Grant. Participates in the MTSS/Rtl process not only as it pertains to Students With Disabilities (SWD) but to lend their expertise in developing strategies for all students who are struggling. When behavioral concerns reach a point where the academic process is being impeded, the SPED teachers intervene through the Functional Assessment of Behavior (FAB) and Behavior Intervention Plan (BIP) process which directly involves the student, teacher, and parent in developing productive habits in students leading to increased success in the classroom.

Teachers of the Gifted: Denise Lorenzo, Elba Perfetto. Teachers of gifted students continually review Educational Plan goals and are responsible for ensuring that enrichment curriculum is appropriate, challenging, project-driven and ultimately supports consistency in academic performance among these students.

School Psychologist: Edwidge Seraphin. Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; works directly with teachers to dialogue through the use of student data trends on strategies that may be put in place to assist them. Provides insight to parents and teachers in terms of whole-child development, lending expertise in behavioral as well as academic assistance.

Speech/Language Pathologist: Kathleen Phillips. Consults with teachers who have concerns regarding nuances in speech and language, particularly as we have many students who are new to the United States and for whom English is a new language. Provides screening for the purpose of making determinations as to how to assist particular students in accessing their education. Findings are shared at MTSS/Rtl meetings and group decisions are made based on those findings.

Social Worker/Students Services: Rodney Desrameaux. Provides intervention strategies particularly in the area of attendance and tardiness, both of which remain a challenge and which have a direct impact on student achievement. District truancy reports are analyzed and parent contact is immediately made which results in the Attendance Review Committee’s intervention.

Tier 2

Donald Clippinger and Fabienne D’Pierre will conduct regular meetings to evaluate intervention efforts for students by subject, grade, and intervention.

Tier 3

Dr. David Guss, guidance counselor, Donald Clippinger and Fabienne D’Pierre as well as parents of targeted students will comprise the Tier 3 SST Problem Solving Team.

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

Members of the MTSS/Rtl Leadership Team meets with members of the Educational Excellence School Advisory Council (EESAC) at the beginning, middle, and end of the year to discuss overall school improvement. The school psychologist attends all faculty meetings and assists in disseminating information relating to MTSS/Rtl to all staff members. In addition, team members provide current information relating to FAIR outcomes, Interim Assessment results as well as the

status of Tier 2 and 3 students and the implications for the 2015-2016 school year.

The Leadership Team at Hubert O. Sibley K-8 Academy will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers and our students?

We emphasize the use of ongoing progress monitoring and focused interventions to target professional learning that meets the specific instructional needs of our students. The model provides an effective mechanism that, based on data, identifies student needs and promptly delivers student interventions as well as job-embedded professional development targeting these needs.

School-based teams include school psychologists, professional development specialists and school-site administrators. Teams support teachers by collecting diagnostic data, conducting progress monitoring and identifying appropriate instructional interventions. As team members chart particular student needs, data is used strategically to shift instructional focus and align professional development with the students' instructional needs. Professional development thus serves as a focal point to promote continuous improvement aimed at remediation and increased student achievement.

The MTSS/Rtl Leadership Team meets once a week to engage in the following activities:

Review pertinent and current data and look for performance trends and the implications therein; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify specific targets to match student needs with classroom activities to support those needs. The team will also collaborate regularly, problem solve, share effective practices, monitor implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Data is gathered from a number of sources to assist in guiding the instructional program for Tiers 1, 2 and 3 students. This includes data from District Interim Assessments, i-Ready Diagnostic reports, benchmark assessments and classroom assessments. Data chats are held regularly from leadership team to teachers as well as teachers to students. Students are able to chart their progress along with their teachers and the MTSS team members so that they are a part of the ongoing progress monitoring process. Indicators of concern such as students not exiting IP status in SuccessMaker or not participating adequately on Reading Plus will assist teachers in guiding students' intervention schedule accordingly. Likewise, when students perform in the bubble range on Interim and Benchmark assessments, they are placed in pull-out or push-in intervention which employs the FCAT Ready program providing support in both reading and math. Over time, as students begin to consistently perform on level, the amount of intervention is altered to allow for other students whose performance indicate the need for extra assistance.

Students who still show lack of progress are moved to Tier 3 intervention which involves the WonderWorks reading program.

At Hubert O. Sibley K-8 Academy, services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. These opportunities include a twelve-week Science/Math After School Tutorial, and a five week Writing Tutorial. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Administrators, grade and department chairpersons and the Reading Coach develop, lead and evaluate core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include the Bilingual Parent Outreach Program (BPOP), and special support services to special needs populations including ELL students.

Title II

Hubert O. Sibley K-8 Academy administration utilized supplemental funds provided by the District for

improving basic education as follows:

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

Title III

Hubert O. Sibley K-8 Academy administration utilizes its Title III funds to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- tutorial programs
- parent outreach activities
- 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

hardware and software for the development of language and literacy skills in reading, mathematics and science, to be used by ELL and immigrant students

Title VI, Part B – NA

N/A

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- 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.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Hubert O. Sibley K-8 Academy will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Hubert O. Sibley K-8 Academy supports the Character Education program through student services/guidance personnel with a focus on anti-bullying and conflict mediation. All fifth grade students participate in the DARE program in conjunction with the Miami-Dade Police Department.

Nutrition Programs

1.) Hubert O. Sibley K-8 Academy personnel adhere to and implements the nutrition requirements stated in the District Wellness Policy.

2.) Nutrition education, as per state statute, is taught through physical education.

The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

N/A

Adult Education

Career and Technical Education

The student services staff at Hubert O. Sibley K-8 Academy work together with the administration to host an annual Career Day. Where appropriate, the core curriculum is linked to every day experiences with a focus on developing students who are prepared to compete in a contemporary global society.

Job Training

N/A

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Michael J. Charlot	Principal
Dr. Javier Gonzalez	Business/Community
Janice Coleman	Education Support Employee
April Grant	Teacher
Patricia Hepburn	Teacher
Katherine Entwisle	Teacher
Keva Boone	Parent
Maria Albo	Teacher
Tonnika Joseph	Parent
Maria Marti	Parent
Sonia Jean-Charles	Parent
Jessica Antunez	Parent

Duties

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

Evaluation of last year's school improvement plan

The School Improvement Plan is at the forefront of all SAC meetings. All staff members keep the School Improvement Plan as a guide to planning for meaningful instruction and to keep a level of awareness to the entire school's vision and overall goals. A review of last year's School Improvement Plan is an integral part of the planning for future goals, barriers and strategies at the close of the 2014 - 2015 school year.

Development of this school improvement plan

In the latter part of the 2014 - 2015 school year, the SAC designated a meeting for the purpose of reflection on SIP goals and strategies as well as to review the contributions of grade level team members for the writing of the 2015 - 2016 SIP. Through curriculum team breakout sessions conducted at the beginning of this school year, all stakeholders have an opportunity to review data, brainstorm target areas in need of improvement and begin the process of developing the SIP.

Preparation of the school's annual budget and plan

Extreme care is taken in review the budget that is allocated to the SAC and the goals inherent in the School Improvement Plan. Budgetary issues are reviewed and discussed among SAC members and decisions regarding budgetary spending is voted on through quorum.

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

Student Incentives - \$600.00
Tutoring - \$4,300.00

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Charlot, Michael	Principal
Clippinger, Donald	Assistant Principal
D'Pierre, Fabienne	Assistant Principal
Exume, Herlande	Teacher, K-12
Izella, Johnson	Teacher, K-12
Casimir, Sabine	Teacher, K-12
Redmon, Jeffrey	Teacher, K-12
Clinch, Ashley	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT this year will be the alignment of the Instructional Focus Calendar and District Pacing Guides all grade levels and the integration of the Florida State Standards.

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

Deep planning for rigorous instruction is the primary focus of our school's Action Plan. Common planning has been established weekly and is based on protocols with specific norms and expected outcomes. One Wednesday of each month is dedicated to vertical planning which clusters teachers by content area, allowing them to plan through shared best practices, student work review and lesson study.

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

School administrators will continue to work closely with local universities; Barry University, Florida International University and Miami-Dade Community College and their Department of Education staff to

recruit new teachers. School administrators will continue to create a positive work environment which promotes safety and collaboration in order to retain highly qualified and effective teachers. The interview process will ensure that teachers are certified and in-field. All of this will be implemented by the Principal and the administrative team.

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

Hubert O. Sibley K - 8 Academy is an iHeat school for the 2015 - 2016 academic year. This involves the partnering of district curriculum specialists with our classroom teachers through professional development, modeling and feedback in a positive and nurturing setting. Additionally, staff members on each grade level are partnered with curriculum leaders who work together through common planning to maintain a continuous method of development. Pairings are established based on common curriculum departments and mentoring activities encompass classroom management, curriculum implementation through best practices, review of core texts, adherence to District Pacing Guides, lesson planning and collecting and interpreting student data.

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

Content curriculum areas are supported through District adopted materials and are utilized with fidelity. Fidelity of implementation is monitored through administrative participation in grade level planning, review of lesson plans, review of student work folders and appropriate student assessments. Adherence to the District Pacing Guide as it pertains to the core instructional program is paramount to the effectiveness of the overall school curriculum.

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

Data from standardized tests and i-Ready diagnostics is immediately analyzed and disaggregated as a springboard for curriculum planning. This analysis contributes to the building of classes and assists in driving the master schedule. As groups of students are formed through data disaggregation, intervention needs and reading and math begin to emerge. As students show continued need for intervention, they are grouped and targeted for pull-out, push-in and tutorial programs outside the scope of the school day when possible.

Teachers are provided with comprehensive data of their incoming students which serves as baseline information as they plan for differentiated instruction and the frequency with which they meet with their small groups during center time. Students are also actively involved in charting their own progress through teacher/student data chats and the plotting and graphing of their progress on formal and informal assessments.

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: Weekend Program

Minutes added to school year: 1,800

Hubert O. Sibley K - 8 Academy hosts a Saturday Academy program approximately ten weeks prior to the spring administration of the FCAT. This program is structured so that the core curriculum areas of reading, mathematics, and science are offered to all students in grades 3 - 8. All labs including both computer labs as well as the science lab and media center are utilized to maximize the enrichment and intervention of targeted students.

Strategy Rationale

Opportunities for learning beyond the scope of the school day and a chance for students to interact with the curriculum in a smaller group setting.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Clippinger, Donald, dclippinger@dadeschools.net

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

A combination of Interim Assessment data as well as teacher recommendation are used to determine which students will participate. As the ten week process unfolds, benchmark data is examined for these students to ensure adequate progress. This data is collected by administration and shared with the MTSS and Saturday Academy teachers.

Strategy: Extended School Day

Minutes added to school year: 1,800

Before/After school programs are run for targeted students approximately ten weeks prior to the spring administration of the FCAT. This offering is geared to target students who require more reinforcement in basic skills in order to bridge the learning gap in their daily core instruction.

Strategy Rationale

Strategy Purpose(s)

""

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

A combination of I-Ready Diagnostic data and Interim Assessment data as well as teacher recommendation are used to determine which students will participate. Benchmark data is regularly reviewed as well as dialogue with the core instructor to ensure adequate progress. This data is collected by administration and shared with the MTSS as well as the before/after school teachers.

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full-time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

At Hubert O. Sibley K-8 Academy, we offer an annual Kindergarten meet and greet during the week before school begins so that parents can come with their child, meet their child's teacher, engage in dialogue regarding expectations as well as the logistics of the school day. This year we are offering Transition to Kindergarten events throughout the summer months. This has always been a successful event and the bridges of communication between family and teacher are formed at this time. The High/Scope Educational Research Foundation Child Observation Record is utilized at the end of Pre-Kindergarten to gain insight into student's potential for success in kindergarten. This encompasses Language and Literacy, Logic and Mathematics, Creative Representation, Initiative, Music and Movement, and Social Relations.

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

Student performance data and subject selection cards are reviewed for the careful planning and scheduling of student courses in the middle school grades. A Civics and Career Planning course has been added to the middle school Civics schedule to support career connections among middle school students.

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

Through the implementation of subject selection cards, elective courses at the middle school level are built and geared toward raising awareness of subject matter and the relevance to their future. Social Studies and Civics lessons as well as an annual middle school debate also are used to provide support to students in making relevant connections to real world experiences.

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

Through the annual Career Day event, students are encouraged to dialogue on feedback to the presentations in their elective courses as well as through guidance and counseling sessions geared toward refining students' academic goals and the connection to their goals beyond High School graduation.

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

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

G070873

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	66.0
AMO Reading - ED	66.0
AMO Reading - ELL	56.0

Resources Available to Support the Goal 2

- ELA: Florida Standards Assessment / Item Specifications; I-Ready, C-PALMS; District Pacing Guide; FAIR-FS Data, Accelerated Reader, Discovery Education, Think Central, Data, iHeat,
- Math: Florida Assessment Standards / Item Specifications; i-Ready C-PALMS; District Pacing Guide; Student Data, Reflex Math, Discovery Education, Think Central, iHeat, Data
- Science: GIZMOS, Brain POP, Item Specifications, District Pacing Guides, Promethean Smart Boards in every classroom, Science Lab, Discovery Education, Think Central, iHeat, Data
- Social Science: Item Specifications, District Pacing Guide, Civics in a Snap, Data, iHeat
- Technology: Promethean Boards, Tablets, Discovery Education, i-Ready, Reflex Math, Think Central, C-Palms, Gateway to Data (Thinkgate), Achieve 3000, Imagine Learning, Edgenuity, Edmodo
- Technology: Promethean Boards, Tablets, Discovery Education, i-Ready, Reflex Math, Think Central, C-Palms, Gateway to Data (Thinkgate), Achieve 3000, Imagine Learning, Edgenuity, Edmodo

Targeted Barriers to Achieving the Goal 3

- Teachers need additional support in deep planning for rigorous instruction.

Plan to Monitor Progress Toward G1. 8

Data resulting from i-Ready Diagnostic windows will be disaggregated to chart student progress and make adjustments to allow for student remediation or enrichment as appropriate.

Person Responsible

Michael Charlot

Schedule

Quarterly, from 9/14/2015 to 1/21/2016

Evidence of Completion

Student progress on Florida Standards Assessments and District EOC's

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


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

 G070873

G1.B1 Teachers need additional support in deep planning for rigorous instruction. **2**

 B184739

G1.B1.S1 Implement a planning structure infusing differentiated instruction, small group instruction, collaborative conversation and the use of technology which will support students in meeting or exceeding grade level expectations across all content areas. **4**

 S196176

Strategy Rationale

Planning for rigorous instruction will have a direct and positive impact on student achievement by allowing for support of students at their academic level and propelling them to meet or exceed grade level expectations.

Action Step 1 **5**

Leadership Team and Grade/Department Chairpersons will work together to develop a monthly Instructional Focus Calendar which supports secondary benchmarks as well as highlights vocabulary and cross curricular connections. Staff professional development has been restructured so that the professional who attends P.D.'s is responsible for sharing information in the form of a Professional Learning Community (PLC) and participating staff members are able to notate their take-away strategy for immediate implementation through a reflective exit slip.

Person Responsible

Michael Charlot

Schedule

Monthly, from 9/14/2015 to 1/21/2016

Evidence of Completion

Monthly Instructional Focus Calendar, Agendas, Sign-in sheets, handouts, reflective exit slip

Action Step 2 5

Leadership Team and Grade/Department Chairpersons will continue to collaborate to lead grade/department teams in best practices for rigorous instruction. This includes strategies for infusing differentiated instruction, small group instruction, collaborative conversation and the effective use of technology.

Person Responsible

Michael Charlot

Schedule

Weekly, from 9/14/2015 to 1/21/2016

Evidence of Completion

Common planning schedule, agendas and minutes from meetings. Reflections submitted by participants.

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

Conduct classroom walkthroughs, review lesson plans, review student work, review student data.

Person Responsible

Michael Charlot

Schedule

Monthly, from 9/14/2015 to 1/21/2016

Evidence of Completion

Review of PLC minutes and exit slips. Grade level agendas, materials, sign-in sheets and protocol reflections Vertical planning agendas, materials, sign-in sheets and protocol reflections Observation checklists / review of student data

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

Monitor student progress on informal and formal assessments.

Person Responsible

Michael Charlot

Schedule

Monthly, from 9/14/2015 to 6/9/2016

Evidence of Completion

Data chats which analyze performance on i-Ready Diagnostic Windows

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	Leadership Team and Grade/ Department Chairpersons will work together to develop a monthly Instructional Focus Calendar which supports secondary benchmarks as well as highlights vocabulary and cross curricular connections. Staff professional development has been restructured so that the professional who attends P.D.'s is responsible for sharing information in the form of a Professional Learning Community (PLC) and participating staff members are able to notate their take-away strategy for immediate implementation through a reflective exit slip.	Charlot, Michael	9/14/2015	Monthly Instructional Focus Calendar, Agendas, Sign-in sheets, handouts, reflective exit slip	1/21/2016 monthly
G1.B1.S1.A2	Leadership Team and Grade/ Department Chairpersons will continue to collaborate to lead grade/department teams in best practices for rigorous instruction. This includes strategies for infusing differentiated instruction, small group instruction, collaborative conversation and the effective use of technology.	Charlot, Michael	9/14/2015	Common planning schedule, agendas and minutes from meetings. Reflections submitted by participants.	1/21/2016 weekly
G1.MA1	Data resulting from i-Ready Diagnostic windows will be disaggregated to chart student progress and make adjustments to allow for student remediation or enrichment as appropriate.	Charlot, Michael	9/14/2015	Student progress on Florida Standards Assessments and District EOC's	1/21/2016 quarterly
G1.B1.S1.MA1	Monitor student progress on informal and formal assessments.	Charlot, Michael	9/14/2015	Data chats which analyze performance on i-Ready Diagnostic Windows	6/9/2016 monthly
G1.B1.S1.MA1	Conduct classroom walkthroughs, review lesson plans, review student work, review student data.	Charlot, Michael	9/14/2015	Review of PLC minutes and exit slips. Grade level agendas, materials, sign-in sheets and protocol reflections Vertical planning agendas, materials, sign-in sheets and protocol reflections Observation checklists / review of student data	1/21/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B1 Teachers need additional support in deep planning for rigorous instruction.

G1.B1.S1 Implement a planning structure infusing differentiated instruction, small group instruction, collaborative conversation and the use of technology which will support students in meeting or exceeding grade level expectations across all content areas.

PD Opportunity 1

Leadership Team and Grade/Department Chairpersons will work together to develop a monthly Instructional Focus Calendar which supports secondary benchmarks as well as highlights vocabulary and cross curricular connections. Staff professional development has been restructured so that the professional who attends P.D.'s is responsible for sharing information in the form of a Professional Learning Community (PLC) and participating staff members are able to notate their take-away strategy for immediate implementation through a reflective exit slip.

Facilitator

Maria Albo, PD Liaison

Participants

All instructional staff

Schedule

Monthly, from 9/14/2015 to 1/21/2016

PD Opportunity 2

Leadership Team and Grade/Department Chairpersons will continue to collaborate to lead grade/department teams in best practices for rigorous instruction. This includes strategies for infusing differentiated instruction, small group instruction, collaborative conversation and the effective use of technology.

Facilitator

Leadership Team

Participants

All instructional staff

Schedule

Weekly, from 9/14/2015 to 1/21/2016

Technical Assistance Items

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

Budget

Budget Data							
1	G1.B1.S1.A1	Leadership Team and Grade/Department Chairpersons will work together to develop a monthly Instructional Focus Calendar which supports secondary benchmarks as well as highlights vocabulary and cross curricular connections. Staff professional development has been restructured so that the professional who attends P.D.'s is responsible for sharing information in the form of a Professional Learning Community (PLC) and participating staff members are able to notate their take-away strategy for immediate implementation through a reflective exit slip.					\$0.00
2	G1.B1.S1.A2	Leadership Team and Grade/Department Chairpersons will continue to collaborate to lead grade/department teams in best practices for rigorous instruction. This includes strategies for infusing differentiated instruction, small group instruction, collaborative conversation and the effective use of technology.					\$1,025.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			District-Wide	School Improvement Funds		\$1,025.00	
			<i>Notes: Funds will be allocated for supplemental resources to support differentiated instruction.</i>				
Total:						\$1,025.00	