

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Hubert O. Sibley Elementary School (5141)

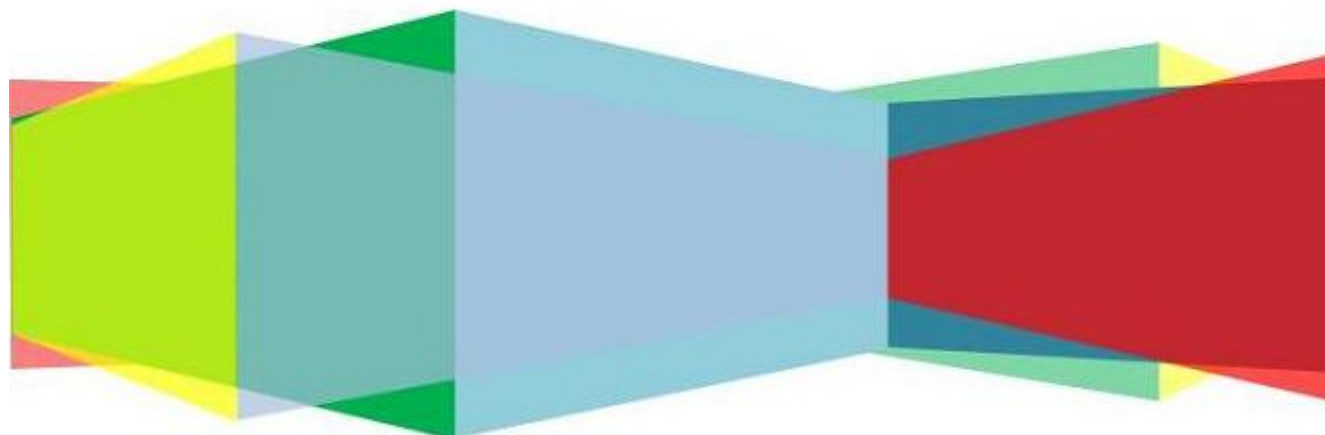
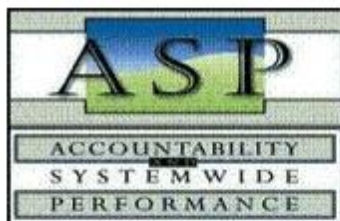
Feeder Pattern - North Miami Senior

Regional Center II

District 13 - Miami-Dade

Principal - Michael Charlot

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Hubert O. Sibley Elementary School is a Title I school which serves approximately 1,000 students from the surrounding neighborhood, in grades Pre-K through sixth. Our school provides instructional materials for our students, using research based programs. The diverse population consists of 80% Haitian, 2% Black, Non-Hispanic, less than 1% White, Non-Hispanic, 16% Hispanic, less than 1% Indian and 1% Multiracial, with 89% receiving free or reduced lunch. Our English Language Learner (ELL) students comprise approximately 19% of our school. Because of the relatively low income status of the surrounding community, the students are in need of support to secure the basic resources that will enable them to participate fully in the life of the community. The school, in conjunction with the Educational Excellence School Advisory Council (EESAC) has identified and will implement the objectives stated for the 2007-2008 school year. In addition, the school offers intensive after school tutoring, Science, Engineering, communications, and Mathematics Enhancement (SECME), Chorus, and an Academic Excellence Program (AEP). Hubert O. Sibley belongs to the North Miami Feeder pattern. Students promoted from grade six will attend one of the following schools: Thomas Jefferson Middle, Horace Mann Middle, North Miami Middle, or John F. Kennedy Middle.

The results of the 2006-2007 FCAT Reading Test indicated that students in grades 3 through 5 showed an increase of 5 percentage points when comparing the results of the 2007 FCAT Reading Test results to the 2006 FCAT Reading Test results for students scoring a Level 3 or higher. The results of the FCAT Mathematics Test indicated that students in grades 3 through 5 demonstrated a decrease of 5 percentage points when comparing the results of the 2007 FCAT Mathematics Test results to the 2006 FCAT Mathematics Test results for students scoring a Level 3 or higher. The results of the 2007 FCAT Writing Test indicated that students in grade 4 demonstrated a decrease of 11 percentage points when comparing the 2007 FCAT Writing Test results to the 2006 FCAT Writing Test results for students scoring 3.5 or higher. The results of the FCAT Science Test indicated that students in grade 5 showed an increase of one percentage point on the mean score when comparing the results of the 2007 FCAT Science Test results to the 2006 FCAT Science Test results.

However, we did not meet adequate yearly progress, and scored a school grade of C.

Given instruction using the Sunshine State Standards, students in grades 3-6 will improve their reading skills as evidenced by an increase of 5% of students scoring at or above Level 3 on the 2008 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, the English Language Learner students will improve their reading skills as evidenced by 51% of the students scoring at or above Level 3 on the 2008 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 2008 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, the English Language Learner students in grades 3-6 will improve their mathematics skills as evidenced by 56% of the students scoring a Level 3 or higher on the 2008 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 2008 FCAT Writing Assessment.

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 2008 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 to the 2006-2007 school year.

Given a school wide emphasis on discipline the students will improve their behavior by a reduction of suspensions by 5% in the 2007-2008 school year.

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



School Improvement Plan 2007-2008



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 fitness from 58% in 2006-2007 to 63% in 2007-2008.

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 in students that participated in musical activities during the 2006-2007 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.

Given instruction using the Sunshine State Standards, students in grades 3-6 will improve their reading skills as evidenced by 58% of the students scoring at Level 3 or above on the 2008 Florida Comprehensive Assessment Test (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 Level 3 or above 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 by 56% of the students scoring a Level 3 or above on the 2008 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as documented by % of students scoring 3.5 or above.

Given instruction using the Sunshine State Standards, students in grade five will increase science content knowledge and scientific thinking skills as evidenced by 49% of the students scoring 3 or above 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 2006-2007 to the 2007-2008 attendance rosters.

Given a school wide emphasis on discipline the students will improve their behavior by a 5% reduction of scams from 48 in the 2006-2007 school year to 45 in the 2007-2008 school year.

Given a school wide emphasis on increasing the use of technology, teachers will attend 2 technology workshops as evidenced by 2007-2008 attendance logs, as compared to 2006-2007 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 by 63% in 2007-2008 as compared to 53% 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, 45 to 49 students, participating in musical activities during the 2007-2008 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 Survey (OPIS) indicated scores ranging from a 3.4 to a 4.6 on a 5 point scale. The areas of Business Results and Strategic Planning were ranked overall lower by staff than the other seven categories addressed in the survey. The school site will improve the overall perception of business by reviewing with the staff the budget and its components. In addition, the administration will review the OPIS with the staff in an effort to address any concerns and bring resolution to them.

Hubert O. Sibley has created a Professional Learning Community (PLC) which is comprised of teachers and administrators that meet regularly to monitor student achievement, utilize data to drive all curricular programs and plan for the future. The PLC invites input from all staff members. Additionally, each grade level utilizes a common planning time whereby they can plan collaboratively and take the results of their ideas and concerns back to the PLC for their consideration.



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.

5141 - HUBERT O. SIBLEY ELEMENTARY SCHOOL

VISION

Hubert O. Sibley Elementary School provides all students equal access to a comprehensive academic program that will challenge each student's potential, as well as foster positive growth in social behaviors and attitudes. 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

At Hubert O. Sibley Elementary School, the faculty and staff are committed to identifying the learning styles of each child. By doing so, each student will believe in his/her ability to achieve and excel in any future endeavors. Our mission will be accomplished by developing ourselves to be better people and professionals so that we may develop better students.

CORE VALUES



School Improvement Plan 2007-2008



Excellence

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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

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Citizenship

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

School Demographics

Hubert O. Sibley is a Title I funded school utilizing allocated funds to defray the expenditures for differentiated programs 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 English Language Learners (ELL) 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 and Drama; 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 school provides basic educational services while implementing the Sunshine State Standards to students in pre-kindergarten through grade six. Additionally, the school has special units dedicated to offering services to the Varying Exceptionalities of some of our students. Two teachers from the Special Education Program (SPED) and regular classroom teachers collaborate on the instructional program. The educational design encompasses the implementation of effective intervention strategies, provision of professional development for instructional personnel, effective utilization of research-based reading materials and technology that benefit all students.

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 pathologist, 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, 18 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 32% White Non-Hispanic, 44% Black Non-Hispanic, 23% Hispanic. The student-teacher ratios are at state-level requirements as evidenced by data reported on the District and School Profile Report.

Hubert O. Sibley Elementary School has identified issues concerning challenges in improving student skill mastery and parental involvement. To address this, Hubert O. Sibley will focus on attendance this year by conducting truancy meetings with parents/guardians of students who have been identified as excessively truant, and implementing a schoolwide attendance incentive program. To improve communication, the school will schedule regular parental involvement activities, supply written information in the home language, home visits, and the use of Connect ED to expedite communications whenever possible.

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 staff development 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 EESAC notices to all staff and the Professional Learning Community.

District Strategic Planning Alignment:

Hubert O. Sibley Elementary School's 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. Input can again be accomplished through EESAC notices to all staff members.

Stakeholder Engagement:

The Hubert O. Sibley Elementary School's 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. The school will improve in this area by providing teachers additional time and resources to address customer problems.

Faculty & Staff:

Faculty and staff generally agreed that they are encouraged to demonstrate initiative when interacting with the entire staff; making the vision 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:

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.

Education Design:



School Improvement Plan

2007-2008



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.

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 achievement. The school will improve this area of weakness by conducting a schoolwide survey of factors impeding progress.

Schools Graded 'C' or Below

Professional Development:

Professional development support is provided to the classroom teachers throughout the school year by our two on-site Reading Coaches. The Reading Coaches model strategies and activities conducive to improving the classroom teacher's skill in differentiating instruction in the classroom. Classroom teachers apply the skills taught or modeled by the coaches. Follow-up visitations and informal discussions occur to ensure that the skills are internalized. Teachers have access to the Reading First activity binders as well as using the resources available through the Houghton-Mifflin adopted reading series. Additional support is provided to teachers through Region and District trainings. Teachers are able to register for professional development activities through the web-based teacher professional development portal.

Disaggregated Data :

Student achievement data will be reviewed on an on-going basis in order to guide instruction and provide information to teachers in order to re-teach and remediate. Individualized data discussions will be scheduled three times during the school year with each classroom teacher in conjunction with the administration and the Reading Coaches. These data discussions will be utilized to track the progress of students working below grade level in order to guide instruction, make changes to reading groups, and differentiate instruction to best meet the needs of each student.

Informal and Formal Assessments:

Various ongoing formal and informal assessments will be utilized during the school year to measure student progress. Among the formal assessments are the Florida Comprehensive Assessment Test (FCAT), the District Interim Assessments, the Stanford Achievement Test -10 (SAT), the Diagnostic Indicator of Basic Emergent Literacy Skills (DIBELS), and the Oral Reading Fluency (ORF) Test. Informal assessment is continuously utilized throughout the school year in the form of weekly theme skills assessment, bi-weekly benchmark assessments, and teacher constructed skills tests.

Alternative Instructional Delivery Methods :

Hubert O. Sibley Elementary offers students various opportunities for remediation, acceleration, and enrichment opportunities. These classes offer an enrichment curriculum opportunity for students in grades 1-6. Additionally, our students are offered opportunities for remediation through in-school tutorial, an extended reading block for grades three and four, and after-school and Saturday tutorials.

Schools Offering Primarily Grades 6 through 12

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

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input type="checkbox"/>	Applied and Integrated Courses
<input type="checkbox"/>	Academic and Career Planning

*The Course choice based on student goals / interests / talents are not addressed at the 6th grade level.

*Master Schedules are determined by instruction and not student needs.

*Academic and Career Planning is not used at the sixth grade.

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 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"/>

Reading 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 at or above grade level.

Needs Assessment

Data from the results of the 2007 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 ELL 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
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-6 will improve their reading skills as evidenced by 58% of the students scoring at Level 3 or above on the 2008 Florida Comprehensive Assessment Test (FCAT) Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement reading scope and sequence as found in the research-based Houghton Mifflin Core Reading Program.	Administrators Classroom Teachers	8/08/2007	6/05/2008	Continuous Improvement Model	5000
Involve teachers in data-driven decision-making by providing all available Student Performance Index data enabling them to analyze the on-going progress of their students.	Administrators Classroom Teachers Reading Coaches	8/20/2007	6/05/2008	District-wide Literacy Plan	0
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	8/20/2007	6/05/2008	Continuous Improvement Model	0
Identify the students in grades 3-6 who scored at FCAT Levels 1 and 2. Provide them with intensive reading intervention and monitoring them through pre and post testing.	Administrators Reading Coach Classroom Teachers	8/14/2007	6/05/2008	District-wide Literacy Plan	0
Utilize research-based intervention programs to monitor and ensure student progress in Voyager Reading Plus, Early Success, and Soar to Success.	Administrators Reading Coaches Hourly Teachers Classroom Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	16500
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 Reading Coach	8/20/2007	6/05/2008	District-wide Literacy Plan	0

Research-Based Programs

- *Houghton Mifflin Core Reading Text,
- *Voyager,
- *Soar to Success,
- *Early Success,
- *SuccessMaker,
- *Lexia,
- *Reading Plus

Professional Development

- Edusoft Data Analysis
- Creating Independence through Student-owned Strategies (CRISS)
- FCAT Item Specifications
- Guided Reading
- Reciprocal Teaching and Coaching Model

Evaluation

- *Florida Comprehensive Reading Assessment Test 2008,
- *Interim Assessments,
- *DIBELS for grades K-3 and the Level 1 & 2 students in grades 4-5,
- *Florida Oral Fluency Reading for grade 6,
- *DAR for grades 1-6, and
- *Houghton Mifflin chapter 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 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 Hubert O. Sibley Elementary School will demonstrate increased performance in mathematics and will be able to function at or above grade level in mathematics.

Needs Assessment

Data from the results of the 2007 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 ELL students did not score at or above grade level in mathematics and 37% of the ELL 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
<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"/>

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 Level 3 or above 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 by 56% of the students scoring a Level 3 or above on the 2008 FCAT Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	10/7/2007	2/16/2008	Continuous Improvement Model	31000
Provide differentiated instruction in mathematics targeting the individual needs of all students.	Administrators Classroom Teachers	8/20/2007	6/05/2008	Education Innovation	0
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	8/20/2007	06/05/2008	Continuous Improvement Model	0
Implement the District's Pacing Guide in mathematics focusing on the tested benchmarks and guiding the timely instruction of these benchmarks, measured by Interim Assessments.	Administrators Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
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	8/20/2007	6/05/2008	Continuous Improvement Model	90000
Utilize technology programs e.g. SuccessMaker, to diagnose, and monitor progress.	Administrators Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide students with performance-based activities in mathematics incorporating the use of manipulatives, problem-solving, critical thinking, communication skills and technology.	Administrators Classroom Teachers Hourly Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0

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

2008 Florida Comprehensive Mathematics Assessment
Interim Mathematics Assessments
In-house Benchmark 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 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"/>

Writing 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 2007 FCAT Writing Assessment indicate that 82% of the fourth grade students met high standards in writing. Ninety percent of fourth grade students scored a 3.5 or higher in expository writing. Seventy-one percent scored a 3.5 or higher in narrative writing. One percent of the ELL students improved at 3.5 or above on the FCAT Writing Assessment.

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 using the Sunshine State Standards, students in grade four will improve their writing skills as documented by % of students scoring 3.5 or above.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze District Pre/Post tests to monitor student progress and identify areas of weakness for remediation.	Administrators Classroom Teachers Reading Coaches	8/20/2007	6/05/2008	Continuous Improvement Model	0
Utilize a variety of vocabulary strategies and grammar activities to improve writing skills.	Administrators Classroom Teachers Reading Coaches	8/20/2007	6/05/2008	Continuous Improvement Model	0
Utilize the Department of Education's CD Rom to train students and teachers in appropriate criteria and rubric scoring.	Administrators Reading Coaches	10/15/2007	6/05/2008	Continuous Improvement Model	0
Involve teachers in data-driven decision making by providing all available data to enable an analysis of the on-going progress of their students.	Administrators Support Staff	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement the use of writing strategies across the curriculum.	Administrators Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement monthly writing calendars based on the Competency-Based Curriculum and the Sunshine State Standards to guide writing instruction.	Administrators Classroom Teachers Reading Coaches	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

Houghton Mifflin Core Reading Program

Professional Development

Writing strategies
 FCAT Writing T Holistic Scoring
 FCAT Writes T Format
 Writing component of the Comprehensive Reading Plan
 Inservices

Evaluation

Progress in writing of 4th grade students will increase from 82% to 90% of the students achieving 3.5 or above when comparing 2007 FCAT Writing Assessment to the 2008 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.

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 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"/>

Science 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 2007 scale score in Science for the fifth grade students at Hubert O. Sibley Elementary School was 286. The percent of students achievement Level 3 or above on 2007 FCAT Science Assessment was 24% .

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 49% of the students scoring 3 or above on the 2007 FCAT Science Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students with the experience of inquiry based, hands-on problem solving activities through the use of the science lab.	Administrators Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Utilize FOSS kits to provide hands-on inquiry based activities for students.	Administrators Classroom Teachers	8/20/2007	06/05/2008	Continuous Improvement Model	1000
Provide the opportunity for students to demonstrate their knowledge of the scientific process through a school-wide science fair.	Administrators Classroom Teachers	8/20/2007	06/05/2008	District-wide Literacy Plan	0
Monitor classroom instruction through lesson plans, benchmark assessments, and item specs pre/post tests by clusters/benchmarks.	Administrators Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Utilize the District Pacing Guide enabling teachers to pace instruction to cover the benchmarks in a timely manner.	Administrators Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
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	8/20/2007	6/05/2008	Continuous Improvement Model	0

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 2008 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.

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

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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

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. Attendance rosters reflect that 1,600 parents attended parent meetings and events during the 2006-2007 school year.

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 2006-2007 to the 2007-2008 attendance rosters.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct monthly EESAC meetings to provide updates to parent representatives about school improvement efforts.	Administrators EESAC members	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Increase communication among school parents and community as to their roles in student achievement.	Administrators Community Involvement Specialist Classroom teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Increase parental involvement, student achievement by implementing an FCAT night.	Administrators Community Involvement Specialist Classroom teachers	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Schedule meetings and/or activities at various times during the day and evening to accommodate working parents.	Administrators Community Involvement Specialist	8/20/2007	6/05/2008	Exchange Meaningful Information	0
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	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Provide communication to parents in their native language.	Administrators, Community Involvement Specialist	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Conduct a Parent Teacher Association drive to increase parent participation.	Administrators, PTA members	8/20/2007	6/05/2008	Exchange Meaningful Information	0

Research-Based Programs

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

Professional Development

- * Title I Community Involvement workshops
- * Hands-on workshops in reading, writing, mathematics and science

Evaluation

The 2007-2008 parent participation attendance rosters will be used.

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 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"/>

Discipline & Safety 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 2006-2007 suspension report indicate that 48 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 5% reduction of scams from 48 in the 2006-2007 school year to 45 in the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Community Involvement Specialist to contact parents to impart good news and inform them of parent meetings and workshops.	Administrators Community Involvement Specialist	8/20/2007	6/05/2008	Safe and High-quality Facilities	0
Recognize the most improved students, through award ceremonies.	Administrators, Classroom Teachers, Guidance Counselors	8/20/2007	6/05/2008	Continuous Improvement Model	0
Construct a school wide discipline plan for the school.	Administrators, Faculty	8/20/2007	6/05/2008	Continuous Improvement Model	0
Adjust student schedule from the primary classroom to a secondary classroom to change the child's situation.	Administrators, Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Providing an opportunity for teachers to conduct afternoon study hall as an alternative to suspension.	Administrators Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

Professional Development

Alternative Strategies
Peer Mediation

Evaluation

*Monthly suspension reports
*Parent Communication Log

Examine the results of the 2007-2008 Cognos report and Case Management files as compared to the 2006-2007 Cognos report to determine the difference in the number of students that have been suspended.

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 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"/>

Technology 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 Star Exam and the ROI report, 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 attend 2 technology workshops as evidenced by 2007-2008 attendance logs, as compared to 2006-2007 attendance logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize and involve Media Specialist/Microsystems Technician to provide in-house professional development to all faculty and staff members.	Administrators Media Specialist Microsystems Technician	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide teachers with the necessary professional development in order to maximize student utilization of technology.	Administrators Microsystems Technician	8/20/2007	6/05/2008	Continuous Improvement Model	0
Survey staff members to determine computer needs and utilization.	Administrators, Microsystems Technician	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement the Family Literacy Grant to provide parents learning opportunities to find ways to help their children read.	Administrators, Family Literacy Grant Facilitator	8/20/2007	6/05/2008	District-wide Literacy Plan	75000
Monitor student utilization of computer programs through monthly reports.	Administrators, Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

Not Applicable

Professional Development

- * SuccessMaker
- * Reading Plus
- * Edusoft
- * Lexia
- * Gradebook

Evaluation

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

* Edusoft

* 2007 Star School Profile

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

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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

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 2006-2007 Fitnessgram Assessment program indicate that 58% out of 98% of the students that were tested did not receive a gold or silver award. The data indicate that there is a need to increase the percentage of students receiving an award on the Fitnessgram 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 by 63% in 2007-2008 as compared to 53% in 2006-2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create a dance club, aerobics, volleyball, soccer, and football clubs through the Saturday Academy.	Administrators, HOPE Worldwide volunteers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement the SECME Grant Program to provide opportunities for students to participate in creative, organized physical fitness activities.	Administrators, SECME Teachers	9/10/2007	6/05/2008	Academic Enrichment Opportunities	0
Provide a variety of physical fitness activities through the PE curriculum to improve the physical fitness of the students.	Administrators, Physical Education Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Facilitate an increase in physical fitness opportunities through a schedule recess program.	Administrators, Classroom Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

Fitnessgram Assessment

Professional Development

Evaluation

Utilize the results of the 2007-2008 Fitnessgram 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.

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 type="checkbox"/>

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

Electives & Special Areas 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 45 students that were involved in musical activities and the arts during the 2006-2007 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 2007-2008 school year.

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, 45 to 49 students, participating in musical activities during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide opportunities for students to showcase their talents through a variety of performances throughout the year.	Administrators, Music Teacher	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Provide opportunities for students to audition for the chorus throughout the school year.	Administrators, Music Teacher	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Provide opportunities for students to create and audition for an instrumental ensemble group throughout the school year.	Administrators, Music Teacher	8/20/2007	6/05/08	Academic Enrichment Opportunities	0

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

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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

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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Share the use of facilities and partnering with community agencies.	Principal	8/20/2007	6/05/2008	Parental Choice Options	0
Become more informed about the use of financial resources in relation to school programs.	Principal	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Collaborate with the district on resource allocation.	Principal	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Research existing resources for taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/14/2007	6/05/2008	Other/ Not Applicable	0

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.

Other Goal

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

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

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

Other Statement

Needs Assessment



School Improvement Plan 2007-2008



Measurable Objective

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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Research-Based Programs

Professional Development

Evaluation

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 committee will work with the administration on budget matters and will conduct workshops with regards to the 2007-2008 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 2007-2008 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:



School Improvement Plan 2007-2008



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
Reading	21500
Mathematics	121000
Writing	0
Science	1000
Parental Involvement	0
Discipline & Safety	0
Technology	75000
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	218500



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