

Miami-Dade County Public Schools

Hubert O. Sibley K 8 Academy



2021-22 Schoolwide Improvement Plan

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Hubert O. Sibley K 8 Academy

255 NW 115TH ST, Miami, FL 33168

<http://hubertosibley.dadeschools.net>

Demographics

Principal: Chandrell Larkin

Start Date for this Principal: 8/9/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (48%) 2017-18: C (49%) 2016-17: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-8</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>95%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>99%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Hubert O. Sibley K-8 Academy 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 and quality services.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Larkin, Chandrell	Principal	Manages the entire operation of an elementary school including overseeing the teachers, staff, student learning, and the safety of the students.
Bryant, Angelica	Assistant Principal	Through coordination with principals they enforce a school's policies and help set goals and objectives for both instruction and extracurricular activities.
Diaz, Ines	Assistant Principal	Through coordination with principals they enforce a school's policies and help set goals and objectives for both instruction and extracurricular activities.
Salgan, Jacqueline	Instructional Coach	Provide coaching and other professional development support that enables teachers to think reflectively about improving student learning and implementing various instructional programs and practices.
Allen, Sonji	Teacher, K-12	PD Liaison provides his/her colleagues with information and materials relating to PD programs and services and become the communication linkage between the school and the Office of Professional Development.
Brailsford, Sade	Teacher, K-12	The activity director designs and implements extracurricular programs and activities within their school.
Roche, Kerrine	Teacher, K-12	Pre-K teacher, focusing on out Pre-K curriculum that addresses early childhood education requirements.

Demographic Information

Principal start date

Friday 8/9/2019, Chandrell Larkin

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

26

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

560

Identify the number of instructional staff who left the school during the 2020-21 school year.

8

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	34	60	56	76	53	80	63	60	78	0	0	0	0	560
Attendance below 90 percent	5	14	4	16	7	18	17	11	14	0	0	0	0	106
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	16	15	4	9	4	19	19	0	0	0	0	87
Course failure in Math	0	1	13	11	5	19	10	4	5	0	0	0	0	68
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	15	19	22	20	0	0	0	0	76
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	12	27	19	36	0	0	0	0	94
Number of students with a substantial reading deficiency	0	12	33	55	14	43	30	43	45	0	0	0	0	275

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	11	15	2	19	23	22	26	0	0	0	0	119

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	18	0	0	0	1	0	0	0	0	0	20
Students retained two or more times	0	0	0	1	0	1	2	2	0	0	0	0	0	6

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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	
Number of students enrolled	71	68	65	73	84	67	63	85	84	0	0	0	0	660
Attendance below 90 percent	13	5	10	13	18	14	10	15	19	0	0	0	0	117
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	18	6	13	9	3	18	20	7	0	0	0	0	94
Course failure in Math	0	14	3	13	19	9	3	5	3	0	0	0	0	69
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	15	18	22	20	25	0	0	0	0	100
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	12	24	19	36	33	0	0	0	0	124

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	12	4	13	19	20	21	27	25	0	0	0	0	141

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	18	0	0	0	1	0	0	0	0	0	20
Students retained two or more times	0	0	0	1	1	1	1	1	1	0	0	0	0	6

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				35%	63%	61%	39%	62%	60%
ELA Learning Gains				48%	61%	59%	57%	61%	57%
ELA Lowest 25th Percentile				52%	57%	54%	54%	57%	52%
Math Achievement				35%	67%	62%	30%	65%	61%
Math Learning Gains				51%	63%	59%	47%	61%	58%
Math Lowest 25th Percentile				47%	56%	52%	49%	55%	52%
Science Achievement				32%	56%	56%	38%	57%	57%
Social Studies Achievement				44%	80%	78%	52%	79%	77%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	24%	60%	-36%	58%	-34%
Cohort Comparison						
04	2021					
	2019	29%	64%	-35%	58%	-29%
Cohort Comparison		-24%				
05	2021					
	2019	35%	60%	-25%	56%	-21%
Cohort Comparison		-29%				
06	2021					
	2019	31%	58%	-27%	54%	-23%
Cohort Comparison		-35%				
07	2021					
	2019	26%	56%	-30%	52%	-26%
Cohort Comparison		-31%				
08	2021					
	2019	49%	60%	-11%	56%	-7%
Cohort Comparison		-26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	28%	67%	-39%	62%	-34%
Cohort Comparison						
04	2021					
	2019	38%	69%	-31%	64%	-26%
Cohort Comparison		-28%				
05	2021					
	2019	22%	65%	-43%	60%	-38%
Cohort Comparison		-38%				
06	2021					
	2019	26%	58%	-32%	55%	-29%
Cohort Comparison		-22%				
07	2021					
	2019	24%	53%	-29%	54%	-30%
Cohort Comparison		-26%				
08	2021					
	2019	43%	40%	3%	46%	-3%
Cohort Comparison		-24%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	21%	53%	-32%	53%	-32%
Cohort Comparison						
08	2021					
	2019	29%	43%	-14%	48%	-19%
Cohort Comparison		-21%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	68%	32%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	44%	73%	-29%	71%	-27%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	89%	63%	26%	61%	28%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	54%	-54%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

English Language Arts and Math progress monitoring data in grades K-8 is based on i-ready diagnostic data. Science data for grades 5 and 8 is based off of Mid-year assessments. Civics data for 7th grade is based off of the Mid-year assessment.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24.5%	26.4%	39.6%
	Economically Disadvantaged	25%	22.9%	37.5%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.5%	26.4%	36.5%
	Economically Disadvantaged	26.1%	22.9%	34.0%
	Students With Disabilities	0	0	0
	English Language Learners	16.7%	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23.5%	29.4%	35.3%
	Economically Disadvantaged	24.0%	30.0%	36.0%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11.8%	23.5%	32.0%
	Economically Disadvantaged	12.0%	24.0%	32.7%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33.3%	47.7%	58.8%
	Economically Disadvantaged	33.9%	46.9%	57.8%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6.6%	23.1%	32.8%
	Economically Disadvantaged	6.7%	23.4%	33.3%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16%	28.4%	25.7%
	Economically Disadvantaged	13.9%	25.4%	22.5%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6.8%	16.2%	23.6%
	Economically Disadvantaged	4.3%	14.1%	23.2%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29.5%	36.1%	50.8%
	Economically Disadvantaged	28.8%	35.6%	50.8%
	Students With Disabilities	14.3%	14.3%	28.6%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14.3%	29.5%	38.3%
	Economically Disadvantaged	14.8%	30.5%	37.9%
	Students With Disabilities	0	28.6%	28.6%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	11.0%	0
	Economically Disadvantaged	0	12.0%	0
	Students With Disabilities	0	20.0%	0
	English Language Learners	0	10.0%	0

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19.6%	19.6%	25.5%
	Economically Disadvantaged	20.9%	21.3%	27.7%
	Students With Disabilities	0	0	0
	English Language Learners	0	10.5%	10.5%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17.6%	25.5%	30.0%
	Economically Disadvantaged	19.1%	27.7%	31.9%
	Students With Disabilities	00	0	0
	English Language Learners	5.3%	5.3%	5.3%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36.8%	47.3%	46.9%
	Economically Disadvantaged	35.8%	46.6%	46.9%
	Students With Disabilities	0	33.3%	50.0%
	English Language Learners	33.3%	33.3%	40.0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22.9%	35.1%	26.8%
	Economically Disadvantaged	23.2%	34.2%	27.1%
	Students With Disabilities	60.0%	50.0%	50.0%
	English Language Learners	16.7%	33.3%	33.3%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	20.0%	0
	Economically Disadvantaged	0	44.0%	0
	Students With Disabilities	0	50.0%	0
	English Language Learners	0	38.0%	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50.7%	53.5%	62.0%
	Economically Disadvantaged	53.2%	54.5%	60.6%
	Students With Disabilities	40.0%	33.3%	33.3%
	English Language Learners	16.7%	33.3%	44.4%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27.3%	35.2%	50.7%
	Economically Disadvantaged	29.5%	36.4%	53.1%
	Students With Disabilities	16.7%	16.7%	50.0%
	English Language Learners	11.1%	44.4%	44.4%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	48.0%	0
	Economically Disadvantaged	0	50.0%	0
	Students With Disabilities	0	0	0
	English Language Learners	0	50.0%	0
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	17	36	33	17	19	9	22				
ELL	33	58	71	19	39	46	24	41			
BLK	31	47	43	17	29	36	23	40	63		
HSP	34	59		23	35		38	45			
FRL	31	48	48	18	30	38	25	40	60		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	46	54	32	48	29	20				
ELL	29	50	49	33	52	55	27	38			
BLK	34	47	49	34	49	47	32	46	85		
HSP	36	52	64	38	58	40	29	36			
FRL	35	48	51	34	51	47	31	45	85		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	45		19	52		25				
ELL	28	59	56	23	46	49	26	35			
BLK	38	57	55	29	49	52	32	53	73		
HSP	43	57	46	33	34	33	55				
FRL	39	57	53	30	47	49	38	52	73		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	35
Total Points Earned for the Federal Index	375
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2019 data findings:

All ELA Subgroups Achievement decreased except for SWD which increased by 1 percentage points.

All ELA Subgroups Learning Gains decreased except for SWD, which increased by 1 percentage points.

All ELA Subgroups Learning Gains L25 decreased by at least 5 percentage points.

2021 data findings using the progress monitoring data:

All ELA Subgroups Achievement increased except for 4th Grade ED which decreased by 3 percentage points.

All Math Subgroups Achievement increased except for 7th Grade ED which decreased by 7 percentage points.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 data findings:

ELA Subgroups Learning Gains L25 decreased by at least 5 percentage points.

2021 data findings using the progress monitoring data :

7th Grade ED which decreased by 7 percentage points.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

We need to strengthen and continue to focus on implementing consistent collaborative planning for instruction using data in all classrooms. We will plan with teachers to incorporate strategies that focus on lower performing students to help them access grade level content. We will be strategic with aligning resources and include OPM in our data chats.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

2021 data findings using the progress monitoring data i-Ready:

ELA 3rd grade i-Ready increased from 33% fall to 58% spring

What were the contributing factors to this improvement? What new actions did your school take in this area?

We created a collaborative planning schedule to analyze student data and plan for differentiated instruction.. Instructional Coaches and Administrators will attend weekly collaborative planning sessions and contribute to conversations with individual departments to carefully align resources.

What strategies will need to be implemented in order to accelerate learning?

Standard Based Collaborative Planning
Differentiated Instruction

Intervention
Professional Development

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST will develop professional development sessions on using data to drive instruction and how to align resources to small group instruction. Administration will schedule continuous data chats with teachers and provide individualized feedback and next steps (ongoing). Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing).

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Collaborative planning will be scheduled weekly with the Instructional Coaches, and a member of the Leadership Team will attend to ensure strategies being implemented align with the School Improvement Plan. We will offer extended learning opportunities by providing after school tutoring, Tier 2 and Tier 3 interventions as well as Instructional Camps.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:

Based on the 2020-2021 FSA data, our Math score decreased by 17 percentage points from 35 % in 2019 to 18 % in 2021, our school will implement the Targeted Element of Student Engagement. Hubert O. Sibley K-8 Academy will strive to increase student engagement, we will continue to use data to drive our instruction and create engaging lessons to increase proficiency. If we continue to have high expectations for all students and increase student engagement, then we will have more students scoring at proficiency, and we will achieve higher learning gains in the areas of Reading, Mathematics, and Science .

Measurable Outcome:

If we successfully implement strategies to enhance student engagement, then our students FSA scores in ELA and Math will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.

Monitoring:

The Leadership Team will conduct quarterly data chats with teachers, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Data Analysis of formative assessments will be reviewed and tracked to observe progress. This data will be analyzed during collaborative planning meetings to ensure students are demonstrating growth on remediated standards.

Person responsible for monitoring outcome:

Angelica Bryant (289157@dadeschools.net)

Evidence-based Strategy:

Student Engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught (physical or virtual), which extends to the level of motivation they have to learn and progress in their education. This deals with student engagement, cognitively, behaviorally, physically and emotionally.

Rationale for Evidence-based Strategy:

Monitoring student engagement is a critical key in helping teachers adjust and enhance their lesson plan and delivery. We will use higher order questions and teacher feedback to monitor the students understanding of standards.

Action Steps to Implement

8/30/21-10/11/21 We will continue to improve our school-wide i-Ready reward system to enhance engagement, and reward students for reaching their goal.

Person Responsible

Ines Diaz (inesdiaz@dadeschools.net)

8/30/21-10/11/21 Coaches will work with teachers during collaborative planning to implement a mix of content and activity to present information in a variety of ways (i.e., visual, textual, audial, tactile, kinesthetic).

Person Responsible

Jacqueline Salgan (jsalgan@dadeschools.net)

8/30/21-10/11/21 We will continue to support our students by providing school wide clubs sponsored by school staff. Clubs will meet monthly, and focus on building relationships. Teachers will spend more time during class to engage in conversations with each student and interact one-to-one.

Person Responsible

Angelica Bryant (abryant@dadeschools.net)

8/30/21-10/11/21 Create a culture of high expectations by having student data chats and setting goals. Teachers will keep class-wide data trackers and students will record their data as it becomes available.

Person Responsible Angelica Bryant (abryant@dadeschools.net)

11/1/21-12/17/21 To increase student engagement we will implement our new i-Ready reward system and reward students for reaching their minute goal and lesson passage rate.

Person Responsible Angelica Bryant (abryant@dadeschools.net)

11/1/21-12/17/21 We will continue to share best practices and specific strategies in collaborative planning to increase student engagement.

Person Responsible Jacqueline Salgan (jsalgan@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:

Based on the 2020-2021 FSA data, our Math score decreased by 17 percentage points from 35% in 2019 to 18% in 2021, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated our overall FSA scores in Math. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for all students to access grade-level content in order to make learning gains and move towards proficiency.

Measurable Outcome:

If we successfully implement Differentiated Instruction consistently, then students will increase by a minimum of 10 percentage points in Math, as evidenced by the 2022 State Assessments.

Monitoring:

The Leadership Team will conduct quarterly data chats, teachers will adjust groups based on current data in real time, and administration will follow-up with regular walkthroughs to ensure quality instruction is taking place.

Person responsible for monitoring outcome:

Angelica Bryant (289157@dadeschools.net)

Evidence-based Strategy:

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Rationale for Evidence-based Strategy:

Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons and differentiate instruction based on student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

8/30/21-10/11/21 The Instructional Coach will meet with grade levels each week to collaborate on Math instructional frameworks, pacing guides, toolbox materials, and best practices in curriculum.

Person Responsible

Jacqueline Salgan (jsalgan@dadeschools.net)

8/30/21-10/11/21 The Instructional Coach will meet with grade levels to dissect Math i-Ready AP1 data and group students accordingly. Also after each Topic test to group for DI.

Person Responsible

Jacqueline Salgan (jsalgan@dadeschools.net)

8/30/21-10/11/21 The Instructional Coach will meet with grade levels weekly to decide instructional material that will be utilized for differentiated instruction.

Person Responsible

Jacqueline Salgan (jsalgan@dadeschools.net)

8/30/21-10/11/21 During collaborative planning/ and or faculty meetings teachers will share best practices for differentiated instruction.

Person Responsible

Jacqueline Salgan (jsalgan@dadeschools.net)

11/1/21-12/17/21 During collaborative planning, teachers will run the Math Personalized Lesson report on i-Ready to target specific skills, and gather appropriate material for instruction.

Person Responsible Angelica Bryant (abryant@dadeschools.net)

11/1/21-12/17/21 During collaborative planning, the Instructional Coach will analyze current topic assessment data to determine the appropriate standard to use during D.I. Wednesday.

Person Responsible Angelica Bryant (abryant@dadeschools.net)

#3. Leadership specifically relating to Managing Accountability Systems

Area of

Focus Description and Rationale: Based on Based on the 2020-2021 FSA data, we want to use the Targeted Element of Managing Accountability Systems, to make sure we have systems to consistently track student data.

Measurable Outcome: If we successfully implement the Targeted Element of Managing Accountability Systems, then we will be able to consistently track data and students will increase by a minimum of 10 percentage points in both ELA and Math, as evidenced by the 2022 State Assessments.

Monitoring: The Leadership Team will keep meeting logs outlining discussions and outcomes of leadership meetings, curriculum council meetings, and data chats.

Person responsible for monitoring outcome: Ines Diaz (inesdiaz@dadeschools.net)

Evidence-based Strategy: Managing Data Systems and Processes involves setting expectations and practices around the ongoing examination of data to evaluate the effectiveness of instruction to improve student outcomes. Some strategies to improve Managing Data Systems and Processes include meeting with stakeholders regularly to review data, having a pre-determined set of questions to assist in analyzing the data, discussing implications for the data, and implementing next steps.

Rationale for Evidence-based Strategy: Implementing specific consistent data systems we will achieve more consistent opportunities to analyze and discuss implementing next steps.

Action Steps to Implement

8/30/21-10/11/21 Conduct monthly Leadership Team meetings to review the effectiveness of the implementation steps as indicated in the school's school improvement plan.

Person Responsible Chandrell Larkin (pr5141@dadeschools.net)

8/30/21-10/11/21 Leadership team will meet monthly with Curriculum Council , to share current data positive and negative data trends.

Person Responsible Angelica Bryant (289157@dadeschools.net)

8/30/21-10/11/21 School-wide, teachers will be conducting data chats with their students. They will take place before and after each i-Ready diagnostic. All data will be recorded and kept in a data folder. Data chats will also occur after each bi-weekly and topic assessments. Data will then be used to plan for differentiated instruction.

Person Responsible Angelica Bryant (abryant@dadeschools.net)

8/30/21-10/11/21 Administration will schedule administration -teacher data conversations after the administration of baseline assessments and/or i-Ready Diagnostic AP1.

Person Responsible Angelica Bryant (289157@dadeschools.net)

11/1/21-12/17/21 We will schedule data chats with teachers, to align instruction with school-wide goals.

Person Responsible Chandrell Larkin (pr5141@dadeschools.net)

11/1/21-12/17/21 Leadership team will continue to meet monthly with Curriculum Council , to share current data positive and negative data trends.

Person Responsible Angelica Bryant (abryant@dadeschools.net)

#4. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Based on our 2020-2021 School Climate Survey data (on PowerBi) , 23% of our students strongly agree that adults at the school care about them as an individual, compared to the 2019-2020 School Climate Survey data (on PowerBi) where 27% of our students strongly agree that adults at the school care about them as an individual, a decrease of 4%.

Measurable Outcome: If we successfully implement the Targeted Element of Social Emotional Learning, our students will receive support that will contribute to improved student outlook. With consistent student intervention, our 2021-2022 student culture survey relating to students agreeing that adults care about them will increase 10 percentage points by June 2022.

Monitoring: Effective implementation will be evidenced through the implementation of social-emotional strategies that can be used to cultivate empathy in our interactions with peers, students, and families.

Person responsible for monitoring outcome: Ines Diaz (inesdiaz@dadeschools.net)

Evidence-based Strategy: Social and Emotional Learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Casel 2013).

Rationale for Evidence-based Strategy: In order to create a culture where all students feel accepted and cared about we need to increase our SEL strategies in our classrooms. SEL is critical for building healthy relationships, communicating effectively, and living a meaningful life.

Action Steps to Implement

8/30/21-10/11/21 Hubert O. Sibley students will design and construct a garden which will then be utilized by students to meet the SEL goal through various activities.

Person Responsible Angelica Bryant (289157@dadeschools.net)

8/30/21-10/11/21 The school counselor will conduct monthly visits during class sessions to provide students with information regarding social emotional awareness.

Person Responsible Angelica Bryant (289157@dadeschools.net)

8/30/21-10/11/21 During weekly collaborative planning teachers will incorporate the social emotional learning activities presented in the pacing guide, and discuss best practices related to the activities.

Person Responsible Angelica Bryant (289157@dadeschools.net)

8/30/21-10/11/21 Administration will hold data chats with classroom teachers, to identify students demonstrating a need for additional monitoring from an academic or social-emotional perspective.

Person Responsible Angelica Bryant (289157@dadeschools.net)

11/1/21-12/17/21 Hubert O. Sibley students will design and construct a garden which will then be utilized by students to meet the SEL goal through various activities.

Person Responsible Angelica Bryant (abryant@dadeschools.net)

11/1/21-12/17/21 During weekly collaborative planning teachers will incorporate the social emotional learning activities presented in the pacing guide, and discuss best practices related to the activities.

Person Responsible Jacqueline Salgan (jsalgan@dadeschools.net)

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Based on the 2020-2021 FSA data, our ELA score decreased by 4 percentage points from 35% in 2019 to 31% in 2021, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated our overall FSA scores in Reading . We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for all students to access grade-level content in order to make learning gains and move towards proficiency.

Measurable Outcome:

If we successfully implement Differentiated Instruction consistently, then students will increase by a minimum of 5 percentage points in Reading, as evidenced by the 2022 State Assessments.

Monitoring:

The Leadership Team will conduct quarterly data chats, teachers will adjust groups based on current data in real time, and administration will follow-up with regular walkthroughs to ensure quality instruction is taking place.

Person responsible for monitoring outcome:

Angelica Bryant (abryant@dadeschools.net)

Evidence-based Strategy:

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Rationale for Evidence-based Strategy:

Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons and differentiate instruction based on student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

8/30/21-10/11/21 The Instructional Coach will meet with grade levels to dissect Reading i-Ready AP1 data and group students accordingly.

Person Responsible

Jacqueline Salgan (jsalgan@dadeschools.net)

8/30/21-10/11/21 The Instructional Coach will meet with grade levels each week to collaborate on Reading instructional frameworks, pacing guides, toolbox materials, and best practices in curriculum.

Person Responsible

Jacqueline Salgan (jsalgan@dadeschools.net)

8/30/21-10/11/21 During collaborative planning/ and or faculty meetings teachers will share best practices for differentiated instruction.

Person Responsible

Jacqueline Salgan (jsalgan@dadeschools.net)

8/30/21-10/11/21 The Instructional Coach will meet with grade levels weekly to decide instructional material that will be utilized for differentiated instruction.

Person Responsible

Angelica Bryant (289157@dadeschools.net)

11/1/21-12/17/21 During collaborative planning, teachers will run the ELA Personalized Lesson report on i-Ready to target specific skills, and gather appropriate material for instruction.

Person Responsible Jacqueline Salgan (jsalgan@dadeschools.net)

11/1/21-12/17/21 4th-8th grade teachers will use the District Baseline reading assessment to target individual mini-lessons appropriate for student performance.

Person Responsible Jacqueline Salgan (jsalgan@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Hubert O. Sibley K-8 Academy school incidence ranking is #80 out of 313 combination schools statewide. We are ranked 29 out of 66 in the county. Hubert O. Sibley K-8 Academy will implement the attendance action plan to increase student attendance and decrease truancy.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Hubert O. Sibley K-8 Academy we are committed to continuously increasing student engagement and prioritizing the social emotional wellness of all students. Our strengths in building a positive school culture, include creating experiences throughout the year to engage staff and students to build relationships. Students are supported through various club activities. Students are held to high expectations and are validated through the daily reciting of the Sibley Creed. Staff and students are provided opportunities to come together to share celebrations of various cultures. We provide opportunities for staff to participate in leadership activities and presentations during faculty and/or collaborative planning meetings.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in building a positive school culture and environment are the Principal, Mrs. Larkin, Assistant Principals, Ms. Diaz, and Ms. Bryant, Instructional Coaches, Mrs. Salgan and Ms. Myles, Teacher Leaders and our Counselors, Ms. Othello and Ms. Burden. The Principal’s role is to monitor and oversee all the school’s initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principals will monitor other programs and assist in ensuring all information is shared with stakeholders in a timely manner. Instructional coaches assist in providing support to teachers and providing mentorship. Teacher leaders and counselors, provide student support .

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	5141 - Hubert O. Sibley K 8 Academy	Other		\$1,500.00
			<i>Notes: i-Ready incentive rewards</i>			
2	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$0.00
3	III.A.	Areas of Focus: Leadership: Managing Accountability Systems				\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$1,500.00