Miami-Dade County Public Schools

Hibiscus Elementary School

2017-18 Schoolwide Improvement Plan

Hibiscus Elementary School

18701 NW 1ST AVE, Miami, FL 33169

http://hibiscus.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	94%

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	2016-17	2015-16	2014-15	2013-14
Grade	B	B	C*	A

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Hibiscus Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Hibiscus Elementary faculty and staff will provide the highest quality education so that all students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

b. Provide the school's vision statement.

Hibiscus Elementary faculty and staff are committed to providing educational excellence for all students.

2. School Environment

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

Hibiscus Elementary School has a multi-cultural staff which is reflective of our student population. The variation of cultures among the staff and student body provides opportunities to promote cultural pride as well as respect for cultural differences. The curriculum utilizes stories and illustrations that represent various cultures which often generates discussions and collaborative conversations regarding commonalities and differences found in our school community. Multi-cultural representation is integrated throughout every aspect of the curriculum. The core subjects as well as Special Areas, use text-based instruction, interactive activities, and projects to promote learning about the various cultures represented within our student population to build relationships. Our school also has multi-cultural programs and presentations throughout the year in which students and teachers learn through direct and indirect participation. Some of these school wide programs include: Hispanic Heritage, Black History and Haitian Heritage. We also cultivate strong, trusting relationships between students and teachers that foster academic growth and mutual respect of cultural differences.

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

Hibiscus Elementary is committed to cultivating and maintaining an environment where students feel safe and respected. The school promotes and encourages a climate that is free of drugs, violence, bullying and fear. Before and after school, administrators, staff members and student safety patrols have been assigned to designated areas throughout the school to create a safe environment. Access to the school aligns with District policies by minimizing access to the campus and requiring visitors to sign in with security as well as in the front office.

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.

In an effort to promote quality instructional time where students are well engaged, Hibiscus Elementary School has established firm and consistent rules and guidelines for appropriate student behavior. These guidelines, aligned to M-DCPS Code of Student Conduct are shared with staff, parents and students at the opening of school meeting, Meet and Greet, Open House and parent conferences. With fidelity, rewards and consequences are implemented by administration and classroom teachers to minimize distractions. Students who demonstrate a pattern of non-compliance

are referred to the MTSS/RtI team. Furthermore, Hibiscus has implemented an alternative to suspension plan that focuses on positive behavior and rewards. Several initiatives are in place to reward positive behavior including Student of the Month, Do the Right Thing and Spot Success.

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.

The faculty and staff at Hibiscus are encouraged to build "mentoring" relationships with students. The counselor provides classroom support and conducts small group and individual counseling. The School Social Worker also assists in ensuring students' social-emotional needs are being met. Additionally, Character Education lessons are implemented school-wide by the counselor and teachers. Community agencies provide support to assist students who need additional resources. This school year we have several mentoring support groups which are provided through Honey Shine Inc. and 5000 Role Models of Excellence Program.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Hibiscus Elementary School uses the statewide standardized assessment in Reading and Mathematics as the determining indicator when identifying students for Early Warning. Students scoring Level 1 and 2 in Reading and/or Level 1 and 2 in Mathematics are identified, selected and appropriately monitored throughout the school year.

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	4	3	6	6	4	2	0	0	0	0	0	0	0	25
Level 1 on statewide assessment	2	5	14	16	17	16	0	0	0	0	0	0	0	70

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	4	5	15	6	16	24	0	0	0	0	0	0	0	70

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

Hibiscus Elementary reviewed data from i-Ready Reports and Dashboard. As a result of the 2016-2017 Reading FSA Assessment, students scoring within the lowest 25th percentile have been identified and are appropriately scheduled to receive intervention from the ELA teachers. Based on 2016-2017 FSA Mathematics assessment data, students scoring in the lowest 25th percentile are also appropriately scheduled and will receive interventions.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Hibiscus Elementary School takes a comprehensive approach to family involvement, through partnerships that afford parents, family members and others, opportunities to engage in activities that promote student achievement. Hibiscus endeavors to bring together two powerful systems - home and school, for supporting student learning. Research suggests that the strongest support for learning occurs at home through positive parenting styles, emphasis on home learning, nightly reading, and high expectations. It is our belief that in addition to building the child, if we support the family, student outcomes will significantly improve over time. Through activities such as, Book Fairs, Literacy Parade and Math and Science Night, Hibiscus will provide families with resources and knowledge to better support their child's education. Important information concerning student progress, school-wide events and instructional programs that support the mission and vision of the school is communicated using a variety of media, such as flyers, calendars, newsletters, and Connect-Ed messages. Parents are encouraged to become active members of the Educational Excellence School Advisory Committee (EESAC) and the Parent-Teacher Association (PTA), to provide support with school decision-making.

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.

Hibiscus Elementary School builds partnerships throughout the local community. Through collaboration with the Community Involvement Specialist (CIS) and PTA, contact is made with local businesses, parents, colleges and universities to secure and utilize resources to support the school and student achievement. In addition, the school's ESSAC committee recruits support from the community in an effort to partner with and provide incentives for our students for attendance, mastery on assessments and other academic progress. These established partnerships provide our students with resources and incentives to enhance their educational experience.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Vinas, Barbara	Principal
Bryant, Patricia	School Counselor
Brown, Sheneka	Instructional Coach
Brown, Karlene	Teacher, ESE
Mobley, Sieta	Teacher, K-12
Mori, Maria	Teacher, K-12

b. Duties

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

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

The Assistant Principal when assigned will assist in providing a common vision for the use of data-based decision-making: ensure that the school-based team is implementing RtI; conduct assessment of RtI skills of school staff; ensure implementation of intervention support and documentation; ensure adequate professional development to support RtI implementation, and communicate with parents regarding school-based RtI plans and activities.

Patricia Bryant, School Counselor:
Assists in the identification of at-risk students, provides interventions, supports in the screening process at the school site, and continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Sheneka Brown, Reading Coach:
Provides professional development and classroom follow-up on best practices in Reading/Language Arts, coordinates and conducts pull-out interventions, assists with assessments and progress monitoring data.

Karlene Brown, ESE Teacher
Collaborates with teachers and provides support to ESE students to ensure students receive instruction and accommodations aligned with their Individualized Education Plans.

Sieta Mobley-Rogers - 5th Grade Chair/EESAC Chair/UTD Steward
Assists coordination between 3rd-5th grade teachers and EESAC members to ensure open communications and that all stakeholders have a voice in ongoing development and monitoring of the School Improvement Plan.

Maria Mori - First Grade Chair
Assists coordination between Prek-2nd grade teachers to ensure open communications and that all stakeholders have a voice in ongoing development and monitoring of the School Improvement Plan.

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.

The Leadership Team at Hibiscus Elementary utilizes the MTSS/RtI process for problem solving. Goals are set based on grade level requirements, current data and available resources. Teachers and administrators monitor academic and behavior data by addressing questions such as, what will all students learn, what progress is expected in each core area, and how will we determine if students have made expected levels of progress towards proficiency? Progress will be monitored during quarterly data chats and weekly collaborative grade level planning meetings to ensure that deficient benchmarks are addresses during whole group and differentiated instruction. The team will also assess professional development needs for teachers after analyzing quarterly data.

In addition, the team will gather ongoing progress monitoring (OPM) data for all interventions and analyze that data after each OPM. Communication will be shared with staff for input and feedback, as well as updating them on procedures and progress. Administrators will evaluate both daily instruction and interventions and make adjustments as warranted. Additionally, the team will provide clear indicators of student needs and student
progress, assisting in examining the validity and effectiveness of program delivery.

Title I,
Hibiscus Elementary School is a Title I school and receives federal funding to ensure all students have access to high quality education and resources to support families. The School provides services to ensure students requiring additional remediation are assisted through extended learning opportunities. School-based, Title I funded Community Involvement Specialist (CIS), Angela Stephens, serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. She schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. The Curriculum Coach develops, leads, and evaluates school core content standards / programs; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches. She identifies systematic patterns of student need to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Parents participate in the design of their school's Parent Family Engagement Policy (PFEP), the school improvement process and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year.

Title X- Homeless
Hibiscus Elementary School provides services and support to homeless students and parents. The District Homeless Liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of homeless students to ensure that the unique needs of homeless students are met. In addition, the following procedures are in place if and when needed:
• The Department of Student Services provides parents at Hibiscus Elementary with services as needed through the Project Upstart.
• The District's Homeless Liaison will provide training for the school Registrar on the procedures for enrolling homeless students and for the school counselor on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as
homeless-and are provided with all entitlements.

• The School Counselor is the school based homeless coordinator and will be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Nutrition Programs:
Nutrition requirements are implemented through the School Food Service Program for school breakfast, lunch and after care snacks using the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy. Nutrition education, as per state statute, is taught through physical education.

District Policy Against Bullying and Harassment
-Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
-This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
-The administrators at Hibiscus Elementary School begin any investigation of bullying or harassment within 24 hours of an initial report. All homeroom teachers in each grade level at Hibiscus Elementary School are required to teach 5 curriculum lessons on Bullying and Violence Prevention. Additionally, the school offers character education, anti-bullying and substance abuse education. These programs are delivered school wide through classroom instruction and followed up by small group and individual counseling as needed.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Valerie Gilchrist	Principal
Sieta Mobley	Teacher
Melanye Shinhoster	Teacher
Maria Mori	Teacher
Elaine Dean	Teacher
Mercedes Phang	Parent
Marie Suffy	Parent
Xanthe Munnings	Parent
Ruth Dalberiste	Parent
Rosalyn Rogers	Business/Community
Mercedes Phang	Student
Betty Belair	Business/Community
Sandra Bryan	Teacher
Nicola Thompson Hosang	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
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

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

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

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

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

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
Vinas, Barbara	Principal
Brown, Sheneka	Instructional Coach
Brown, Karlene	Teacher, ESE
Bryant, Patricia	School Counselor

b. Duties

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

The Literacy Leadership Team (LLT) will monitor and adjust the school's academic and behavioral goals through data collection and data analysis. The LLT will meet and discuss all updates that will or need to occur based on the results of the instructional and intervention programs. The LLT will monitor the fidelity of the delivery of instruction and intervention. Additionally, the LLT will provide levels of support and interventions to students based on data. Literacy will be viewed as an integral part of all the content areas.

- Phonics and Structural Analysis is embedded in the Reading program.
- Wonder Works Intervention Program is utilized with students reading below grade level.
- Writing is embedded in all subject areas.
The goal is to help students see themselves as successful readers,who are growing in confidence and competence.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Each grade level engages in collaborative planning on a weekly basis with Grade Level Chairpersons as well as administrators. During collaborative planning, the Florida Standards are reviewed in relation to the District's Pacing Guide for each subject area. Teachers also discuss strategies to teach rigor and higher order enrichment activities. In addition to collaborative planning, teachers participate in professional development activities focusing on areas of concerns such as core subjects areas, attendance, discipline, safety, and effective use of digital tools to enhance student engagement and learning. Additionally, teachers review data with administrators and discuss strategies to improve student achievement. Every effort is made to ensue that professional development activities focus on professional growth and encourage collaboration and faculty cohesion.

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

- Job embedded professional development opportunities (i.e. common planning time, teacher planning days and faculty meetings)
- Common planning with Administrative Staff for subject area planning
- Peer-coaching support within the classroom setting to model best practices strategies for instruction
- Administrative support
- Access to needed resources

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

- Mentees will be paired with an experienced teacher who demonstrates outstanding knowledge of the grade level content, materials and methods that support high standards.
- Mentors receive district training or refreshers as needed.
- Instructional coaches monitor mentee development and provide support.
- Administrators monitor mentee development and provide support.
- Grade level chairs monitor mentee development and provide support.

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.

During weekly collaborative planning, item specifications and pacing guides are utilized to ensure that lesson plans, bell ringers, and Teacher Led Center(TLC) activities are aligned to the Florida

Standards. Professional development is provided on an ongoing basis to assist in building teachers' capacity as they effectively implement the Florida Standards.

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.

The Leadership Team regularly meets to analyze, discuss and disseminate student data. In an effort to narrow the achievement gap, students are identified and monitored vertically to lessen the possibility of regression and to ensure that students who are experiencing academic challenges make the necessary adjustments so they can move toward proficiency. Level 1 and 2 targeted students receive Reading Intervention through McGraw- Hill WonderWorks, in addition to the 90 minute Reading block, Differentiated Instruction and Intervention from ELA teachers. Targeted level 1 and 2 students in Mathematics, receive interventions, small group instruction during 60 minute Mathematics block and push-in and pull-out assistance.

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: Before School Program

Minutes added to school year: 1,440

Students will be given the opportunity to come to school at 7:30 a.m. daily to utilize the computer to access various software programs to build their identified skills.

Strategy Rationale

An increase in usage of iReady, MyOn Reader, Reflex Math, Imagine Learning will assist students to build their proficiency level on the FSA Assessment.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Brown, Sheneka, sbrown@dadeschools.net

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

iReady Reports will be analyzed bi-weekly.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

At Hibiscus Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. The screening instrument for Kindergarten is known as the Florida Kindergarten Readiness Screener (FLKRS). This assessment must be administered to all public school kindergarten students within the first 30 days of each school year and determines Kindergarten readiness in Reading and Mathematics. The results of this screening helps teachers develop lesson plans to meet each child's individual needs, and offers useful information to parents. This data will also be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

Fifth grade students who will transition to middle school will begin to prepare for their transition in spring by meeting middle school counselors and principals, taking field trips to the receiving middle schools and attending special events hosted by the middle school. Hibiscus Elementary School will also participate in a feeder pattern expo which will allow parents to visit the high school in November.

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.

N/A

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

N/A

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

N/A

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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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"Â? 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.   If we will increase the level of rigor in teacher lesson plans and instructional delivery across all content areas, then students' reading proficiency and achievement level will also increase.

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. If we will increase the level of rigor in teacher lesson plans and instructional delivery across all content areas, then students' reading proficiency and achievement level will also increase. 1a

🔍 G096709

Targets Supported 1b

Indicator	Annual Target
FSAA ELA Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of the rigor required by the LAFS.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

- Reading Coach

Plan to Monitor Progress Toward G1. 8

Data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible
Barbara Vinas

Schedule
Biweekly, from 9/18/2017 to 6/7/2018

Evidence of Completion
Formative: i-Ready Reports, Wonders's by McGraw- Hill Reports, Quizzes/Tests, Summative Assessment: 2018 FSA

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. If we will increase the level of rigor in teacher lesson plans and instructional delivery across all content areas, then students' reading proficiency and achievement level will also increase. `1`

🔑 G096709

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

🔑 B260121

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

🔑 S275573

Strategy Rationale

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

Action Step 1 `5`

Utilize district Pacing Guides and item specifications to plan standards-based instruction and include standards-aligned grading. Include high level questioning in lesson plans. Use i-Ready data to guide whole and small instruction.

Person Responsible

Sheneka Brown

Schedule

Biweekly, from 9/18/2017 to 6/7/2018

Evidence of Completion

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

Action Step 2 `5`

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

Person Responsible

Sheneka Brown

Schedule

Quarterly, from 8/18/2017 to 6/7/2018

Evidence of Completion

PD rosters, lesson plans, classroom observations

Action Step 3 `5`

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

Person Responsible

Valerie Gilchrist

Schedule

Weekly, from 9/18/2017 to 6/7/2018

Evidence of Completion

Lesson plans, student artifacts, classroom observations

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

Data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Barbara Vinas

Schedule

Biweekly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Formative: i-Ready Reports, Wonder's McGraw- Hill, Quizzes/Tests, Summative Assessment: 2018 FSA

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

Administrators will review data reports and student artifacts as well as classroom walk-through logs to monitor the effectiveness of instruction.

Person Responsible

Barbara Vinas

Schedule

Biweekly, from 9/18/2017 to 6/7/2018

Evidence of Completion

Formative:i-Ready Reports, Wonder's McGraw- Hill Reports, Quizzes/Tests,Student Artifacts, Summative Assessment: 2018 FSA

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔑 M398525	Data reports will be reviewed and instruction will be adjusted as needed.	Vinas, Barbara	9/18/2017	Formative: i-Ready Reports, Wonders's by McGraw- Hill Reports, Quizzes/ Tests, Summative Assessment: 2018 FSA	6/7/2018 biweekly
G1.B1.S1.MA1 🔑 M398519	Administrators will review data reports and student artifacts as well as classroom walk-through...	Vinas, Barbara	9/18/2017	Formative:i-Ready Reports, Wonder's McGraw- Hill Reports, Quizzes/ Tests,Student Artifacts, Summative Assessment: 2018 FSA	6/7/2018 biweekly
G1.B1.S1.MA1 🔑 M398520	Data reports will be reviewed and instruction will be adjusted as needed.	Vinas, Barbara	8/28/2017	Formative: i-Ready Reports, Wonder's McGraw- Hill, Quizzes/Tests, Summative Assessment: 2018 FSA	6/7/2018 biweekly
G1.B1.S1.A1 🔑 A370129	Utilize district Pacing Guides and item specifications to plan standards-based instruction and...	Brown, Sheneka	9/18/2017	Reflected in the lesson plans, student journals, and classroom observations	6/7/2018 biweekly
G1.B1.S1.A2 🔑 A370130	Provide a professional development on the LAFS and Item Specifications identifying specific...	Brown, Sheneka	8/18/2017	PD rosters, lesson plans, classroom observations	6/7/2018 quarterly
G1.B1.S1.A3 🔑 A370131	Conduct weekly classroom walkthroughs to ensure effective instructional delivery of LAFS through...	Gilchrist, Valerie	9/18/2017	Lesson plans, student artifacts, classroom observations	6/7/2018 weekly

V. Professional Development Opportunities

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

G1. If we will increase the level of rigor in teacher lesson plans and instructional delivery across all content areas, then students' reading proficiency and achievement level will also increase.

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

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

PD Opportunity 1

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

Facilitator

Reading Coach

Participants

Teachers

Schedule

Quarterly, from 8/18/2017 to 6/7/2018

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	Utilize district Pacing Guides and item specifications to plan standards-based instruction and include standards-aligned grading. Include high level questioning in lesson plans. Use i-Ready data to guide whole and small instruction.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	General Fund		$0.00
			Notes: Substitute Coverage			
2	G1.B1.S1.A2	Provide a professional development on the LAFS and Item Specifications identifying specific instructional implications.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2401 - Hibiscus Elementary School			$0.00
3	G1.B1.S1.A3	Conduct weekly classroom walkthroughs to ensure effective instructional delivery of LAFS through Reading Wonders and consistent utilization of the Pacing Guides.				$0.00
					Total:	$0.00