Hubert O. Sibley K 8 Academy

2016-17 Schoolwide Improvement Plan

Hubert O. Sibley K 8 Academy

255 NW 115TH ST, Miami, FL 33168

http://hubertosibley.dadeschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	D*	C	C

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Hubert O. Sibley K 8 Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. 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.

2. School Environment

a. 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.

b. 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.

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

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.

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

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.

3. 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).

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	23	7	3	22	16	20	17	12	30	0	0	0	0	150
Level 1 on statewide assessment	0	0	0	0	14	35	4	50	48	0	0	0	0	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	9	10	11	12	
Students exhibiting two or more indicators	3	5	13	2	15	33	6	40	42	0	0	0	0	159

c. 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, and i-Ready Diagnostic 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 and small group experiences.

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.

B. Family and Community Engagement

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).

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/346357.

2. Description

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

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

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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Larkin, Chandrell	Principal
D'Pierre, Fabienne	Assistant Principal
Diaz, Ines	Assistant Principal
Izella, Johnson	Teacher, K-12
Exume, Herlande	Teacher, K-12
Redmon, Jeffrey	Teacher, K-12
Clinch, Ashley	Teacher, K-12
Guss, David	School Counselor

b. Duties

1. 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/RtI 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.

Ines Diaz, Assistant Principal: Directly oversees the MTSS/RtI 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/RtI 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.

Tier 2

Ines Diaz 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, Ines Diaz and Fabienne D'Pierre as well as parents of targeted students will comprise the Tier 3 SST Problem Solving Team.

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

Members of the MTSS/RtI 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/RtI to all staff members. In addition, team members provide current information relating to Interim Assessment results as well as the status of Tier 2 and 3 students and the implications for the 2016-2017 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? The effort is truly a group effort, as everyone listed below assist.

Special Education (SPED) Teachers: Dr. April Grant. Participates in the MTSS/RtI 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: The teachers of the 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/RtI 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.

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/RtI 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 i-Ready Diagnostic reports, benchmark assessments, topic 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. When students perform in the bubble range on Interim and Benchmark assessments, they are placed in pull-out or push-in intervention which provides 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 Wonder Works reading program.

Title I
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 before and after school tutoring. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Administrators, and grade chairpersons 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 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 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.
• The District Homeless Student Liaison and the school counselor continue to participate in community organization meetings and task forces as it relates to homeless children and youth.
• The counselor is our school based homeless coordinator and is trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

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.

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.

2. School Advisory Council (SAC)

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

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
Ines Diaz	Education Support Employee
Fabienne D'Pierre	Education Support Employee
David Guss	Teacher

b. Duties

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

a. 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 2015 - 2016 school year.

b. Development of this school improvement plan

In the later part of the 2015 - 2016 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 2016 - 2017 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.

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

Extreme care is taken in reviewing 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.

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

The SAC allocated the following funds last year:
Student Incentives - $600.00
Tutoring - $4,300.00

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Larkin, Chandrell	Principal
D'Pierre, Fabienne	Assistant Principal
Exume, Herlande	Teacher, K-12
Izella, Johnson	Teacher, K-12
Redmon, Jeffrey	Teacher, K-12
Clinch, Ashley	Teacher, K-12
Diaz, Ines	Assistant Principal
Guss, David	School Counselor

b. Duties

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

The major initiative of the LLT this year will be the alignment of the literacy instructional curriculum offered to students. District Pacing Guides along with the integration of the Florida State Standards will assist in the alignment.

D. 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).

1. 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. Teachers are expected to share best practices, participate in student work review and lesson study. Teachers also communicate all school-wide efforts during common planning.

2. 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.

3. 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 2016 - 2017 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. Beginning teachers also participate in the District's MINT program.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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.

b. Instructional Strategies

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

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.

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

Strategy: Weekend Program

Minutes added to school year: 1,800

Hubert O. Sibley K - 8 Academy hosts a Saturday Academy program approximately eight weeks prior to the spring administration of the FSA. 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)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Diaz, Ines, inesdiaz@dadeschools.net

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

A combination of I-Ready Diagnosis data, topic assessments, and teacher recommendation are used to determine which students will participate. As the eight 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: Before School Program

Minutes added to school year: 1,800

Before/After school programs are offered for targeted students. These opportunities are offered 3 days per week for an additional hour of instruction per day. The tutorial program begins in November. 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

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)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Diaz, Ines, inesdiaz@dadeschools.net

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 topic assessments 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.

2. Student Transition and Readiness

a. 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).

1. 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.

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.

b. College and Career Readiness

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

NA

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

NA

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

NA

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

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

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

🔑 G087675

Targets Supported `1b`

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

Targeted Barriers to Achieving the Goal `3`

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

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

- ELA: Florida Standards Assessment / Item Specifications; I-Ready, C-PALMS; District Pacing Guide; FLKRS Data, Accelerated Reader, Discovery Education, Think Central, Think Gate, Data, iHeat

- Math: Florida Assessment Standards / Item Specifications; i-Ready C-PALMS; District Pacing Guide; Student Data, Reflex Math, Discovery Education, Think Central, Think Gate, Data, iHeat

- Science: GIZMOS, Item Specifications, District Pacing Guides, Promethean Smart Boards in every classroom, Science Lab, Discovery Education, Think Central, Data, iHeat

- Social Science: Item Specifications, District Pacing Guide, 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

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

Chandrell Larkin

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

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`

🔑 G087675

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

🔑 B233085

G1.B1.S1 During planning, teachers will focus on rigorous planning for differentiated instruction, collaborative conversation and the use of technology. This focus will help students meet or exceed grade level expectations across all content areas. `4`

🔑 S246024

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 propeling them to meet or exceed grade level expectations.

Action Step 1 `5`

Administration will provide professional development at the beginning of the year. The target and topic of the professional development session will be Understanding the Standards. Additionally, teachers will be receiving professional development from the Language Arts Department on the Effective Implementation of the Wonder Works program. The Leadership Team and Grade/ Department Chairpersons will work together to ensure that the professional development sessions are effectively guiding teachers in the right direction as they plan to provide students with a rigorous curriculum.

Person Responsible

Chandrell Larkin

Schedule

On 9/29/2016

Evidence of Completion

Sign-in sheets from PD sessions, lesson plans, and rigorous activities.

Action Step 2 `5`

Leadership Team and Grade/Department Chairpersons will continue to communicate and 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

Chandrell Larkin

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Common planning schedule, sign-in sheets from meetings.

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

Chandrell Larkin

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Grade level sign-in sheets, observation checklists, student data

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

Monitor student progress on informal and formal assessments.

Person Responsible

Chandrell Larkin

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Data chats which analyze performance on i-Ready Diagnostic Windows

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 🔑 A318802	Administration will provide professional development at the beginning of the year. The target and...	Larkin, Chandrell	9/21/2016	Sign-in sheets from PD sessions, lesson plans, and rigorous activities.	9/29/2016 one-time
G1.MA1 🔑 M332112	Data resulting from i-Ready Diagnostic windows will be disaggregated to chart student progress and...	Larkin, Chandrell	8/22/2016	Student progress on Florida Standards Assessments and District EOC's	6/8/2017 quarterly
G1.B1.S1.MA1 🔑 M332110	Monitor student progress on informal and formal assessments.	Larkin, Chandrell	8/22/2016	Data chats which analyze performance on i-Ready Diagnostic Windows	6/8/2017 monthly
G1.B1.S1.MA1 🔑 M332111	Conduct classroom walkthroughs, review lesson plans, review student work, review student data.	Larkin, Chandrell	8/22/2016	Grade level sign-in sheets, observation checklists, student data	6/8/2017 weekly
G1.B1.S1.A2 🔑 A318803	Leadership Team and Grade/ Department Chairpersons will continue to communicate and collaborate to...	Larkin, Chandrell	8/22/2016	Common planning schedule, sign-in sheets from meetings.	6/8/2017 weekly

V. 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 During planning, teachers will focus on rigorous planning for differentiated instruction, collaborative conversation and the use of technology. This focus will help students meet or exceed grade level expectations across all content areas.

PD Opportunity 1

Administration will provide professional development at the beginning of the year. The target and topic of the professional development session will be Understanding the Standards. Additionally, teachers will be receiving professional development from the Language Arts Department on the Effective Implementation of the Wonder Works program. The Leadership Team and Grade/ Department Chairpersons will work together to ensure that the professional development sessions are effectively guiding teachers in the right direction as they plan to provide students with a rigorous curriculum.

Facilitator

Language Arts/ District Personnel

Participants

Language Arts/ Reading Teachers

Schedule

On 9/29/2016

PD Opportunity 2

Leadership Team and Grade/Department Chairpersons will continue to communicate and 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 8/22/2016 to 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Administration will provide professional development at the beginning of the year. The target and topic of the professional development session will be Understanding the Standards. Additionally, teachers will be receiving professional development from the Language Arts Department on the Effective Implementation of the Wonder Works program. The Leadership Team and Grade/Department Chairpersons will work together to ensure that the professional development sessions are effectively guiding teachers in the right direction as they plan to provide students with a rigorous curriculum.				$0.00
2	G1.B1.S1.A2	Leadership Team and Grade/Department Chairpersons will continue to communicate and 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.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			5141 - Hubert O. Sibley K 8 Academy	School Improvement Funds		$0.00
			Notes: Funds will be allocated for supplemental resources to support differentiated instruction.			
					Total:	**$0.00**