Hubert O. Sibley K 8 Academy

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	Yes	98%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	D*	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 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.

Table of Contents

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 <u>section 1008.33, Florida Statutes,</u> 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **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:

- <u>Implementing</u> - 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 Hubert O. Sibley K 8 Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - <u>LaShawn Russ-Porterfield</u>	- 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 strives to provide a superior educational experience in an atmosphere of high expectations where staff promotes and ensures the success of every child through a variety of academic activities and quality services.

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 school-wide 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. A school-wide discipline plan has been developed to better assist those students exhibiting behavioral issues.

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.

Further, 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. This benefits the mentors themselves as it boosts their confidence and strengthens their commitment to excellence.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

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 intervention through the Wonder Works component of the Wonders Reading Series.

Students will be supported in mathematical fluency and problem solving proficiency through differentiated instruction.

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 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

Hubert O. Sibley K-8 Academy builds positive relationships with families during our monthly meetings offered through our Parent Academy. These meetings help us increase parent involvement while helping us increase communication with parents. Parents are always informed of their child's progress and our doors are open for parent conferences.

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

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
Diaz, Ines	Assistant Principal
Izella, Johnson	Instructional Coach
Redmon, Jeffrey	Teacher, K-12
Forteza, Wendy	Assistant Principal
Burden, Feleshia	School Counselor
Ballard, Erica	School Counselor
Grant, April	Teacher, ESE
Salgan, Jacqueline	Instructional Coach

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 among the 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. He enables all members of the team to work collaboratively through data driven analysis and decision making.

Ines Diaz, Assistant Principal: Assists in overseeing the 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. She facilitates Professional Development for those who are new to the team or to the school to maintain continuity. Additionally, she implements procedures to ensure that appropriate documentation of student progress and that intervention is timely and appropriate.

Wendy Forteza, Assistant Principal: Collaborates on the 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. She provides and facilitates professional development for teachers and interventionists regarding data-based instructional planning. She ensures that progress monitoring is current, timely and relevant. Additionally, she provides guidance on the K-12 reading plan; facilitates and supports I-Ready data collection and analysis. She supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Grade Level Chairpersons: These teachers provide information about core instruction, participate in student data collection, deliver Tier 1 materials/instruction with Tier 2 and collaborate with colleagues regarding strategies and intervention for Tier 2 and Tier 3 students.

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 assists in disseminating information related to MTSS/RtI. In addition, team members provide current information relating to i-Ready results as well as the status of Tier 2 and 3 students and the implications for the 2017-2018 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 assists.

Special Education (SPED) Teacher: Dr. April Grant, SPED Teacher, Participates in the MTSS/RtI process not only as it pertains to Students With Disabilities (SWD) but to lend 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 teacher intervenes 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: Dr. Edwidge Seraphin, guides the 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. She provides insight to parents and teachers in terms of the whole-child development, lending expertise in behavioral as well as academic assistance.

Speech/Language Pathologist: Mrs. 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. She 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: Mr. 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 on-going 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 on Tuesdays 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 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.

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 after school tutoring. 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.

Title III
Hubert O. Sibley K-8 Academy administration utilizes its Title III funds to supplement and enhance the programs for English Language Learners (ELL) and immigrant students. Title III tutoring will assist our ELL students in grades 3 - 8. Students will have the opportunity to attend tutoring 3 times per week for one additional hour of instruction per day. The program will help students improve their literacy and mathematical skills.

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.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
• Our school counselor serves as our Homeless Liaison. She assists in collaboration with our school registrar.
• 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.

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 implement 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, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Migrant Students
The student services staff at Hubert O. Sibley K-8 Academy work together with the administrative team to provide a solid education for all students. We currently do not have migrant students. However, assistance is provided to migrant students when needed.

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
Wendy Forteza	Education Support Employee
Felisha Burden	Education Support Employee
Erica Ballard	Education Support Employee

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, Â§ 1114(b)(2).

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.

b. Development of this school improvement plan

In the latter part of the 2016 - 2017 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 2017 - 2018 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
Izella, Johnson	Teacher, K-12
Redmon, Jeffrey	Teacher, K-12
Diaz, Ines	Assistant Principal
Forteza, Wendy	Assistant Principal
Ballard, Erica	School Counselor
Grant, April	Teacher, ESE
Salgan, Jacqueline	Instructional Coach

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 to the Florida State Standards. The curriculum offered to students will be aligned through the use of District Pacing Guides.

D. Public and Collaborative Teaching

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

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.

Hubert O. Sibley K-8 Academy 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. We 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. Eligible teachers will be recruited from the Teacher Match platform as well.

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

Hubert O. Sibley K - 8 Academy is always willing to partner 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 in 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 daily differentiated instruction. 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: 960

Hubert O. Sibley K - 8 Academy hosts a Saturday Academy program approximately four 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 our three 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 will improve student achievement.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Forteza, Wendy, wforteza@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, topic assessments, e-assessments and teacher recommendation are used to determine which students will participate. As the four week process unfolds, benchmark data is examined for these students to ensure adequate progress. This data is collected by administration and shared with the Saturday Academy teachers.

Strategy: After School Program

Minutes added to school year: 1,800

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 will improve student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Forteza, Wendy, wforteza@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 before/after school teachers.

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, §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.

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 transition meeting at the end of each school year. We always encourage that parents and teachers engage in dialogue regarding expectations as well as the logistics of the school day. This has always been a successful event and the bridges of communication between family and teacher are formed at this time.

During the first 30 days of the school year, Kindergarten teachers will administer the Star Early Literacy Assessment as the Florida Kindergarten Readiness Screener - (FLKRS). Additionally, students in Kindergarten participate in i Ready Diagnostic tests which measure student growth in the following domains: Phonological Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension of Informal Text and Comprehension of Literary Text.

Students in grade 8 participate in scheduled articulation meetings with local high schools outlining

and showcasing special programs and curricular opportunities available for students transitioning into the high school setting.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 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 core instruction is increased in all content areas, then student achievement will improve.

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 core instruction is increased in all content areas, then student achievement will improve. `1a`

🔑 G096802

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, and Gateway 2 Data

- Math: Florida Assessment Standards / Item Specifications; i-Ready C-PALMS; District Pacing Guide; Student Data, Reflex Math, Discovery Education, Think Central, and Gateway 2 Data

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

- Social Science: Item Specifications and District Pacing Guides

- Technology: Promethean Boards, Tablets, Discovery Education, i-Ready, Reflex Math, Think Central, C-Palms, Gateway 2 Data, Achieve 3000, Imagine Learning, Edgenuity, Edmodo

- Technology: Promethean Boards, Tablets, Discovery Education, i-Ready, Reflex Math, Think Central, C-Palms, Gateway 2 Data, Achieve 3000, Imagine Learning, Edgenuity, Edmodo

Plan to Monitor Progress Toward G1. `8`

Data resulting from i-Ready Diagnostic windows, topic assessments and e-assessments 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 8/21/2017 to 6/7/2018

Evidence of Completion
Student progress on Florida Standards Assessments, District EOC's, Power BI Reports, i-Ready Reports.

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 core instruction is increased in all content areas, then student achievement will improve. [1]

🔑 G096802

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

🔑 B260399

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]

🔑 S275806

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]

All Language Arts teachers will work directly with our Reading Coach. The administrative team will send teachers to monthly Grade Level Specific ICAD Training Meetings. The information will be shared with other reading teachers on the same grade level.

Person Responsible

Jacqueline Salgan

Schedule

Monthly, from 10/6/2017 to 5/7/2018

Evidence of Completion

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

Action Step 2 5

The Reading Coach will work with teachers to ensure that professional development sessions are effectively guiding teachers in the right direction as they plan to provide students with a rigorous curriculum. 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 conversations and the effective use of technology.

Person Responsible

Jacqueline Salgan

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Common planning schedule, sign-in sheets from meetings.

Action Step 3 5

The Administrative Team will hold Data Chats with teachers after each i-Ready administration. i-Ready Data will help guide the instructional goals for students.

Person Responsible

Ines Diaz

Schedule

On 8/21/2017

Evidence of Completion

Needs assessment results generated from teacher results.

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 8/21/2017 to 6/7/2018

Evidence of Completion

Walk through logs and student work

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

Monitor student progress on both informal and formal assessments.

Person Responsible

Chandrell Larkin

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Data gathered from i-Ready Diagnostic Assessments, Topic Assessments, and E-Assessments.

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.B1.S1.A3 🔑 A370722	The Administrative Team will hold Data Chats with teachers after each i-Ready administration....	Diaz, Ines	8/21/2017	Needs assessment results generated from teacher results.	8/21/2017 one-time
G1.B1.S1.A1 🔑 A370720	All Language Arts teachers will work directly with our Reading Coach. The administrative team will...	Salgan, Jacqueline	10/6/2017	Sign-in sheets from PD sessions, lesson plans, and rigorous activities.	5/7/2018 monthly
G1.MA1 🔑 M399068	Data resulting from i-Ready Diagnostic windows, topic assessments and e-assessments will be...	Larkin, Chandrell	8/21/2017	Student progress on Florida Standards Assessments, District EOC's, Power BI Reports, i-Ready Reports.	6/7/2018 quarterly
G1.B1.S1.MA1 🔑 M399066	Monitor student progress on both informal and formal assessments.	Larkin, Chandrell	8/21/2017	Data gathered from i-Ready Diagnostic Assessments, Topic Assessments, and E-Assessments.	6/7/2018 monthly
G1.B1.S1.MA1 🔑 M399067	Conduct classroom walkthroughs, review lesson plans, review student work, review student data.	Larkin, Chandrell	8/21/2017	Walk through logs and student work	6/7/2018 weekly
G1.B1.S1.A2 🔑 A370721	The Reading Coach will work with teachers to ensure that professional development sessions are...	Salgan, Jacqueline	8/21/2017	Common planning schedule, sign-in sheets from meetings.	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 core instruction is increased in all content areas, then student achievement will improve.

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

All Language Arts teachers will work directly with our Reading Coach. The administrative team will send teachers to monthly Grade Level Specific ICAD Training Meetings. The information will be shared with other reading teachers on the same grade level.

Facilitator

Language Arts/ District Personnel

Participants

Grades K-5 Language Arts/ Reading Teachers

Schedule

Monthly, from 10/6/2017 to 5/7/2018

PD Opportunity 2

The Reading Coach will work with teachers to ensure that professional development sessions are effectively guiding teachers in the right direction as they plan to provide students with a rigorous curriculum. 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 conversations and the effective use of technology.

Facilitator

Leadership Team

Participants

All instructional staff

Schedule

Weekly, from 8/21/2017 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	All Language Arts teachers will work directly with our Reading Coach. The administrative team will send teachers to monthly Grade Level Specific ICAD Training Meetings. The information will be shared with other reading teachers on the same grade level.	$0.00
2	G1.B1.S1.A2	The Reading Coach will work with teachers to ensure that professional development sessions are effectively guiding teachers in the right direction as they plan to provide students with a rigorous curriculum. 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 conversations and the effective use of technology.	$0.00

Function	Object	Budget Focus	Funding Source	FTE	2017-18
		5141 - Hubert O. Sibley K 8 Academy	School Improvement Funds		$0.00
		Notes: Funds will be allocated for supplemental resources to support differentiated instruction.			

3	G1.B1.S1.A3	The Administrative Team will hold Data Chats with teachers after each i-Ready administration. i-Ready Data will help guide the instructional goals for students.	$0.00
		Total:	$0.00