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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: 8/15/2019

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (54%) 2018-19: C (48%) 2017-18: C (49%)
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	ATSI
* 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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255 NW 115TH ST, Miami, FL 33168

<http://hubertosibley.dadeschools.net>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-8</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</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	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

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SIP Authority

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<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to build together collaboratively by providing a variety of high-quality experiences for students, and to promote academic, social and developmental needs for all stakeholders.

Provide the school's vision statement.

A community where all children feel loved, respected, and encouraged to develop to their fullest potential.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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.
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.
Myles, Shamika	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.
Gaviria, Michelle	Teacher, K-12	Responsible for teaching students based on national curriculum guidelines within their specialist subject areas.

Demographic Information

Principal start date

Thursday 8/15/2019, Chandrell Larkin

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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.*

17

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

657

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	62	61	57	75	64	66	122	64	69	0	0	0	0	640
Attendance below 90 percent	0	7	9	10	5	7	11	27	31	0	0	0	0	107
One or more suspensions	0	0	0	0	0	2	10	58	38	0	0	0	0	108
Course failure in ELA	0	7	16	15	9	6	11	21	29	0	0	0	0	114
Course failure in Math	0	5	11	7	6	4	12	0	7	0	0	0	0	52
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	15	14	19	46	33	54	0	0	0	0	181
Level 1 on 2022 statewide FSA Math assessment	0	0	0	12	21	20	48	66	48	0	0	0	0	215
Number of students with a substantial reading deficiency	0	6	18	26	14	24	45	26	42	0	0	0	0	201

Using the table above, complete the table below with the number of students by current grade level who have 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	7	10	16	17	18	44	58	59	0	0	0	0	229

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	7	6	15	2	2	6	1	0	0	0	0	0	39
Students retained two or more times	0	0	0	1	0	2	7	3	1	0	0	0	0	14

Date this data was collected or last updated

Sunday 9/11/2022

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	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

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	50	56	59	75	59	80	63	69	74	0	0	0	0	585
Attendance below 90 percent	7	7	10	8	8	12	22	34	14	0	0	0	0	122
One or more suspensions	0	0	0	0	0	10	76	40	46	0	0	0	0	172
Course failure in ELA	0	18	8	22	6	5	35	32	3	0	0	0	0	129
Course failure in Math	0	9	7	10	4	5	4	5	0	0	0	0	0	44
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	26	18	29	44	55	33	0	0	0	0	205
Level 1 on 2019 statewide FSA Math assessment	0	0	0	32	22	28	74	49	58	0	0	0	0	263
Number of students with a substantial reading deficiency	0	19	14	31	24	32	28	43	25	0	0	0	0	216

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	10	7	30	19	25	74	60	51	0	0	0	0	276

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	7	7	13	2	3	10	3	0	0	0	0	0	45
Students retained two or more times	0	0	0	1	0	3	8	5	1	0	0	0	0	18

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	40%	62%	55%				35%	63%	61%
ELA Learning Gains	57%						48%	61%	59%
ELA Lowest 25th Percentile	56%						52%	57%	54%
Math Achievement	32%	51%	42%				35%	67%	62%
Math Learning Gains	59%						51%	63%	59%
Math Lowest 25th Percentile	60%						47%	56%	52%
Science Achievement	40%	60%	54%				32%	56%	56%
Social Studies Achievement	57%	68%	59%				44%	80%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	24%	60%	-36%	58%	-34%
Cohort Comparison		0%				
04	2022					
	2019	29%	64%	-35%	58%	-29%
Cohort Comparison		-24%				
05	2022					
	2019	35%	60%	-25%	56%	-21%
Cohort Comparison		-29%				
06	2022					
	2019	31%	58%	-27%	54%	-23%
Cohort Comparison		-35%				
07	2022					
	2019	26%	56%	-30%	52%	-26%
Cohort Comparison		-31%				
08	2022					
	2019	49%	60%	-11%	56%	-7%
Cohort Comparison		-26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	28%	67%	-39%	62%	-34%
Cohort Comparison		0%				
04	2022					
	2019	38%	69%	-31%	64%	-26%
Cohort Comparison		-28%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	22%	65%	-43%	60%	-38%
Cohort Comparison		-38%				
06	2022					
	2019	26%	58%	-32%	55%	-29%
Cohort Comparison		-22%				
07	2022					
	2019	24%	53%	-29%	54%	-30%
Cohort Comparison		-26%				
08	2022					
	2019	43%	40%	3%	46%	-3%
Cohort Comparison		-24%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	21%	53%	-32%	53%	-32%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-21%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	29%	43%	-14%	48%	-19%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	68%	32%	67%	33%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	44%	73%	-29%	71%	-27%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	89%	63%	26%	61%	28%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	54%	-54%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	17	42		9	39						
ELL	34	52	47	25	67	72	36	52			
BLK	39	57	55	31	57	59	38	56	77		
HSP	48	58		40	66	73	50	64			
FRL	40	58	58	32	58	60	39	61	82		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	528
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

2022 data findings:

All ELA Subgroups Achievement levels increased except SWD which stayed the same. All ELA Subgroups Learning Gains levels decreased except for SWD increased 6 percentage points, and FRL and BLK which increased 10 percentage points. All ELA Subgroups Learning Gains L25 level increased except ELL which decreased 24 percentage points.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

2021-2022 data findings:

7th grade ELA Subgroups Learning Gains L25 decreased 5 percentage points from 19% in 2021 to 14% in 2022.

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

The contributing factor that lead to this need for improvement is that a new reading program was introduced (Read 180), and our teacher needed additional support with implementation. 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 2022 state assessments, showed the most improvement?

2022 data findings using the progress monitoring data i-Ready. ELA 3rd grade i-Ready increased from 38% in fall 2021 to 59% in spring 2022.

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.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.
:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 2021-2022 FSA data, our 4th grade ESE students decreased in achievement from 28 percent in 2020-2021 to 22 percent in 2021-2022. 4th grade ESE students also decreased in learning gains from 57 percent in 2020-2021 to 35 percentage points in 2021-2022, We selected the overarching area of Data Driven Instruction based on our findings that demonstrated our 4th grade FSA scores in ELA. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction using data 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 move towards proficiency.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve.
This should be a data based, objective outcome.

If we successfully implement Data Driven Instruction consistently, then ESE students will increase by a minimum of 10 percentage points in ELA achievement level, as evidenced by F.A.S.T. results from PM1 to PM3.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

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:
Describe the evidence-based strategy being implemented for this Area of Focus.

With a focus on ELA Standards, our school will focus on the evidenced based strategy of Data Driven Instruction. Utilizing data-driven instruction will empower teachers to analyze the strengths and areas for growth in their particular classrooms and provide them with differentiated instructional strategies to help engage learners.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Data-driven instruction with a focus on ELA standards will enable teachers to provide meaningful instruction geared to the various needs of their students. Targeted instruction on ELA standards utilizing student data and progress monitoring of students not on track to score level 3 or above will enable teachers to instruct students, plan for D.I. for deficient standards, and provide the interventions needed for all learners.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22-10/14/22 The Instructional Coach will meet with teachers to dissect F.A.S.T. PM1 and i-Ready AP1 data and students accordingly.

Person Responsible Jacqueline Salgan (jsalgan@dadeschools.net)

8/22/22-10/14/ Instructional Coach will meet with teachers each week to collaborate on reading instructional frameworks, pacing guides, toolbox materials, and best practices in curriculum.

Person Responsible Jacqueline Salgan (jsalgan@dadeschools.net)

8/22/22-10/14/22 During collaborative planning/ and or faculty meetings teachers will share best practices for differentiated instruction.

Person Responsible Jacqueline Salgan (jsalgan@dadeschools.net)

8/22/22-10/14/22 The Instructional Coach will meet with teachers weekly to decide instructional material that will be utilized for differentiated instruction.

Person Responsible Jacqueline Salgan (jsalgan@dadeschools.net)

10/31/22- 12/16/22The Instructional Coach will meet with teachers to dissect F.A.S.T. PM2 data and dissect standards to implement remediation or enrichment accordingly.

Person Responsible Jacqueline Salgan (jsalgan@dadeschools.net)

10/31/22- 12/16/22 The Instructional Coach will meet with teachers to dissect standards using the bi-weekly assessment and decide instructional material that will be utilized for differentiated instruction.

Person Responsible Jacqueline Salgan (jsalgan@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 2021-2022 FSA data, our 4th grade ELA scores decreased by 5 percentage points from 35 % in 2021 to 30 % in 2022, our school will implement the Targeted Element of Standards-aligned instruction. Hubert O. Sibley K-8 Academy will strive to utilize standards to plan and engage students, we will continue to use data to drive our instruction and create engaging lessons to increase proficiency. If we continue to collaboratively plan using the B.E.S.T. standards, then we will have more students scoring at proficiency in Reading, Mathematics, and Science .

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement Standards-aligned instruction consistently students will increase by a minimum of 10 percentage points in ELA proficiency, as evidenced by F.A.S.T. results from PM1 to PM3.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will monitor lesson plans and observe instruction during walk-throughs

Person responsible for monitoring outcome:

Angelica Bryant (289157@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Standards-Aligned Instruction refers to teachers executing lessons based on the standards/learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objective/s through their work samples/tasks.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the

Standard-Based Planning improves collaboration among teachers and assures all teachers are teaching the new B.E.S.T. standards. Planning will assist teachers in utilizing best practices when implementing lessons based on the standards/learning targets and ensure that all students are receiving the grade level content and skills they need.

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22-10/14/22 The Instructional Coaches and administrators will meet with grade levels weekly to dissect standards and provide resources to master learning targets.

Person Responsible Jacqueline Salgan (jsalgan@dadeschools.net)

8/22/22-10/14/22 Administration and instructional coaches will have data chats after every progress monitoring assessment and identify standards which need to be remediated.

Person Responsible Angelica Bryant (289157@dadeschools.net)

8/22/22-10/14/22 PLST team will coordinate a professional development which will focus on the new B.E.S.T. standards and how to align the standards when lesson planning.

Person Responsible Jacqueline Salgan (jsalgan@dadeschools.net)

8/22/22-10/14/22 Instructional coaches will review artifacts in collaborative planning to ensure alignment with standards.

Person Responsible Shamika Myles (271460@dadeschools.net)

10/31/22- 12/16/22 The Instructional Coach will meet with teachers to dissect F.A.S.T. PM2 reading and math data and select standards to implement remediation or enrichment accordingly.

Person Responsible Shamika Myles (271460@dadeschools.net)

10/31/22- 12/16/22 Hubert O. Sibley will plan to provide professional development on Wednesday Dec. 21, Jan. 18, and Feb. 18 which will focus on the new B.E.S.T. standards and how to align the standards when lesson planning.

Person Responsible Jacqueline Salgan (jsalgan@dadeschools.net)

#3. Transformational Leadership specifically relating to Teacher Recruitment and Retention

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on our 2021-2022 School Climate Survey data (on PowerBi) , 54% of teachers liked working at our school, down from 84% in 2020-2021. To increase teacher morale we will implement the Targeted Element of Promoting the Morale and Performance of the Team.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement the Targeted Element of Promoting the Morale and Performance of the Team, then we will be able to consistently recruit and retain teachers and increase our climate survey results from 54% of teachers to 90% of teachers like working at our school

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will meet monthly to analyze recruitment efforts and monitor collaborative planning meetings to ensure action steps are being followed.

Person responsible for monitoring outcome:

Angelica Bryant (289157@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Promoting the Morale and Performance of the Team means that leaders check in with team members regularly and identify the need for boosting morale through incentive programs, rewards for positive performance, or other positive reinforcement. Motivational efforts are employed regularly to ensure the morale remains high. Leaders also incorporate opportunities to elevate the team's morale during struggle or opportunities for improvement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Promoting the Morale and Performance of the Team will increase staff morale and build a positive school culture. If our new teachers are assigned mentors, then we will be providing opportunities for teacher leaders to lead and support.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22-10/14/22 Administration will assign a mentor to all new teachers and teachers who are new to our academy..

Person Responsible Angelica Bryant (289157@dadeschools.net)

8/22/22-10/14/22 Hubert O. Sibley K-8 Academy will hold monthly meeting with mentors and mentees as whole group, Sibley Induction Academy.

Person Responsible Shamika Myles (271460@dadeschools.net)

8/22/22-10/14/22 Celebrate success - birthday shoutouts, bulletin board shout outs, Sibley Shark of the Month award pass off

Person Responsible Angelica Bryant (289157@dadeschools.net)

8/22/22-10/14/22 Administration will utilize social media including workplace, to advertise and recruit new teachers.

Person Responsible Chandrell Larkin (pr5141@dadeschools.net)

10/31/22- 12/16/22 Hubert O. Sibley K-8 Academy will continue to hold monthly meeting with mentors and mentees as a whole group, Sibley Induction Academy. This will provide mentees the opportunity to collaborate with other new staff members.

Person Responsible Angelica Bryant (289157@dadeschools.net)

10/31/22- 12/16/22 Administration will plan a booth and attend a hiring fair to attract future teachers.

Person Responsible Angelica Bryant (289157@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Collective Efficacy

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on our 2021-2022 School Climate Survey data (on PowerBi), 70% of teachers stated they work together as a team. Although that has increased from 2020-2021 by 14 points, we are looking to increase our staff's shared belief through the Targeted Element of Collective Efficacy

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement the Targeted Element of Collective efficacy, we will increase our climate survey to reflect that 90% of our teachers feel we work together as a team, which will in turn increase student achievement.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will monitor collaborative planning meetings to ensure action steps are being followed.

Person responsible for monitoring outcome:

Angelica Bryant (289157@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Collective Efficacy can be seen as a staff's shared belief that through their collective action, they can positively influence student outcomes and achievement. In fact, research indicates that collective efficacy is the number one factor influencing student achievement.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

In order to create a culture where all staff's have a shared belief that through their collective action, strategies in our classrooms. SEL is critical for building healthy relationships, communicating effectively, and living a meaningful life.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22-10/14/22 Teachers will have an opportunity to share their expertise with colleagues during grade-level monthly meetings. As a result, teachers will be motivated to empower and inspire others to also become part of the school's decision making. Teachers will collaborate with the leadership team in setting academic goals that target student achievement.

Person Responsible

Jacqueline Salgan (jsalgan@dadeschools.net)

8/22/22-10/14/22 Teacher leaders will share best practices in small group sessions during collaborative planning. As a result, teachers will develop and promote their own pedagogy in a smaller peer setting and set the tone for a shared decision-making process within the school.

Person Responsible

Shamika Myles (271460@dadeschools.net)

8/22/22-10/14/22 Ongoing opportunities for "Experts in My Building" who seek career advancement will be provided with opportunities to lead targeted schoolwide initiatives such as afterschool tutoring, teacher recruitment and retention efforts, and coordinate professional development for instructional staff.

Person Responsible

Angelica Bryant (289157@dadeschools.net)

8/22/22-10/14/22 After teachers share best practices during faculty meetings, the administration will provide opportunities for teachers needing support to participate in Learning Walks – to see their peers in action.

Person Responsible Angelica Bryant (289157@dadeschools.net)

10/31/22- 12/16/22 The leadership team will provide a schedule and coverage for select teachers so they can participate in Learning Walks – to see their peers in action.

Person Responsible Angelica Bryant (289157@dadeschools.net)

10/31/22- 12/16/22 Teacher leaders will share best practices from ELA and Math ICADS during collaborative planning.

Person Responsible Jacqueline Salgan (jsalgan@dadeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Our school will implement the Targeted Element of Differentiation based on the percentage of students who are not on track to score level 3 or above on the statewide standardized assessment. According to i-Ready AP3 14% of our kindergarten, 55% of our 1st grade and 56% of our second grade are not on track for proficiency. 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 move towards proficiency.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Our school will implement the Targeted Element of Differentiation based on the percentage of students below level 3 on 2022 statewide standardized ELA assessment. 3rd grade had 51% of students below

level 3, fourth grade had 70% of students below level 3, and 5th grade had 56% of students below level 3. 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 move towards proficiency.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

If we successfully implement Differentiated Instruction consistently, then students in K-2 will increase a minimum of 10 percentage points as evidenced by the 2023 State assessments.

Grades 3-5: Measureable Outcome(s)

If we successfully implement Differentiated Instruction consistently, then students will increase by a minimum of 10 percentage points in Reading, as evidenced by the 2023 State Assessments.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

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:

Select the person responsible for monitoring this outcome.

Salgan, Jacqueline, jsalgan@dadeschools.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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 Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Differentiated 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:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
8/22/22-10/14/22 The Instructional Coach will meet with grade levels to dissect F.A.S.T. PM1 data and group students accordingly. We will also analyze data after i-Ready AP1 and all bi-weekly assessments.	Salgan, Jacqueline, jsalgan@dadeschools.net
8/22/22-10/14/22 The Instructional Coach will meet with grade levels each week to collaborate on ELA instructional frameworks, pacing guides, toolbox materials, and best practices in curriculum.	Salgan, Jacqueline, jsalgan@dadeschools.net
10/31/22- 12/16/22 The Instructional Coach will meet with teachers to dissect F.A.S.T. PM2 reading data and dissect standards to implement remediation or enrichment accordingly.	Salgan, Jacqueline, jsalgan@dadeschools.net
10/31/22- 12/16/22 The Instructional Coach will meet with teachers weekly to dissect weekly assessments and analyze standards to chose appropriate material to utilize in D.I.	Salgan, Jacqueline, jsalgan@dadeschools.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 student achievement. 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 school culture and environment.

The stakeholders involved in building a positive school culture and environment are the Principal, Mrs. Larkin, Assistant Principal, Ms. Bryant, Instructional Coaches, Mrs. Salgan and Ms. Myles, Teacher Leaders and our Counselors, Ms. Eyma 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 Principal 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 .