

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Hibiscus Elementary School (2401)

Feeder Pattern - Miami Norland Senior

Regional Center II

District 13 - Miami-Dade

Principal - Dyona McLean-Fisher

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Hibiscus Elementary has been serving the North Dade community since 1956. It is a small school surrounded by a quiet community of homeowners. As a result, many families have more than one child attending our school thus allowing teachers to become familiar with the needs of the families. Hibiscus Elementary is located in the Norland Senior High School Feeder Pattern. The fifth grade students will transition into State School PP1, a new middle school to be opened in the fall of 2008. Throughout the year, articulation meetings will be held with the new principal and staff to ensure continuity of programs and services for all of our students. All stakeholders are involved in the articulation between feeder patterns.

In the past years, Hibiscus Elementary has been fortunate enough to have several new additions to the original building. The Media Center has undergone several renovations, thus creating an optimal learning environment for our students. The third, fourth and fifth graders are housed in new buildings. These classrooms are spacious and equipped with the latest technology available.

At Hibiscus Elementary the student population is comprised of ninety percent Black, one percent White Non-Hispanic, seven percent Hispanic, two percent other students. The teacher population is comprised of the following ethnicities: sixty-two percent Black (34), twenty-four percent White Non-Hispanic (13), and eight percent Hispanic (15). Teacher attendance rate is ninety-six percent. Our school has met the state mandated class size reduction law. The primary grades, Kindergarten through three, average an 18:1 ratio and the intermediate grades, four through five, average a 21:1 ratio. During the 2006-2007 school year, the attendance rate was 96.2% as compared to 95.8% during the 2005-2006 school year. During the 2006-2007 school year nineteen percent of third graders were retained due to not meeting the required level of performance on the FCAT Reading Assessment. In the remaining grades twenty-seven students were retained.

The 2006-2007 FCAT data results indicate that sixty percent of the students are meeting high standards in Reading and sixty-one percent are meeting high standards in Mathematics. Furthermore the 2006-2007 FCAT Assessment data indicates that thirty-six percent of the students scored Level 1 or Level 2 in Reading and thirty-five percent of the students scored Level 1 or Level 2 in Mathematics. The No Child Left Behind subgroup for Blacks indicate that fifty-nine percent are meeting high standards in Reading, sixty percent are meeting high standards in Mathematics. Furthermore, the data indicates that thirty-eight percent of Black students are below grade level in Reading and thirty-nine percent of Black students are below grade level in Mathematics. The FCAT Assessment data indicates that fifty-eight percent of the Economically Disadvantaged subgroup students were reading at or above proficiency level and fifty-nine percent of the Economically Disadvantaged students scored at or above proficiency level in Mathematics.

There are a number of strengths that contribute to the success at Hibiscus Elementary. Hibiscus has a stable faculty with a low turn over rate. The faculty consists of highly qualified professionals in the areas of curriculum, technology, and leadership. This contributes to a positive, efficient, and professional working environment. However, in order to increase the success at Hibiscus, there are some areas of concern that need to be addressed. The Parent Teacher Association (PTA) needs to be revitalized, the use of technology should be increased, and the needs of the students demonstrating performance in the lowest twenty-five percent must be addressed.

Finally, Hibiscus Elementary is a Title I funded school. Seventy-eight percent of our students receive a free or reduced priced meals. Hibiscus Elementary, along with Title I, is able to provide a wholesome curriculum and instructional delivery format which is designed to meet the individual requirements of its student population. Also, Title I funds two hourly retired teachers that provide additional reading tutorial services to our Level 1 and Level 2 students utilizing the Voyager Passport Reading Program. The resources and programs which enable Hibiscus Elementary to provide its students with optimal learning opportunities are as follows: a non-fee supported Voluntary Pre-Kindergarten (VPK) Program, a Special Education (SPED) Pre-Kindergarten program, and a Role Model Pre-Kindergarten program, a Deaf/Hard of Hearing unit, one Gifted Resource unit, one Higher Opportunities to Pursue Excellence (HOPE) class (single gender), a Before and After school tutorial, Teaching Enrichment Activities to Minorities (TEAM) in second through fourth grade, Academic Excellence Program (AEP), Computer Laboratory, Media Center with additional computers and Smart Board, utilizing programs such as Accelerated Reader, Reading Plus, FCAT Explorer, Harcourt Mathematics and other software programs. Hibiscus Elementary has been selected to participate in the "I Have A Dream" Initiative funded by the "I Have A Dream" Foundation Miami, Inc. Our Kindergartners have the opportunity to utilize additional resources in order to ensure they reach their career goals. The "I Have A Dream" Foundation will work with parents and children that are currently enrolled in Kindergarten at Hibiscus throughout their educational career. In addition, Hibiscus Elementary partners with Washington Mutual Bank and Wal-Mart. Hibiscus Elementary participates in activities to promote workforce skills that assist the school in accomplishing the following goals.

Given instruction based on the Sunshine State Standards, 65 % of all students in grades three through five will score Level three or higher on the 2008 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, 50% of the students scoring in the lowest 25th percentile on the 2007 FCAT Reading Assessment will demonstrate learning gains in reading as documented by scores on the 2008 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase to 62% on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, 90% or more of all fourth grade students will score Level 3.5 or higher on the 2008 FCAT Writing+ Assessment.

Given instruction based on the Sunshine State Standards, fifty-five percent of fifth grade students will score Level three or higher on the 2008 FCAT Science Assessment.

Given the need to establish a link between the home and community to support the efforts of improving academic achievement of students, parent/family/community involvement during the 2007-2008 school year will increase from 844 in 2006-2007 to 890 participants in school-site activities as documented by sign-in logs.

Given an emphasis on a safe and orderly environment, student behavior will continue to improve as evidenced by maintaining zero number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, utilization of technology at Hibiscus Elementary will be enhanced during the 2007-2008 school year as evidenced by second through fifth grade classes utilizing the computer lab to reinforce and provide enrichment in the areas of reading and mathematics for at least twenty sessions as documented by computer lab sign-in rosters.

Given instruction based on the M-DCPS FITNESSGRAM standards, 68% of students in grades four and five will pass at least five of the six fitness components, as documented by meeting the 50th percentile as indicated by the 2007-2008 FITNESSGRAM.

Given increased focus on the integration of the content areas of writing, reading, science and mathematics in the Special Area curricula of Art, Music, Physical Education, and Spanish, fifty percent of the students in Kindergarten through fifth grade will participate in extra-curricular activities held throughout the 2007-2008 school year as well as a culminating school wide Academic and Cultural Fair held in May, 2008 as documented by participation rosters.

The Hibiscus Elementary Return on Investment (ROI) percentile ranking will increase by at least one percentage point.

The Organizational Performance Improvement Snapshot survey reveals two areas that will be addressed this year: Business Results and Education Design. These two categories had the lowest ranking average scores among the seven assessed. The results indicate that there is a perception that things that get in the way of progress are not removed. Also, equally important, staff results indicate that knowing how well Hibiscus is doing financially is an area of concern. One strategy employed this year is regularly meeting with the leadership team that represents various segments of the staff designed to provide input and feedback about staff needs and concerns about obstacles that may be impeding progress. Another strategy will be increased dissemination of budgetary updates and issues through the leadership team and grade level meetings.



# School Improvement Plan 2007-2008



## 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.

## 2401 - HIBISCUS ELEMENTARY SCHOOL

### VISION

Hibiscus Elementary School is a school with a vision for students to attain the skills necessary to be problem solvers and life-long learners in our ever-changing and technological society. Ideally, an educational environment will be created where students, teachers, and other community members strive to dream freely, live life today, and prepare for the future.

### MISSION

The mission of Hibiscus Elementary School is to nurture the ethnic diversity of its population and to produce students academically and socially that are prepared for high school, college, and beyond. Students will be empowered to be problem solvers, critical thinkers, and effective communicators in an educational environment designed to nurture and maximize their academic success. All of the students will be involved in academic, social and emotional programs and/or services as needed in order to meet the needs of all of our students.

### CORE VALUES



# School Improvement Plan 2007-2008



## 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.

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### **School Demographics**

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Hibiscus Elementary School provides educational services based on the Sunshine State Standards, the Competency Based Curriculum, and Comprehensive Research-based Reading Plan (CRRP). School wide strategies include a focus on reading, writing, mathematics, and science, as well as the development of critical thinking. Hibiscus Elementary is a Title I funded school. Seventy-eight percent of the students receive free or reduced priced meals. Hibiscus Elementary, along with Title I, is able to provide a wholesome curriculum and instructional delivery format, which is designed to meet the individual requirements of its student population. Also, Title I allocation of funds provides two hourly retired teachers that deliver additional reading tutorial services to our Level 1 and Level 2 students utilizing Voyager Passport. The resources and programs which enable Hibiscus Elementary to provide its students with optimal learning opportunities are as follows: a non-fee supported Voluntary Pre-Kindergarten (VPK) program, a Special Education (SPED) Pre-Kindergarten program, and a Role Model Pre-Kindergarten program, a Deaf/Hard of Hearing unit, one Gifted Resource unit, one HOPE class (single gender), Teaching Enrichment Activities to Minorities (TEAM) in grades two through four, Academic Excellence Program (AEP), Computer Laboratory, Media Center with additional computers and Smart Board, utilizing programs such as Accelerated Reader, Reading Plus, FCAT Explorer, and Harcourt Mathematics and other software programs.

Title I funding is utilized to enhance computer-based activities. Creating Independence through Student owned Strategies (CRISS) is applied in grades Pre-Kindergarten through five. An Academic Excellence Program (AEP) is implemented for intermediate students who benefit from enrichment instruction for two and one-half hours per week. The curriculum also includes utilization of the Reading Plus Program, Voyager Passport, Accelerated Reader and STAR Reading Programs. This concentration on the basic skills, along with the utilization of CRISS and the incorporation of technology into the learning process, provides an overall philosophy of empowering our students to set career goals and realize their potential.

Hibiscus Elementary School is located on 6.68 acres in northwest Miami-Dade County in the city of Miami Gardens. Hibiscus has been serving this North Dade community since 1956. In the past few years, Hibiscus Elementary has been fortunate enough to have several renovations added to the original building. The Media Center has undergone several renovations, thus creating an optimal learning environment for our students. The third, fourth and fifth graders are housed in new buildings. These classrooms are spacious and equipped with the latest technology available. Due to the additional classrooms, there is one portable remaining at the school.

It serves 548 multi-ethnic students living in surrounding neighborhoods and a small number of students bussed for special needs. The ethnic/racial make-up of the student population is ninety percent Black, seven percent Hispanic, one percent White Non-Hispanic, and two percent other. Our student population includes 519 standard curriculum students, twenty-nine SPED students, thirty-six gifted students, and twenty-nine English Language Learner (ELL) students. Of our student population, seventy-eight percent would be considered economically disadvantaged as evidenced by the number of students who qualify for free or reduced meals. This percentage qualifies Hibiscus Elementary School for federal funding under the Title I program.

The 2006-2007 FCAT data results indicate that sixty percent of the students are meeting high standards in Reading and sixty-one percent are meeting high standards in Mathematics. Furthermore, the 2006-2007 FCAT Assessment data indicates that thirty-six percent of the students scored Level 1 or Level 2 in Reading and thirty-five percent of the students cored Level 1 or Level 2 in Mathematics. The No Child Left Behind subgroup for Blacks indicate that fifty-nine percent are meeting high stands in Reading, sixty percent are meeting high standards in Mathematics. Furthermore, the data indicates that thirty-eight percent of Black students are below grade level in Reading and thirty-nine percent of Black students are below grade level in Mathematics. The FCAT Assessment data indicates that fifty-eight percent of the Economically Disadvantaged subgroup students were reading at or above proficiency level and fifty-nine percent of the Economically Disadvantaged students scored at or above proficiency level in Mathematics.

Our school has met the State mandated class size reduction law. The primary grades, Kindergarten through three, average an 18:1 ratio and the intermediate grades, four through five, average a 21:1 ratio. During the 2006-2007 school year, the attendance rate was 96.2% as compared to 95.8% during the 2005-2006 school year. The following are the student to teacher ratios by grade levels: Kindergarten is 19.6, first is 19.8, second is 23.7, third is 17.4, fourth is 18.7, fifth is 21.5. During the 2006-2007 school year nineteen percent of third graders were retained due to not meeting the required level of performance on the FCAT Reading Assessment. In addition, in grades kindergarten through two and grade four twenty-seven students were retained.

Hibiscus Elementary is located in the Norland Senior High School Feeder Pattern. The fifth grade students will transition into State School PP1, a new middle school to be opened in the fall of 2008. Throughout the year, articulation meetings will be held with the new principal and staff to ensure continuity of programs and services for all of our students. All stakeholders are involved in the articulation between feeder patterns.

Hibiscus Elementary School employs a total of fifty-seven full time staff members and eight part time staff members. The faculty and staff consist of two administrators, twenty-seven classroom teachers, five enrichment area teachers, two varying exceptionalities educators, one gifted education teacher, one teacher of the Deaf/Hard-of-Hearing, one guidance counselor, one media specialist, one ELL teacher, one curriculum support teacher, three classroom paraprofessionals, four clerical employees, seven cafeteria workers and five custodial service workers. The ethnic/racial make-up of the staff is twenty-four percent White Non-Hispanic, sixty-two percent Black, and eight percent Hispanic. Thirteen teachers as well as one administrator have Masters Degrees, one teacher has an Educational Specialist Degree and two teachers and one administrator have Doctoral Degrees. Based on the High, Objective, Uniform State Standard of Evaluation (HOUSSE) data collected during the 2006-2007 school year, the Hibiscus instructional faculty and staff





# School Improvement Plan

## 2007-2008



were deemed highly qualified as required by the No Child Left Behind Act of 2001. The Leadership Team includes Administrators, Reading and Mathematics Coaches, Guidance Counselor, Media Specialist, Gifted Education teacher, and Microsystems Technician.

There are a number of strengths that contribute to the success at Hibiscus Elementary. Hibiscus has a stable faculty with a low turn over rate. The faculty consists of highly qualified professionals in the areas of curriculum, technology, and leadership. This contributes to a positive, efficient, and professional working environment. However, in order to increase the success at Hibiscus, there are some areas of concern that need to be addressed. The Parent Teacher Association (PTA) needs to be revitalized, the use of technology should be increased, and the needs of the students demonstrating performance in the lowest twenty-five percent must be addressed.

Hibiscus Elementary School received a grade of "C" from the Florida Department of Education based on the 2006 – 2007 test scores. According to the data from the Florida Department of Education Accountability Report sixty percent of the third through fifth grade students met high standards in Reading, sixty-one percent of the third through fifth grade students met high standards in Mathematics, and eighty-six percent of the fourth grade students met high standards in Writing on the 2007 administration on the Florida Comprehensive Achievement Test (FCAT). Hibiscus Elementary has met the federal requirements for Adequate Yearly Progress (AYP) under NCLB.

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## ***School Foundation***

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### **Leadership:**

In general, the school staff is confident in the leadership team at our school as indicated by an average of 4.0 in the leadership category.

### **District Strategic Planning Alignment:**

In this area, Hibiscus Elementary's average was a 3.7, demonstrating satisfaction. However, one area of concern involved soliciting ideas from all staff members as we chart our future course. This was one of several areas that were below a four on our survey.

### **Stakeholder Engagement:**

Survey results again reveal that we are aware of our customers' wants and needs and we are striving to meet them. This was demonstrated by yielding our second highest score, 4.2.

### **Faculty & Staff:**

In general, the Hibiscus Elementary school staff is confident in the Leadership Team at our school as indicated by an average of 3.9 in the Human Resources category.

### **Data/Information/Knowledge Management:**

As survey results indicate it is obvious that Hibiscus Elementary's staff has a high degree of comfort with the data and information they receive. This category yielded our highest score of 4.3.

### **Education Design:**

This is another area that Hibiscus has successfully addressed with an average score of 3.9. Faculty and staff have been successful in collecting information (data) about the quality of their work.

### **Performance Results:**

In general, Hibiscus did well in this area. However, there were several areas that received an average below 4.0, thus they have become areas of concern. These areas address keeping the faculty and staff members aware of how the school is doing financially, removing things that get in the way of progress, and using faculty and staff time and talents well.



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## ***Schools Graded 'C' or Below***

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### **Professional Development:**

Research indicates that continuous, small group professional development is important when planning to provide support to teachers in the area of teaching and learning. At Hibiscus Elementary School, we have developed a professional development plan for the 2007-2008 school year that addresses all of our teachers' and students' needs. In addition, professional development that enhances and promotes differentiated instructional strategies to meet the needs of the students will be available.

To begin with, a survey will be completed by each teacher to indicate his or her areas of interest. In addition, the Principal and the Assistant Principal will make recommendations for professional development based on daily classroom walk throughs. A yearly calendar will be available with a menu of professional development activities for teachers to select based on their needs and interests. The following are examples of professional development activities that are scheduled to take place this year: the use of technology to enhance instruction, the use of effective vocabulary and comprehension strategies across the curriculum for different learners, effective writing strategies, the use of small group instruction, guided reading, the use of manipulatives during mathematics, the use of the scientific steps and inquiry based learning in Science, Reading Plus refresher training, and Electronic gradebook.

Research also indicates that another critical component to professional development is to have a follow up plan in place for each professional development activity conducted at the school site. The Reading and Mathematics/science Coaches along with the Grade Level Chairpersons and the Administrators will play a vital role in ensuring that the follow up piece is in place as deemed appropriate. The follow-up component to professional development will take place in the form of modeling, debriefing, informal observations by peers and/or coaches, and coaching. Most importantly, the professional development plan will be adjusted throughout the year as deemed appropriate by all stakeholders.

Furthermore, during the 2007-2008 school year, a cohort of teachers have begun the process to be certified by the National Board of Professional Teaching Standards. The cohort is comprised of teachers from various grade levels and disciplines. The National Board certification process will further enhance the knowledge, skill and expertise among the staff at Hibiscus Elementary School.

### **Disaggregated Data :**

On a quarterly basis, all stakeholders will be part of "Data Chats" to discuss the progress of students. This will be done individually with each teacher in order to discuss the utilization of instructional strategies and progress with selected students. Teachers will maintain a data binder that will include a vast amount of data for each child in Reading, Writing, Math and Science throughout the year. Conversations about the effectiveness of the strategies and programs each targeted student is involved in will be discussed periodically throughout the year with all interested stakeholders such as teachers, parents, coaches and administration. The use of data will be an important source to determine the adjustments needed if any, in order to ensure each student is working towards an acceptable level of performance. The "What do we do with the data now that we know the areas of weakness?" will be the driving force behind disaggregating data at Hibiscus Elementary School during the 2007-2008 school year.

### **Informal and Formal Assessments:**

Research indicates that on-going assessment is critical in order to meet the individual students' needs. Informal and Formal assessments will be used throughout the year to identify the instructional strategies that will be utilized to increase student achievement across the curriculum. Samples of informal assessments include, but are not limited to, Houghton Mifflin weekly assessments, Houghton Mifflin Theme Skills test, Houghton Mifflin Integrated Theme Skills Test, school-site benchmark assessments across the curriculum, monthly writing assessments, Harcourt Math Chapter and Unit tests, Scott Foresman Science cumulative benchmark assessments using ExamView, Harcourt Social Studies chapter and unit tests. Formal assessments will include, but are not limited to, DIBELS, STAR Assessments, Reading Placement Assessments (Reading Plus), District Interim Assessments, Florida Comprehensive Achievement Test, Stanford Achievement Test, Naglieri Nonverbal Ability Test (NNAT), and the Diagnostic Assessment of Reading.

### **Alternative Instructional Delivery Methods :**



# School Improvement Plan

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As a result of analyzing and disaggregating data, all stakeholders will plan and deliver alternative instructional teaching methods in order to meet the individual academic needs of all students. This will take place in the form of small group instruction and whole group, as needed. Teachers will delivery lessons that include research based strategies such as, reciprocal teaching, selective underlining, discussion, informal writing assignments, graphic organizers, read and retell, guided reading and Florida Center for Reading Research strategies. Additional programs and techniques that will be employed are as follows: the use of the Smart Board, the use of the electronic textbook resources that are available for all types of learners (Harcourt Math, Scott Foresman Science), the use of Reading Plus, FCAT Explorer, Voyager Passport Intervention Program, Early Success, and Riverdeep.



# School Improvement Plan 2007-2008



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## ***Schools Offering Primarily Grades 6 through 12***

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**Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :**

### Reading Goal

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

**Florida Education Priorities**

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"/>

**Reading Statement**

All students at Hibiscus Elementary School will be able to read on or above grade level.

**Needs Assessment**



# School Improvement Plan 2007-2008



Sixty percent of all the students tested on the 2007 FCAT Reading Assessment in grades three, four, and five are reading at or above grade level. Fifty four percent of the third grade students tested on the 2007 FCAT Reading Assessment are reading at or above grade level which is a decrease of sixteen percentage points. All of the targeted subgroups tested on the 2007 FCAT Reading Assessment showed a decrease in reading. More than fifty-eight percent of all subgroups are reading at or above grade level. Sixty percent of the students tested on the 2007 FCAT Reading Assessment made at least one year's growth in reading when compared to the scores on the 2006 FCAT Reading Assessment.

Additionally, only forty-nine percent of the lowest twenty-five percent of the students in third through fifth grade were able to make Adequate Progress in reading on the 2007 FCAT Reading Assessment, which is one percentage point below the percentage required for state accountability. Sixty-three percent of the fourth grade students tested on the 2007 FCAT Reading Assessment were reading at or above grade level, which is a decrease of six percentage points when compared to the 2006 FCAT Reading Assessment scores for fourth grade. Sixty-two percent of the students in grade five tested on the 2007 FCAT Reading Assessment are reading at or above grade level which is an increase of three percentage points when compared to the 2006 FCAT Reading Assessment scores.

Interpreting the data from the FCAT Reading Assessment across grade levels indicates that the content clusters needing increased instruction in grade three are Words and Phrases/Author's Purpose and Reference and Research. An analysis of the grade four reading achievement scores indicates that the content clusters in most need of increased instruction are Words/Phrases, Main Idea/Author's Purpose, and Comparisons and Contrast. The content clusters needing increased instruction in grade five are Words/Phrases and Main Idea/Author's Purpose and comparisons. Systematic, explicit, intensive, and scaffolded instruction in these areas should result in an increase in student achievement in reading.

***NCLB Subgroup Target***

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, 65 % of all students in grades three through five will score Level three or higher on the 2008 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, 50% of the students scoring in the lowest 25th percentile on the 2007 FCAT Reading Assessment will demonstrate learning gains in reading as documented by scores on the 2008 FCAT Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Provide a daily, uninterrupted ninety-minute reading block to implement the Comprehensive Research Based Reading Plan and ensure growth in phonemic awareness, phonics, vocabulary, fluency and comprehension skills.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	08/11/2007	06/05/2008	District-wide Literacy Plan	0
Utilize Accelerated Reader, Reading Plus, Voyager, FCAT Explorer, Riverdeep, and Houghton Mifflin computer-assisted resources to reinforce and enhance reading skills and provides progress monitoring data.	Principal, Assistant Principal, Reading Coach, Classroom Teachers, Media Specialist	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Conduct quarterly "Data Chats" to disaggregate and analyze data such as pre, posttests, Reading Plus progress reports, DIBELS results, and Accelerated Reader reports and utilize the data to guide instruction and to address students' weaknesses and strengths.	Principal, Assistant Principal, Reading Coach	08/20/2007	06/05/2008	Continuous Improvement Model	2500
Continue "FCAT Challenge" program whereby students and teachers in grades three -five receive grade level instruction using reading comprehension strategies while aligning instruction to the Sunshine State Standards.	Principal, Assistant Principal, Reading Coach	10/2/2007	02/23/2008	District-wide Literacy Plan	3250
Disaggregate and analyze data from the 2007 FCAT Reading Assessments to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for reading as well as bi-weekly benchmark assessments	Principal, Assistant Principal, Reading Coach, Classroom Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Utilize the LeapPad Learning System in Kindergarten and first grade to reinforce and enhance reading instruction.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Utilize the Reading Plus program in classrooms during small group instruction, twice a week for 30 minutes to improve reading fluency and comprehension in grades 3-5 and a selected second grade class.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	08/27/2007	06/05/2008	District-wide Literacy Plan	2000
Implement a before/after school reading tutorial program for students in grades three through five to improve fluency, vocabulary, and comprehension using effective reading strategies with grade level material.	Principal, Assistant Principal, Reading Coach and Teachers	10/01/2007	05/05/2008	District-wide Literacy Plan	7000
Identify students in grades two through five scoring in the lowest 25% on the 2007 FCAT/SAT Reading Test for in-school small group intensive instruction using the Passport Voyager Program and Early Success focusing on fluency, phonics, vocabulary and comprehension.	Principal, Assistant Principal, Reading Coach	08/27/2007	06/05/2008	District-wide Literacy Plan	50000
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal, Grade Level Chairpersons, Reading Coach	08/20/2007	06/05/2008	Continuous Improvement Model	0

### Research-Based Programs





# School Improvement Plan

## 2007-2008



- Houghton Mifflin Reading Program – A Legacy of Literacy, 2003 Edition; Passport Voyager Intervention Program
- Reading Plus Silent Reading Fluency Program, version 3.5: 2006: Taylor Associates/Communications, Inc.
- Early Success, Houghton Mifflin

### **Professional Development**

- Comprehensive Research-based Reading Plan
- Reading Plus
- FCAT Explorer
- Accelerated Reader
- DIBELS
- Riverdeep
- Guided Reading and Instructional Learning Centers
- Classroom Libraries
- Effective Vocabulary Practices and Strategies
- Data Analysis
- Effective Use of Word Walls
- Coaching and Modeling Effective Reading Instructional Strategies
- Florida Center for Reading Research (FCRR) Make and Take workshops

### **Evaluation**

- 2008 FCAT Reading Assessment
- District Interim Assessments
- DIBELS
- Reading Plus
- STAR Reading Assessments
- Bi-Weekly Benchmark Assessments
- Houghton Mifflin Assessments

### Mathematics Goal

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

**Florida Education Priorities**

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"/>

**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"/>

**Mathematics Statement**

All students at Hibiscus Elementary School will attain the required proficiency level in mathematics.

**Needs Assessment**



# School Improvement Plan 2007-2008



Results of the 2007 FCAT Mathematics Assessment indicate that all of the targeted subgroups showed improvement in mathematics skills, as evidenced by at least fifty-nine percent of all subgroups scoring at or above grade level in mathematics. The data acquired from the School Performance Accountability Results indicate that sixty-one percent of all students in third through fifth grade met high standards in mathematics on the 2007 FCAT Mathematics Assessment. Additionally, sixty-two percent of the lowest twenty-five percent of the students in third through fifth grade were able to make Adequate Progress in mathematics on the 2007 FCAT Mathematics Test, which is twelve percentage points above the percentage required for state accountability.

Sixty percent of the students tested on the 2007 FCAT Mathematics Assessment made at least one year's progress in mathematics. There was a seven percentage point increase in the number of students in grade three meeting high standards in mathematics when the scores for the 2007 FCAT Mathematics Assessment were compared with the 2006 FCAT Mathematics Assessment scores. In grade four there was a nine percentage point decrease in the number of students meeting high standards in mathematics when scores for the 2007 FCAT Mathematics Assessment were compared with the 2006 FCAT Mathematics Assessment scores. In grade five even though there was a five percentage point increase in the number of students meeting high standards in mathematics, only 46% of the fifth grade students tested on the 2007 FCAT Mathematics Assessment scored at or above grade level in mathematics.

Interpreting the data from the 2007 FCAT Mathematics Assessment across the grade levels indicates that the content clusters needing increased instruction in grade three are Algebraic Thinking, Geometry, and Data Analysis. An analysis of the grade four mathematics achievement scores indicates that content clusters in most need of increased instruction are Algebraic Thinking and Data Analysis. While performance in all of the content clusters in grade five showed improvement, Measurement, Algebraic Thinking, and Number Sense are the areas of greatest need. Focused instruction in these areas should result in an increase in student achievement in mathematics.

***NCLB Subgroup Target***

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase to 62% on the 2008 administration of the FCAT Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal, Mathematics Coach, Classroom Teachers	08/20/2007	06/5/2008	Continuous Improvement Model	0
Provide and utilize the District developed Mathematics Curriculum Pacing Guides and Mathematics Focus Calendars in kindergarten through fifth grade.	Principal, Assistant Principal, Grade Level Chairpersons, Mathematics Coach, Classroom Teachers	08/20/2007	06/05/2008	Seamless PreK-12 Curriculum	0
Continue the FCAT Challenge program whereby students in grades 3 through 5 receive grade level instruction using mathematics strategies while aligning instruction to the Sunshine State Standards.	Principal, Assistant Principal, Mathematics Coach	10/02/2007	03/01/2008	Seamless PreK-12 Curriculum	3250
Conduct quarterly "Data Chats" to disaggregate and analyze data from pretests, posttests, bi-weekly assessments and District Interim Assessments and utilize the data to guide instruction and to address students' weaknesses and strengths.	Principal, Assistant Principal, Mathematics Coach, Grade Level Chairpersons, Classroom Teachers	08/28/2007	05/07/2008	Continuous Improvement Model	0
Identify the students in all subgroups scoring in the lowest 25% on the FCAT Mathematics Assessment, as delineated in Adequate Yearly Progress disaggregated data and monitor progress through school site assessments.	Principal, Assistant Principal, Mathematics Coach, Classroom Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Conduct small group mathematics instruction throughout the day for students who scored at Level 1 and 2 on the 2007 FCAT Mathematics Assessment to reinforce and remediate mathematics skills and FCAT benchmarks, monitored by benchmark assessments.	Principal, Assistant Principal, Mathematics Coach, Classroom Teachers	08/20/2007	06/01/2008	Continuous Improvement Model	0
Implement a tutorial program addressing basic mathematics skills and FCAT benchmarks for students in grades three through five scoring in the lowest 25% on the 2007 FCAT Mathematics Assessment, monitored by benchmark assessments.	Principal, Assistant Principal, Mathematics Coach, Selected Teachers	10/02/2007	02/26/2008	Continuous Improvement Model	8500
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal, Mathematics Coach, Grade Level Chairpersons, Classroom Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0

### Research-Based Programs

- Harcourt Math, 2004 Edition (Harcourt School Publishers)

### Professional Development

- Riverdeep
- FCAT Explorer – Grade 5
- Sharing Best Practices in Mathematics
- Harcourt Math Software
- Coaching and modeling effective mathematics instructional strategies

### Evaluation



# School Improvement Plan 2007-2008



- 2008 FCAT Mathematics Assessment
- District Interim Assessments in Mathematics
- Bi-weekly Benchmark Assessments
- Harcourt Mathematics Assessments

## Writing Goal

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

#### **Florida Education Priorities**

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 checked="" 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 checked="" type="checkbox"/>

### **Writing Statement**

All Hibiscus Elementary School students will be able to communicate effectively through writing.

### **Needs Assessment**

Results from the 2007 FCAT Writing Assessment indicate that eighty-six percent of fourth grade students scored 3.5 or higher. Students need to improve FCAT levels for the 2008 school year. When comparing scores on the 2006 FCAT Writing Test and 2007 FCAT Writing Test, the students' mean score decreased on the expository prompt from 4.4 to 4.1, but on the narrative prompt the mean score remained the same at 3.9.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>



### Measurable Objective

Given instruction based on the Sunshine State Standards, 90% or more of all fourth grade students will score Level 3.5 or higher on the 2008 FCAT Writing+ Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate classroom Writing Journals on a daily basis.	Principal, Assistant Principal, Classroom Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Review results of Monthly Writing Prompts in order to provide focused instruction.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	09/07/2007	06/05/2008	Continuous Improvement Model	0
Utilize writing lessons and strategies from the Houghton Mifflin Reading Series to improve quality of writing.	Principal, Assistant Principal, Classroom Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Conduct monthly "Data Chats" to disaggregate and analyze data from pretests, posttests, and monthly prompts and utilize the data to guide instruction and to address students' strengths and weaknesses.	Principal, Assistant Principal, Reading Coach	09/25/2007	06/05/2008	Continuous Improvement Model	0
Disaggregate and analyze data from the 2007 FCAT Writing+ Assessment to identify strengths and weaknesses in student performance and develop an instructional focus calendar for writing.	Principal, Assistant Principal, Reading Coach	08/20/2007	06/05/2008	Continuous Improvement Model	0
Identify students in grade four scoring a 3 or below on their monthly writing assessment and provide them with focused, explicit instruction in writing.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0

### Research-Based Programs

- Houghton Mifflin Reading Program – A Legacy of Literacy, 2003 Edition

### Professional Development

- Florida Department of Education CD-Rom – “NCS Staff Development for Florida Writes”
- Florida Department of Education CD-Rom – “FCAT Performance Task Scoring-Grade 4 Writing”
- Sharing best practices in writing instruction

### Evaluation

- 2008 FCAT Writing Assessment
- Monthly writing prompts
- District pre and post writing assessment

### Science Goal

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

**Florida Education Priorities**

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"/>

**Miami-Dade County Public Schools**

**District Strategic Plan**

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

**Science Statement**

Hibiscus Elementary School will increase the number of students meeting high standards in science.

**Needs Assessment**

Results from the 2006 FCAT Science Assessment reflect the need for improvement in the teaching and learning of science. The content clusters in science that need focused, explicit instruction are Life and Environmental and Scientific Thinking. The data indicates that thirty percent of the students scored at or above proficiency level.

### Measurable Objective

Given instruction based on the Sunshine State Standards, fifty-five percent of fifth grade students will score Level three or higher on the 2008 FCAT Science Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal, Classroom Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Participate in the school-wide Science Fair to reinforce the use of scientific process skills.	Principal, Assistant Principal, Classroom Teachers, Science Fair Committee	08/20/2007	04/25/2008	Academic Enrichment Opportunities	0
Conduct quarterly meetings to disaggregate and analyze data from Science on-going assessments and utilize the data to guide instruction.	Principal, Assistant Principal	09/26/2007	05/7/2008	Continuous Improvement Model	2000
Implement the District Elementary School Science Pacing Guides in kindergarten through fifth grade to ensure that all Sunshine State Standards are addressed through content area instruction.	Principal, Assistant Principal, Classroom Teachers	08/20/2007	06/05/2008	Seamless PreK-12 Curriculum	0
Implement the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal	09/26/2007	06/05/2008	Continuous Improvement Model	0
Implement the newly adopted Scott Foresman Science, 2007 Florida Edition series, which includes hands-on science labs for grades kindergarten through fifth grades.	Principal, Assistant Principal, Classroom Teachers	08/20/2007	06/05/2008	Seamless PreK-12 Curriculum	0

### Research-Based Programs

- Scott Foresman Science, 2007 Edition

### Professional Development

- Full Option Science System (FOSS)
- Sharing best practices in science
- Scott Foresman Science Series
- On-site hands-on science demonstrations and training

### Evaluation

- 2008 FCAT Science Assessment
- FLDOE FCAT Simulation 5th Grade
- School site FCAT Science pretest and posttest
- Weekly benchmark assessments
- Ongoing cumulative benchmark assessments using ExamView

## Parental Involvement Goal

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

#### *Florida Education Priorities*

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*

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

### **Parental Involvement Statement**

Hibiscus Elementary School will provide increased opportunities for parents to be involved in their child's education.

### **Needs Assessment**

Parent/family/community participation sign-in logs documented 844 participants in school site activities at Hibiscus Elementary during the 2006-2007 school year. The participation sign-in logs revealed that the parent/family/community participation in school-site activities showed an increase when compared with the 730 documented participants during the 2005-2006 school year. This reflects a need to continue to increase parental involvement at Hibiscus Elementary.

### Measurable Objective

Given the need to establish a link between the home and community to support the efforts of improving academic achievement of students, parent/family/community involvement during the 2007-2008 school year will increase from 844 in 2006-2007 to 890 participants in school-site activities as documented by sign-in logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor the participation in parent/family/community activities by maintaining the use of sign-in sheets and logs of attendance.	Principal, Assistant Principal, Community Involvement Specialist, Counselor, Classroom Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Continue to use school wide parent contact logs with codes to identify type of contact.	Principal, Assistant Principal, Community Involvement Specialist, Classroom Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Plan for monthly activities/informational sessions and /or workshops for parents through the In-House Parent Academy.	Principal, Assistant Principal, Community Involvement Specialist, Grade Level Chairperson	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Maintain an on-going line of communication (in students' home language) between the home and the school through the use of student progress reports, report cards, letters, flyers, parent/teacher conferences, home visits, monthly calendar, and the use of Connect-Ed.	Principal, Assistant Principal, Counselor, Community Involvement Specialist, Classroom Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	500
Encourage parent participation in all school related functions such as Career Day, Book Fairs, Field Day, and the Academic and Cultural Fair.	Principal, Assistant Principal, Community Involvement Specialist, Classroom Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	0

### Research-Based Programs

- National PTA Standards for Parent and Family Involvement Programs

### Professional Development

- Open House and Title I Informational Meeting
- Family Literacy Workshops
- Annual Science Fair
- EESAC Meetings

### Evaluation

- Workshop/activity participation sign-in logs

### Discipline & Safety Goal

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

**Florida Education Priorities**

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

**Discipline & Safety Statement**

Hibiscus Elementary School will provide a safe and disciplined environment for all students.

**Needs Assessment**

An evaluation of the Student Case Management System Executive Summary for Hibiscus Elementary revealed 9 outdoor suspensions for the 2005-2006 school year. During the 2006-2007 school year the number of outdoor suspensions was reduced to zero. In order for students to succeed it is important for students to be in attendance at school and in a safe learning environment. Alternative ways to address discipline and safety problems were identified and contributed to the reduction in outdoor suspensions. Additional emphasis needs to be directed towards identifying and acknowledging positive behavior.



### Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will continue to improve as evidenced by maintaining zero number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Establish and implement a school safety and discipline committee.	Principal, Assistant Principal, Counselor, Classroom Teachers	08/16/2007	06/05/2008	Safe and High-quality Facilities	0
Provide parent conferences and workshops on discipline and behavior modification.	Principal, Assistant Principal, Counselor, Classroom Teachers	08/20/2007	06/05/2008	Safe and High-quality Facilities	0
Increase the use of community resources for counseling for students and families.	Principal, Assistant Principal, Counselor	09/17/2007	06/05/2008	Safe and High-quality Facilities	0
Conduct classroom instruction on safe learning environment topics such as bullying and the Code of Student Conduct.	Principal, Assistant Principal, Counselor	10/15/2007	06/05/2008	Safe and High-quality Facilities	0
Implement a school wide progressive discipline plan.	Principal, Assistant Principal, Counselor, Classroom Teachers	08/20/2007	06/05/2008	Safe and High-quality Facilities	100
Identify and acknowledge correct student behavior and provide positive reinforcement.	Principal, Assistant Principal, Counselor, Classroom Teachers	08/20/2007	06/05/2008	Safe and High-quality Facilities	100
Conduct classroom instruction on Character Education and Conflict Resolution.	Principal, Assistant Principal, Counselor, Community Agencies	10/22/2007	05/23/2008	Safe and High-quality Facilities	0
Establish and implement a Youth Crime Watch organization.	Principal, Assistant Principal, Counselor, Representative from Citizen's Crime Watch	10/01/2007	05/30/2008	Safe and High-quality Facilities	0

### Research-Based Programs

Not Applicable

### Professional Development

- Sharing of Best Practices for Discipline during faculty meetings

### Evaluation

- Student Case Management System Executive Summary
- School Climate Surveys
- District and Regional Suspension Reports

## Technology Goal

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

#### **Florida Education Priorities**

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"/>

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

### **Technology Statement**

Hibiscus Elementary will promote equitable and universal access to technology.

### **Needs Assessment**

The most recent data supplied from the Florida System for Technology Accountability and Rigor Survey (STAR) indicates that learners used drill and practice about once a week and simulation and tool-based software only about once a month. A review of the technology reports reveals that there is a need to improve consistent computer access in all classrooms.

### Measurable Objective

Given an emphasis on the use of technology in education, utilization of technology at Hibiscus Elementary will be enhanced during the 2007-2008 school year as evidenced by second through fifth grade classes utilizing the computer lab to reinforce and provide enrichment in the areas of reading and mathematics for at least twenty sessions as documented by computer lab sign-in rosters.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor Reading Plus utilization to ensure students complete required sessions and maintain a 70% reading comprehension rate.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	08/27/2007	06/05/2008	District-wide Literacy Plan	1000
Implement computer lab schedules for all second through fifth grade classes.	Principal, Assistant Principal, Classroom Teachers	09/17/2007	06/05/2008	District-wide Literacy Plan	0
Provide students with the login and password information as well as directions and training for using Reading Plus, Accelerated Reader, Harcourt Math, RiverDeep, FCAT Explorer, and Harcourt GeoSkills.	Principal, Assistant Principal, Classroom Teachers	09/17/2007	10/18/2008	District-wide Literacy Plan	0
Conduct quarterly "Data Chats" to disaggregate and analyze data from computer software reports and utilize the data to guide instruction.	Principal, Assistant Principal	09/26/2007	06/05/2008	Continuous Improvement Model	2000
Increase the availability of computers in the classroom.	Principal, Assistant Principal, Microsystems Technician	08/20/2007	06/05/2008	Continuous Improvement Model	0

### Research-Based Programs

- Reading Plus Assessment and Instructional Software
- Riverdeep
- Harcourt Mathematics

### Professional Development

- FCAT Explorer
- Accelerated Reader
- STAR Reading
- Harcourt Mathematics
- RiverDeep software and web-based programs

### Evaluation

- FCAT Explorer
- Accelerated Reader
- STAR Reading
- Harcourt Mathematics
- RiverDeep software and web-based programs
- Computer lab sign-in rosters

## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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*

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

### **Health & Physical Fitness Statement**

Hibiscus Elementary will promote overall health and fitness for all students.

### ***Needs Assessment***

Final results of the FITNESSGRAM for the 2006-2007 school year revealed that 66.7% of the 179 students tested passed the Fitness assessment. Results of the student scores for 2006–2007 FITNESSGRAM indicate that students in fourth and fifth grades need to continue to improve levels of fitness training in sit-ups, curl-ups, lower and upper body flexibility, distance running and proper nutritional awareness.

### Measurable Objective

Given instruction based on the M-DCPS FITNESSGRAM standards, 68% of students in grades four and five will pass at least five of the six fitness components, as documented by meeting the 50th percentile as indicated by the 2007-2008 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide instruction in Nutritional Awareness to all students during physical education classes and health instruction.	Principal, Assistant Principal, Physical Education Teacher, Classroom Teachers	09/25/2007	06/05/2008	Healthcare & Healthy Choices	0
Encourage student participation in the free breakfast program through flyers, morning announcements, and school web site.	Principal, Assistant Principal, Cafeteria Manager	08/20/2007	06/05/2008	Healthcare & Healthy Choices	0
Increase overall student fitness training through sit-ups, curl ups, upper and lower body exercises, and distance running with an emphasis on conditioning and proper nutrition monitored through teacher observation during physical education classes.	Principal, Assistant Principal, Physical Education Teacher	08/20/2007	06/05/2008	Healthcare & Healthy Choices	1000
Inform parents of the importance of physical fitness and proper nutrition through meetings, school web site, and flyers.	Principal, Assistant Principal, Physical Education Teacher, Counselor, Classroom Teachers	08/20/2007	06/05/2008	Healthcare & Healthy Choices	100
Introduce second and third grade students to the six physical fitness components of the FITNESSGRAM.	Principal, Assistant Principal, Physical Education Teacher	09/17/2007	06/05/2008	Healthcare & Healthy Choices	0
Provide FITNESSGRAM result reports to parents and students.	Principal, Assistant Principal, Physical Education Teacher	05/01/2008	06/05/2008	Healthcare & Healthy Choices	0

### Research-Based Programs

Not Applicable

### Professional Development

- Attend FITNESSGRAM software training
- Attend School Health Index training
- Share updates and physical fitness information at faculty meetings

### Evaluation

2007-2008 FITNESSGRAM

## Electives & Special Areas Goal

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

#### *Florida Education Priorities*

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*

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

### **Electives & Special Areas Statement**

Hibiscus Elementary School students will be given the opportunity to participate in Special Area extra-curricular activities.

### **Needs Assessment**

The Hibiscus Elementary student population represents various cultural backgrounds, talents and interests. This reflects a need to increase the participation of school wide events that will highlight the talents and skills of the students.



### Measurable Objective

Given increased focus on the integration of the content areas of writing, reading, science and mathematics in the Special Area curricula of Art, Music, Physical Education, and Spanish, fifty percent of the students in Kindergarten through fifth grade will participate in extra-curricular activities held throughout the 2007-2008 school year as well as a culminating school wide Academic and Cultural Fair held in May, 2008 as documented by participation rosters.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage and monitor student participation in Hispanic Heritage month in October 2007.	Principal, Assistant Principal, Hispanic Heritage Committee members	09/17/2007	10/17/2007	Academic Enrichment Opportunities	0
Encourage and monitor student participation in Art Projects at Dade County Youth Fair and contests held throughout the year.	Principal, Assistant Principal, Art Teacher	08/20/2007	05/30/2008	Academic Enrichment Opportunities	0
Encourage and monitor student participation in a school wide Science Fair held in May 2008.	Principal, Assistant Principal, Classroom Teachers	08/20/2007	05/30/2008	Academic Enrichment Opportunities	0
Encourage and monitor student participation in a school wide music program held in December 2008.	Principal, Assistant Principal, Music Teacher, Classroom Teachers	12/03/2007	12/21/2007	Academic Enrichment Opportunities	0
Monitor student participation in SPED program held in September, 2007 and Multi-Cultural Luncheon for gifted students and parents held in December, 2007.	Principal, Assistant Principal, SPED Teachers, Gifted Teacher	09/19/2007	12/21/2007	Academic Enrichment Opportunities	0
Implement the school-wide Hibiscus Elementary Academic and Cultural Fair held in May 2008.	Principal, Assistant Principal, Special Area Teachers, Classroom Teachers	04/07/2008	05/30/2008	Academic Enrichment Opportunities	1500

### Research-Based Programs

Not Applicable

### Professional Development

- Special Areas share best practices during Faculty Meetings

### Evaluation

- Special Area extra-curricular activity and program student participation logs

## Return On Investment Goal

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

#### **Florida Education Priorities**

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**

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

### **Return On Investment Statement**

Hibiscus Elementary will continue to improve its percentile ranking on the Return on Investment (ROI) index of value and cost effectiveness of its programs.

### **Needs Assessment**

The most recent data supplied from the Florida Department of Education indicate that in the 2004-2005 school year, Hibiscus Elementary School ranked at the 33rd percentile on the State of Florida ROI Index.

### Measurable Objective

The Hibiscus Elementary Return on Investment (ROI) percentile ranking will increase by at least one percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Research existing resources and take advantage of a broader resource base, e.g. private foundations, volunteer networks, grants.	Principal, Assistant Principal	08/20/2007	06/05/2008	Business Process Redesign	0
Conduct mini workshops on budget allocation for faculty and staff.	Principal, Assistant Principal	08/20/2007	06/05/2008	Continuous Improvement Model	0
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal	08/20/2007	06/05/2008	Business Process Redesign	0
Collaborate with the district on resource allocation.	Principal, Assistant Principal, EESAC	08/20/2007	06/05/2008	Business Process Redesign	0
Increase a greater amount of Dade Partner relationships.	Principal, Assistant Principal, Counselor, EESAC	08/20/2007	06/05/2008	Continuous Improvement Model	0

### Research-Based Programs

Not Applicable

### Professional Development

- Preparing for Budget Conferences for Principals
- Inservice for Stakeholders on the Efficiency and Effectiveness of Programs

### Evaluation

State of Florida ROI Index

**EESAC Compliance**

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

**Budget:**

The EESAC recommended budget allocations to the administration and budget committee in regards to the School Improvement Plan.

**Training:**

The EESAC recommended an increase in professional development activities for the staff including those activities focused on technology and science.

**Instructional Materials:**

The EESAC recommended the use of Accelerated Reader, STAR Reading programs and Voyager Passport Reading Intervention System to enhance the curriculum.

**Technology:**

The EESAC recommended the use of Reading Plus, Accelerated Reader, STAR Reading, FCAT Explorer, Riverdeep, Harcourt Geoskills, and Harcourt Mathematics Software to improve academic achievement in grades one through five.

**Staffing:**

The EESAC recommended personnel and staffing suggestions to the administration that would best support the School Improvement Plan.

**Student Support Services:**

The EESAC recommended the continuation of the services already in place as well as seeking additional services from outside agencies that help support our School Improvement Plan. The current services include a before and after-school tutoring program in reading, writing, and mathematics, as well as, an Academic Excellence Program.

**Other Matters of Resource Allocation:**

The EESAC recommended an incentive program for the Accelerated Reader Program.

**Benchmarking:**

The EESAC recommended strategies to assist in benchmarking the students' progress in the designated objectives.

**School Safety & Discipline:**



# School Improvement Plan 2007-2008



The EESAC recommended continuing the existing policies, programs, and procedures to address school safety and discipline implemented by the administration and faculty, which provide a calm and orderly atmosphere conducive to learning. Programs already in place include School Safety Patrol, Student Council, Do The Right Thing, and the Student/Management/Recognition Committee.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	64750
Mathematics	11750
Writing	0
Science	2000
Parental Involvement	500
Discipline & Safety	200
Technology	3000
Health & Physical Fitness	1100
Electives & Special Areas	1500
Return On Investment	0
<b>Total</b>	<b>84800</b>



# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

\_\_\_\_\_  
\_\_\_\_\_

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*