
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 5141 - Hubert O. Sibley Elementary School

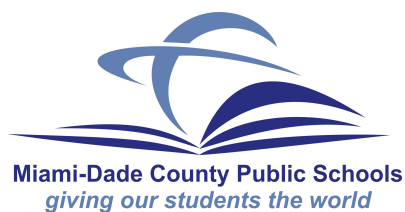
FeederPattern: North Miami Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Michael Charlot

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Hubert O. Sibley Elementary School

Hubert O. Sibley Elementary School is a 21st century school and is one of the largest state of the art technologically advanced schools in the state of Florida. This multi-ethnic, tri-lingual school presently offers a rigorous academic program as well as numerous extra curricular activities to 992 students in grades Pre-K through sixth grade. The school, in conjunction with the Educational Excellence School Advisory Council (EESAC) has identified and will implement the objectives stated for the 2006-2007 school year.

Given instructions using the Sunshine State Standards, students in grades 3-6 will improve their reading skills as evidenced by 57% of the students scoring at or above Level 3 on the 2007 FCAT reading assessment.

Given instructions using the Sunshine State Standards, the Limited English Proficient students will improve their reading skills as evidenced by 51% of the students scoring at or above Level 3 on the 2007 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in grades 3-6 will improve their mathematics skills as evidenced by an increase of 56% of students scoring at or above Level 3 on the 2007 Florida Comprehensive Assessment Test (FCAT) Mathematics Assessment.

Given instruction using the Sunshine State Standards, the Limited English Proficient students in grades 3-6 will improve their mathematics skills as evidenced 56% of the students scoring a Level 3 or higher on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as documented by scores of 3.5 and higher on the 2007 FCAT.

Given instruction using the Sunshine State Standards, students in grade five will increase science content knowledge and scientific thinking skills as evidenced by a 25% increase as documented on the 2007 FCAT Science Assessment.

Given the need to establish a link between school, home and community, the overall total parental participation in school sponsored activities will increase by 2% from 1600 to 1632 when comparing attendance rosters in 2005-2006 to the 2006-2007 attendance rosters.

Given a school wide emphasis on discipline the students will improve their behavior by a reduction of scams by 5% in the 2006-2007 school year.

Given a school wide emphasis on increasing the use of technology, teachers will have greater access to computers as evidenced by the increased rating to Stage 3 as measured by student attendance logs.

Given an awareness of the need to increase the level of physical fitness and good health of the students, the students will increase the percent of successful recipients of the gold and silver awards and will increase their level of physical fitness from 53% in 2005-2006 to 58% in 2006-2007.

Given the emphasis of including the arts in the total curriculum, students will increase their participation in the arts as evidenced by a 5% increase from 60 to 63 students that participated in musical activities during the 2005-2006 school year.

Hubert O. Sibley Elementary School will improve its ranking on the State of Florida ROI Index publication from the 62nd percentile in 2004 to the 66th percentile on the next publication of the index.

The results of the Organizational Performance Improvement Snapshot Assessment were largely favorable with scores ranging from 3.4-4.6 on a 5 point scale with the majority of answers scoring at 4.0 and above.

Two areas that have demonstrated a need for improvement are Business Results and Strategic Planning. In order for staff members to have an understanding of the financial aspects of the school, the principal will continue to work closely with EESAC to explain the FR 0 508 and Title I budget and all additional grant budget structures and answer any questions staff members have regarding the budget at the November EESAC meeting.

Hubert O. Sibley Elementary School has created a Professional Learning Community which consists of teachers, and administrators, that meet regularly, to monitor student achievement, utilize data to drive all curriculum programs and to plan for the future. The Professional Learning Community invites input from all staff members. Additionally, each grade level has been allotted common planning time whereby they can plan collaboratively and take their ideas and concerns back to the Professional Learning Community for their consideration.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Hubert O. Sibley Elementary School

VISION

Hubert O. Sibley Elementary School provides all students equal access to a technologically advanced comprehensive academic program. The school in partnership with the family, community and local businesses strive to promote a safe environment and inspire a lifelong love for learning by embracing the diversity of all individuals while celebrating the whole child.

MISSION

Hubert O. Sibley Elementary School is a state of the art facility dedicated to ensuring that its students will be knowledgeable, productive and successful citizens ready to meet the challenges of the 21st century.

A joint effort between the school, home and community will develop the total child and enable each student to achieve the academic, social and moral readiness necessary to take his/her place in an ever-changing society.

CORE VALUES

We pursue the highest standards in academic achievement and organizational performance.

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

We foster an environment that serves all students and aspires to eliminate the achievement gap.

School Demographics

Hubert O. Sibley Elementary is a multi-ethnic-tri-lingual school that presently offers a rigorous academic program as well as numerous extra curricular activities to 992 students in grades Pre-K through six. Our diverse population consists of 83% Black, Non-Hispanic, 01% White, Non-Hispanic, 15% Hispanic, less than 01% Indian and less than 01% Multiracial with 87% receiving free or reduced lunch. Our Limited English Proficient students comprise approximately 37% of our school.

Hubert O. Sibley is a Title I funded school utilizing allocated funds to address the specific needs of students. Additionally, there are a variety of programs offered at Hubert O. Sibley Elementary School. These programs include: The Exceptional Student Education Program delivered through a full inclusion model for students with diagnosed exceptionalities and a Gifted Program for those students who meet the requirements; The Limited English Proficiency Program which provides instruction in English for speakers of other languages also through an inclusion model; The Academic Excellence Program (AEP), the components of which are Chess and Journalism; The Family Literacy Program which offers GED and ESOL classes for parents and provides parents with the opportunity to learn strategies that will enable them to assist their children with their academic needs; The Science Engineering, Communications, and Mathematics Enhancement (SECME) Grant offers enriching science technology and design and build before and after school activities for students, these activities help empower our students to achieve higher levels; The Saturday Academy which is affiliated with HOPE worldwide where students receive additional instruction in math and reading as well as extra curricular activities which nurture social and interpersonal skills. These programs focus on improving the academic achievement as well as the social and cultural development of all students. Moreover, the following technological programs are implemented at Hubert O. Sibley: SuccessMaker, Lexia, Leapfrog, Riverdeep, FCAT Explorer, Accelerated Reader, and Reading Plus.

The principal and assistant principals serve as the instructional leaders of the school. There are forty-nine classroom teachers, two ESE teachers, two HLA teachers, two ESOL teachers, three Spanish teachers, two elementary school guidance counselors, one speech therapist, a media specialist, two reading coaches, one math resource teacher, ten special area teachers, two paraprofessionals and three hourly teachers. All instructional staff members hold a Bachelor's Degree, 16 teachers hold a Master's Degree, 5 hold a Specialist's Degree and 1 holds a Doctorate Degree. The ethnic make-up of the instructional staff is 18% White Non-Hispanic, 46% Black Non-Hispanic, 16% Hispanic and 6% Other. The student-teacher ratios are at state-level requirements as evidenced by data reported on the District and School Profile Report.

School Foundation

Leadership:

The mission at Hubert O. Sibley Elementary School is clearly understood by the staff members scoring a 4.2 on the Organizational Performance Improvement Snapshot Assessment. It is agreed upon that the supervisor uses our organization's values to guide us. Additionally, this organization lets staff members know what it thinks is most important and the supervisor encourages learning that will help staff members to advance in their careers. The supervisor at this work site creates a work environment that helps staff members do their job and shares information with all staff members about the organization. One area of leadership that needs improvement according to the assessment results is to provide more opportunities for staff members to be able to input their thoughts and this will be accomplished through the Professional Learning Community.

District Strategic Planning Alignment:

Hubert O. Sibley Elementary School Organizational Performance Improvement Snapshot self-assessment results indicate that responses averaged 4.0 for all items in this topic area. Faculty and staff generally agreed that they were consulted about the direction the school would take as it seeks to define, refine, and implement educational goals and objectives. Input from all staff and faculty is sought and utilized in the planning and execution of educational goalsetting, delivery, and evaluation of student performance.

Stakeholder Engagement:

The Hubert O. Sibley Organization Performance Improvement Snapshot reflects a range from 3.4 to 4.6 out of a possible 5 in this category. The faculty and staff agree that the school families they serve are the priority focus. Respondents reported that they communicate with their customers, accept suggestions from their school families, and attempt to address issues/problems for and with their school families.

Faculty & Staff:

The Professional Learning Community at Hubert O. Sibley Elementary School is comprised of a team of teachers, and administrators. Faculty and staff generally agreed that they are encouraged to demonstrate initiative when interacting with the entire staff; making the goals and mission of the organization a priority. The faculty and staff also generally agreed that administration was concerned about them and that they felt safe in their work environment. With a trained and well-experienced cadre of teachers serving on the Professional Learning Community, new and veteran teachers have the opportunity to be provided with constructive assistance in a non-threatening, collegial environment. The Reading Coach and District/Regional personnel will demonstrate model reading lessons to kindergarten through sixth grade. The Professional Assessment and Comprehensive Evaluation System(PACES) will provide the framework for peer mentoring and support to improve the delivery of instruction.

Data/Information/Knowledge Management:

Hubert O. Sibley Elementary School has the knowledge and ability to utilize data. The results of the Organizational Performance Assessment Snapshot averaged 4.3 and indicate that staff members know how to measure the quality of their work. Additionally, the staff members know how to review and analyze the data to see if changes are needed. These analyses are then used for making decisions about the student's progress and the services needed to achieve

their goals.

Education Design:

Hubert O. Sibley Elementary School uses the Continuous Improvement Model(CIM). This model is consists of a multi step data-driven process that assesses students regularly for enrichment or remediation. Through collaborative planning, teachers also utilize this process to evaluate student progress and to identify areas of weakness in the instructional delivery.

Performance Results:

Hubert O. Sibley Elementary School analyzes all areas that the processes have impacted. As a result, all staff members meet the requirements for high quality and excellence. Additionally, several areas that have lacked serious attention will now be targeted for improvement. Safety and discipline, increased parental involvement, and raising tests scores will be closely scrutinized to improve student acheivement.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 1 STATEMENT:

Hubert O. Sibley Elementary School will ensure that all students will be literate members of our society. It is the goal of Hubert O. Sibley Elementary that all students will be able to read on or above grade level.

Needs Assessment

Data from the results of the 2006 Florida Comprehensive Assessment Test (FCAT) indicates that 44% of students in grades 3-6 did not meet high standards in reading. Additionally, 41% of the students in grades 3-6 did not make a year's worth of progress in reading and 46% of students scoring levels 1&2 did not make a years worth of progress in reading. The results also indicate that 54% of LEP students did not score at or above grade level in reading.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instructions using the Sunshine State Standards, students in grades 3-6 will improve their reading skills as evidenced by 57% of the students scoring at or above Level 3 on the 2007 FCAT reading assessment.

Given instructions using the Sunshine State Standards, the Limited English Proficient students will improve their reading skills as evidenced by 51% of the students scoring at or above Level 3 on the 2007 FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement reading scope and sequence as found in the research-based Houghton Mifflin Core Reading Program.	Administrators Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Involve teachers in data-driven decision-making by providing all available SPI data enabling them to analyze the on-going progress of their students.	Administrators Classroom Teachers Reading Coaches	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop and implement a tutorial program three times a week as well as a Saturday Academy for students in each sub group identified as not making Adequate Yearly Progress in the No Child Left Behind (NCLB) and students scoring Level 3 or 4 on FCAT in order to improve their reading and content area skills and monitoring them through pre and post testing.	Administrators Classroom Teachers Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Identify the students in grades 3-6 who scored at FCAT levels 1 and 2 and provide them with intensive reading intervention and monitoring them through pre and post testing.	Administrators Reading Coach Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize research-based intervention programs to monitor and ensure student progress e.g. Voyager Reading Plus, Early Success, and Soar to Success.	Administrators Reading Coaches Hourly Teachers Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$16500.00
Administer the District's Interim Assessment Tests, input the data into the Edusoft system, and monitor the reading progress of all students in grades 3-6.	Administrators Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton Mifflin Core Reading Program, Reading Text, Voyager, Soar to Success, Early Success, SuccessMaker, Lexia, Reading Plus and through a reading coach will screen, diagnose, remediate, enrich and monitor student reading achievement.

Professional Development

Edusoft Data Analysis

Creating Independence through Student-owned Strategies (CRISS)

FCAT Item Specifications

Guided Reading

Reciprocal Teaching and Coaching Model

Evaluation

Utilize the Florida Comprehensive Reading Assessment Test 2006, Interim Assessments, DIBELS for grades K-3 and the Level 1& 2 students in grades 4-5, Oral Fluency Reading for grade 6 DAR for grades 1-6, and in-house benchmark bi-weekly assessments for grades 1-6. Houghton Mifflin chapter assessments.

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 2 STATEMENT:

All students at Hubert O. Sibley Elementary School will demonstrate increased performance in mathematics and will be able to function on or above grade level in mathematics.

Needs Assessment

Data from the results of the 2006 Florida Comprehensive Assessment Test (FCAT) indicated that 49% of the students in grades 3-6 did not score at or above grade level in mathematics. Data also indicates that 59% of LEP students did not score at or above grade level in mathematics and 37% of the LEP students not scoring at or above grade level in math did not show at least a 10% improvement in mathematics. Furthermore, 41% of students in grades 3-6 did not make a year's worth of progress in mathematics. The data also indicated that students in grades 3-6 demonstrated opportunities for improvement in number sense.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-6 will improve their mathematics skills as evidenced by an increase of 56% of students scoring at or above Level 3 on the 2007 Florida Comprehensive Assessment Test (FCAT) Mathematics Assessment.

Given instruction using the Sunshine State Standards, the Limited English Proficient students in grades 3-6 will improve their mathematics skills as evidenced 56% of the students scoring a Level 3 or higher on the 2007 FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop a tutorial program three days a week as well as a Saturday Academy for students in each subgroup to ensure achieving Adequate Yearly Progress under the No Child Left Behind Act. Monitoring by weekly testing.	Administrators Classroom Teachers	10/3/2006	2/14/2007	Continuous Improvement Model	\$31000.00
Provide differentiated instruction in mathematics targeting the individual needs of all students.	Administrators Classroom Teachers	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Involve teachers in data-driven decision making by providing them with all available data through Student Performance Indicator (SPI) to enable an analysis of the on-going progress of their students.	Administrators Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the District's Pacing Guide in mathematics focusing on the tested benchmarks and guiding the timely instruction of these benchmarks, measured by Interim Assessment.	Administrators Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify students in grades 3-6 who scored at FCAT Levels 1 and 2 in all subgroups and provide intensive mathematics instruction, based on students' mathematics levels. Monitoring will be through benchmark and schoolwide assessments.	Administrators Classroom Teachers Hourly Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$90000.00
Utilize technology programs e.g. SuccessMaker, to diagnose, and monitor progress.	Administrators Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide students with performance-based activities in mathematics incorporating the	Administrators	8/8/2006	5/30/2007	Continuous Improvement Model	\$0.00

use of manipulatives, problem-solving, critical thinking, communication skills and technology.	Classroom Teachers Hourly Teachers	
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Research-Based Programs

Harcourt Mathematics Textbook
SuccessMaker

Professional Development

Edusoft Data Analysis
Reciprocal Teaching
CREating Independence through Student-owned Strategies (CRISS), FCAT Explorer
Riverdeep
SuccessMaker
Item Specifications for Mathematics
Inservices

Evaluation

2007 Florida Comprehensive Mathematics Assessment
Interim Mathematics Assessments
In-house Benchmark Assessments

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 3 STATEMENT:

The students at Hubert O. Sibley Elementary School will incorporate the essential elements of focus, organization, support, and conventions in their writing.

Needs Assessment

The results of the 2006 FCAT Writing Assessment indicate that 77% of the fourth grade students met high standards in writing. Ninety-one percent of fourth grade students scored a 3.5 or higher in expository writing. Seventy-nine percent scored a 3.5 or higher in narrative writing. Ninety-four percent of LEP students improved performance in writing by one percent.

NCLB SUBGROUP TARGET

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as documented by scores of 3.5 and higher on the 2007 FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze District Pre/Post tests to monitor student progress.	Administrators Classroom Teachers Reading Coaches	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize a variety of vocabulary strategies and grammar activities to improve writing skills.	Administrators Classroom Teachers Reading Coaches	8/14/2006	5/30/2007	Academic Teams	\$0.00
Utilize the Department of Education's CD Rom to train students and teachers in appropriate criteria and rubric scoring.	Administrators Reading Coaches	10/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Involve teachers in data-driven decision making by providing them with all available data to enable an analysis of the on-going progress of their students.	Administrators Support Staff	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Implement the use of writing strategies across the curriculum.	Administrators Classroom Teachers	8/14/2006	5/30/2007	Academic Teams	\$0.00
Develop and implement monthly writing calendars based on the Competency-Based Curriculum and the Sunshine State Standards to guide writing instruction.	Administrators Classroom Teachers Reading Coaches	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton Mifflin Core Reading Program

Professional Development

Writing strategies

FCAT Writing Holistic Scoring

FCAT Writes+ format

Writing component of the Comprehensive Reading Plan

Inservices

Evaluation

Student progress in writing of 4th grade students will be determined by an increase of 5% in the number of students achieving high standards in writing as evidenced on the 2007 FCAT Writing Assessment. Hubert O. Sibley Elementary School will also use the District Pre/Post Writing Assessment to monitor 4th grade students' progress in writing throughout the school year. Monthly prompts will be used to drive instruction and monitor on-going progress.

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 4 STATEMENT:

The students at Hubert O. Sibley Elementary School will be able to apply the scientific method and increase the scientific knowledge of all students.

Needs Assessment

The 2006 scale score in Science for the fifth grade students at Hubert O. Sibley Elementary School was 305 as compared to the District's 286 and the State's 296. The number of students on level 3 in 2006 FCAT was 305. The 2007 data will show a increase by 5 points.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will increase science content knowledge and scientific thinking skills as evidenced by a 25% increase as documented on the 2007 FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide students with the experience of inquiry based, hands-on problem solving activities through the use of the science lab.	Administrators Classroom Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Utilize FOSS kits to provide hands-on inquiry based activities for students.	Administrators Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$1000.00
Provide the opportunity for students to demonstrate their knowledge of the scientific process through a school-wide science fair.	Administrators Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Monitor classroom instruction through lesson plans, benchmark assessments, and item specs pre/post tests by clusters/benchmarks.	Administrators Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the District Pacing Guide enabling teachers to pace instruction to cover the benchmarks in a timely manner.	Administrators Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize research-based software i.e. SuccessMaker to provide students with an inquiry- based science approach which employs the elements of the scientific method to further the development of science process skills.	Administrators Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Harcourt

SuccessMaker

Foss Full Optional Science Program

Professional Development

Scientific Method

Inquiry-Based Curriculum

FOSS Program

Inservices

Item Specs

Evaluation

Performance in science will be evaluated by scores of the 2007 FCAT Science Assessment mean scale score. Item specification pre/post tests aligned by cluster/benchmark will provide formative assessments which will be used to monitor progress toward the objective.

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

Hubert O. Sibley Elementary School will provide increased opportunities for parents to be involved in their children's education whereby the parents and educators will work collaboratively to foster academic excellence.

Needs Assessment

A large number of parents from Hubert O. Sibley Elementary School speak a language other than English. The parents are predominantly Haitian/Creole and may experience difficulty assisting their children at home. Many are employed and have limited time to attend their children's academic and social activities. The school needs to extend a welcoming hand to parents and offer training and assistance in the programs in which they are asked to encourage and support their children. Attendance rosters reflect that 1,600 parents attended parent meetings and events during the 2005-2006 school year. In an effort to improve the attendance at parent activities the following needs have been identified: 1) the need for a liaison (Community Involvement Specialist) to make recommendations and coordinate school-sponsored activities; 2) the need for more school-sponsored events which are designed to assist parents in promoting literacy at home and 3) the need for expanding existing student recognition efforts to promote positive parental involvement.

Measurable Objective

Given the need to establish a link between school, home and community, the overall total parental participation in school sponsored activities will increase by 2% from 1600 to 1632 when comparing attendance rosters in 2005-2006 to the 2006-2007 attendance rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct monthly EESAC meetings to provide updates to parent representatives about school improvement efforts.	Administrators EESAC members	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage communication and dialogue exchange with parents and community as to their roles in student achievement.	Administrators Community Involvement Specialist Classroom teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Encourage and increase parental involvement, participation in student achievement and planning by implementing an FCAT night.	Administrators Community Involvement Specialist Classroom teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Provide meetings and/or activities at various times during the day and evening to accommodate working parents.	Administrators Community Involvement Specialist	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Conduct parent workshops by grade level to provide strategies to parents to assist their children at home in reading, writing, math and science.	Administrators Classroom teachers Community Involvement Specialist	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Provide communication to parents in their native language.	Administrators Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Conduct a Parent Teacher Association drive to increase parent participation school wide .	Administrators PTA members	8/14/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

National PTA Standards for Parent and Family Involvement Programs, Family Literacy Programs

Professional Development

Monthly EESAC meetings

Title I Community Involvement workshops

District Advisory Committee meetings

Hands-on workshops in reading, writing, mathematics and science

Evaluation

The parent participation attendance rosters will be used to determine an increase of 2% from 1600 to 1632 when comparing the 2005-2006 attendance records to the 2006-2007 attendance records.

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 6 STATEMENT:

Hubert O. Sibley Elementary School will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

The results of the 2005-2006 suspension report indicate that 51 students were suspended during that school year. Data indicates a need to reduce the number of outdoor suspensions and provide alternative strategies for disruptive students.

Measurable Objective

Given a school wide emphasis on discipline the students will improve their behavior by a reduction of scams by 5% in the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use the Community Involvement Specialist to contact parents to impart good news and inform them of parent meetings and workshops.	Administrators Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Recognize the most improved students, through award ceremonies.	Administrators Classroom Teachers Guidance Counselors	8/14/2006	5/30/2007	Academic Teams	\$0.00
Design a school wide discipline plan for the school.	Administrators Faculty	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Adjust student schedule from the primary classroom to a secondary classroom to change the child's situation.	Administrators Classroom Teachers	8/14/2006	5/30/2007	Academic Teams	\$0.00
Provide the option to teachers to conduct afternoon study hall as an alternative to suspension.	Administrators Classroom Teachers	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00

Research-Based Programs

Character Education

Professional Development

Alternative Strategies

Peer Mediation

Evaluation

Monthly suspension reports
Parent Communication Log

Examine the results of the 2006-2007 final suspension report as compared to the 2005-2006 final suspension report to determine the difference in the number of students that have been suspended.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 7 STATEMENT:

Hubert O. Sibley will integrate technology in all curricular areas and provide teachers and students with additional technological hardware to increase utilization and maximize student learning.

Needs Assessment

Based on the results of the, teachers' access to technology was rated a 2 on a scale of 1-4. This score is at Stage 2 of the Intermediate stage. The teacher use of technology was rated a 2.9 which is just below the Advanced Stage 3. Even though our rating exceeded the Dade County elementary average as well as the statewide elementary average, there is the need to improve teacher access and teacher use of technology to the Target Stage 4. The Technology planning for the school was rated at 3.7, just below the Target Stage 4.

Measurable Objective

Given a school wide emphasis on increasing the use of technology, teachers will have greater access to computers as evidenced by the increased rating to Stage 3 as measured by student attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
The Media Specialist/Microsystems Technician will provide in-house professional development to all faculty and staff members.	Administrators Media Specialist Microsystems Technician	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Ensure that teachers have had the necessary professional development in order to maximize student utilization of technology.	Administrators Microsystems Technician	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Survey staff members to determine computer needs and utilization.	Administrators Microsystems Technician	8/14/2006	5/30/2007	Academic Teams	\$0.00
Implement the Family Literacy Grant to provide parents learning opportunities to find ways to help their children read.	Administrators Family Literacy Grant Facilitator	8/14/2006	5/30/2007	Mentoring Opportunities	\$75000.00
Monitor student utilization of computer programs through monthly reports.	Administrators Classroom Teachers	8/14/2006	8/30/2007	Academic Teams	\$0.00
Purchase additional technology hardware.	Administrators Microsystems Technician	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Not Applicable

Professional Development

SuccessMaker, Reading Plus, Edusoft, and Lexia

Evaluation

Examine the number of downloadable reports by teachers to determine an increase in use of technology schoolwide.

Edusoft

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 8 STATEMENT:

Hubert O. Sibley will provide opportunities for students to increase the physical fitness activities to ensure good health and an increase in the level of physical fitness.

Needs Assessment

The results of the 2005-2006 Fitness Gram Assessment program indicate that 56% out of 98% of the students that were tested did not receive a gold or silver award. The data indicates that there is a need to increase the percentage of students receiving an award on the Fitness Gram Assessment ensuring that the students at Hubert O. Sibley Elementary School are physically fit.

Measurable Objective

Given an awareness of the need to increase the level of physical fitness and good health of the students, the students will increase the percent of successful recipients of the gold and silver awards and will increase their level of physical fitness from 53% in 2005-2006 to 58% in 2006-2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Create a dance club, aerobics, volleyball, soccer, and football clubs through the Saturday Academy.	Administrators HOPE Worldwide volunteers	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Implement the SECME Grant Program to provide opportunities for students to participate in creative, organized physical fitness activities.	Administrators SECME Teachers	9/18/2006	5/4/2007	School-to-Career	\$0.00
Provide a variety of physical fitness activities through the PE curriculum to improve the physical fitness of the students.	Administrators Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide the HOPS program to foster healthier eating habits amongst our students and our families.	Administrators Cafeteria Manager	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Facilitate an increase in physical fitness opportunities through a schedule recess program.	Administrators Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Fitness Gram Assessment

Professional Development

HOPS Training

Evaluation

Utilize the results of the 2005-2006 Fitness Gram Assessment to determine the increased level of fitness as well as the increased number of students receiving a fitness award.

Monitor attendance in SECME and Saturday School attendance which offers physical fitness activities to students.

Monitor the implementation of recess as indicated in teachers' recess schedules.

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 9 STATEMENT:

Hubert O. Sibley will expand the opportunities for students to participate and pursue areas of interest and special talents in musical activities and the arts.

Needs Assessment

Upon reviewing the enrollment of the 60 students that were involved in musical activities and the arts during the 2005-2006 school year, it was determined that there was a need to provide additional opportunities for students to participate in musical activities and the arts in order to broaden their perspectives of the arts and build self-esteem during the 2006-2007 school year.

Jr. Greenleaves, a club that raises money to rebuild forests in Haiti.

Haitian, Hispanic, and African American Awareness weeks, to help broaden cultural awareness throughout the school.

Journalism develops an interest in writing, and a Chess club, which helps the students develop thinking and strategy skills.

Measurable Objective

Given the emphasis of including the arts in the total curriculum, students will increase their participation in the arts as evidenced by a 5% increase from 60 to 63 students that participated in musical activities during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide opportunities for students to showcase their talents through a variety of performances throughout the year.	Administrators Music Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide opportunities for students to audition for the chorus throughout the school year.	Administrators Music Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide opportunities for students to create and audition for an instrumental ensemble group throughout the school year.	Administrators Music Teacher	8/14/2006	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Monitor student participation and the total enrollment of students in the various arts and performance programs with communication logs.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 10 STATEMENT:

Hubert O. Sibley Elementary School will rank at or above the 66th percentile statewide in the ROI Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004, Hubert O. Sibley Elementary School ranked at the 62nd percentile on the State of Florida ROI Index.

Measurable Objective

Hubert O. Sibley Elementary School will improve its ranking on the State of Florida ROI Index publication from the 62nd percentile in 2004 to the 66th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Consider shared use of facilities, partnering with community agencies.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Principal	8/14/06	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Provide inservice for all stakeholders on evaluating the efficiency and effectiveness of programs.

Evaluation

State of Florida ROI Index publication.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

The EESAC committee will work with the administration on budget matters and will conduct workshops with regards to the 2006-2007 budget. A survey of needs will be established to determine the priorities for student achievement as it relates to the budget.

Training:

Staff development will be provided for all teachers in the areas of the Comprehensive Research-based Reading Plan, Comprehensive Math and Science, Writing, and Technology.

Instructional Materials:

The EESAC committee will provide necessary funds for the purchase of additional instructional materials to support instruction in the classroom.

Technology:

The EESAC will provide technological assistance through workshops and the purchase of software.

Staffing:

Members of the EESAC will participate in the interviewing process for instructional staff. Additional instructional staff will be hired when allocated.

Student Support Services:

The EESAC will reflect the needs of the students participation in students' activities through guidance counseling, the media center and the PTA.

Other Matters of Resource Allocation:

The EESAC will meet with the principal to discuss the use of Title I funds.

Benchmarking:

The EESAC committee will assess the School Improvement Plan through a monthly monitoring form devised and implemented during the 2006-2007 school year. This monitoring system will be devised to assist teachers in reviewing the goals of the School Improvement Plan on a monthly basis.

School Safety & Discipline:

Hubert O. Sibley Elementary School adheres to the Miami-Dade County Public School's Code of Conduct that was made available to all students and parents. Through the use of a Safety and Discipline Committee Student Safety patrols, security monitors and the use of walkie talkies, the school will provide protection for all students and staff.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$16,500.00
Goal 2: Mathematics	\$121,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$1,000.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$75,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$213,500.00

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent