

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2008 - 2009 SCHOOL IMPROVEMENT PLAN

School Name: HUBERT O. SIBLEY ELEMENTARY
SCHOOL

District Name: Dade

Principal: Michael J. Charlot

SAC Chair: Dr. April Grant

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending School Board
Approval



Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

VISION: Hubert O. Sibley Elementary will continue to develop students to become academically proficient, socially responsible, emotionally secure, and physically fit. We believe that our students will be able to enter society with the skills, attitudes, and competencies which will allow them to successfully compete in any path they choose. Our children will face adulthood with the self-confidence to view problems as opportunities, to arrive at solutions in creative ways, and to employ critical thinking skills.

In addition, the Hubert O. Sibley family will develop a technology and literary rich environment which focuses on harmony and cultural differences, celebrating individual strengths and success. We will work to lead every child toward becoming a productive and successful member of society.

We will give our students the ability to solve problems, think critically, and possess an appreciation for peace in a changing global society.

MISSION: At Hubert O. Sibley Elementary School our mission is to develop ourselves to be better people and professionals so that we may develop better students. We are dedicated to the development of every student's academic, social, physical, and emotional well being.

Together the administration, faculty and staff will work to create a safe environment where every child will have the same opportunity to learn and reach their full potential. Through involvement in hands-on experimental studies and research, our students will become proficient in conducting experiments utilizing the scientific method.

SCHOOL PROFILE DEMOGRAPHICS

The Hubert O. Sibley Elementary facility runs from N.W. Second Ave and 115th Street to N.W. Fifth Ave., in unincorporated North Miami. We have the unique benefit of being located two blocks West of Barry

University. The building opened its doors for students in 2001. Hubert O. Sibley Elementary is a multi-ethnic-tri-lingual school that presently offers a rigorous academic program as well as numerous extra curricular activities to 894 students in grades Pre-K through Six. Our community partners include The Home Depot, Barry University and Merrill Lynch. We were awarded a grant from Hands on Miami and Target, which will renovate our Media Center. Hubert O. Sibley is a Title I funded school utilizing allocated funds to address the specific needs of students. Additionally, there are a variety of programs offered at Hubert O. Sibley Elementary School. These programs include: The Exceptional Student Education Program delivered through a full inclusion model for students with diagnosed exceptionalities and a Gifted Program for those students who meet the requirements; The English Language Learners Program which provides instruction in English for speakers of other languages also through an inclusion model.

*The student population mirrors the community: 82% Black, Non-Hispanic, less than 1% White, Non-Hispanic, 16% Hispanic, less than 01% Indian and less than 01% Multiracial with 89% receiving free or reduced lunch. *Our Limited English Proficient students comprise approximately 19% of our school. 89% Economically Disadvantaged.

The population by grade level is: 17-Pre-Kindergartners, 130- Kindergartners, 113-First graders, 123-Second graders, 138-Third graders, 135-Fourth graders, 131-Fifth graders and 117-Sixth graders.

Standard curriculum students represent 98% of our population 39% at level 1, 11% at level 2, 39% at level 3, 8% at level 4, 3% at level 5.

The principal and assistant principal serve as the instructional leaders of the school. There are forty-six classroom teachers, two ESE teachers, one itinerant and one full time HLA teacher, two ESOL teachers, two Spanish teachers, one elementary school guidance counselor, one itinerant speech therapist, a media specialist, two reading coaches, eight special area teachers, one full time paraprofessional and one hourly teacher. All instructional staff members hold a Bachelor's Degree, 21 teachers hold a Master's Degree, 6 hold a Specialist's Degree and 1 holds a Doctorate Degree. The ethnic make-up of the instructional staff is 29% White Non-Hispanic, 48% Black Non-Hispanic, 22% Hispanic. The student-teacher ratios are at state-level requirements as evidenced by data reported on the District and School Profile Report.

Class Size

Hubert O. Sibley Elementary provides an exceptionally well-balanced curriculum, based on the Sunshine State Standards, to students in grades PK-6. Pupil/teacher ratio is 16:1. All classroom settings provide instruction through the delivery of the Comprehensive Research Reading Plan. Basic instruction is enhanced through Title I funding.

Attendance Rate

Compared to the 2006-2007 school year, the school has demonstrated a 1.67% increase during the 2007-2008 school year.

Promotion / Retention Rate

The retention rate percentage for the 2007-2008 school year in grade three was 21%. The objective of this school year is to reduce this percentage by at least 10%.

Feeder Pattern

The North Miami Feeder Pattern has 13 schools. Hubert O. Sibley Elementary students feed into Thomas Jefferson Middle, Horace Mann Middle, and North Miami Middle. The Feeder Pattern High School is North Miami Senior. We have a high number of English Language Learners and Haitian American Students. Many of our parents work multiple jobs and are unable to come to the school for meetings or events. To alleviate this obstacle, we schedule regular meetings during school hours in an attempt to draw more parental involvement.

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

n/a

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

Michael J. Charlot - Principal

Michael J. Charlot, Principal of Hubert O. Sibley Elementary has been employed with Miami Dade County Public Schools for 24 years. Mr. Charlot obtained his Bachelor of Arts in May of 1988. He secured his first teaching position at Morningside Elementary School as a Kindergarten teacher during the 1988-1989 school year. In the fall of 1989, Mr. Charlot moved on to Toussaint Louverture Elementary School where he taught both fourth and fifth grade and would remain until 1993. During the 1993-1994 school year Mr. Charlot was the Lead Teacher at Phyllis Miller Elementary School. He received a Master of Science in Educational Leadership in August of 1994. In November of 1995 Mr. Charlot was appointed Assistant Principal of North Miami Elementary, through December of 2000. There he was responsible for coordinating Adult Basic Education classes, the implementation and monitoring of a large after school care program, the coordination of tutorial programs for low performing students and the organizations of health and job fairs for the community. From December of 2000 - April 2006 Mr. Charlot was the principal of Opa-Locka Elementary. During his time there, Opa-Locka was a Zone school. His experiences included the implementation and monitoring of: Superintendent's School Improvement Zone initiative with a focus on literacy; Extended Day Programs (additional hour of intense remediation and enrichment from (3:00-4:00); Extended Year (190 day instructional calendar); Saturday Academies; Extended School Year 210-day State Pilot; On-site Full-Service Health Clinic; and CSRD- School Reform Grant. Under Mr. Charlot's leadership, Opa-Locka Elementary acquired a "C" grade and was formerly an "F" school. Results from the 2006-2007 FCAT Mathematics and Reading indicate an increase in the percentage of students performing at Level 3 or higher. For mathematics, in fourth grade, the percentage points increased by 17 points, from 51% to 68%. For Reading in fourth grade, the percentage points increased by 4 points, from 56% to 60%. As a result Hubert O. Sibley made adequate yearly progress for 2006-2007 school year. In 2005, he was nominated "Administrator of the Year" by the Florida Black Alliance of Educators group. Upon joining Hubert O. Sibley Elementary in March 2006, Mr. Charlot was nominated Principal of the Year for the North Miami Feeder Pattern. Mr. Charlot has also been selected to serve on numerous committees, including that of Collective Bargaining by the superintendent of schools. He is currently part of the Vanguard Principals group, a collaborative effort between the State of Florida and Miami-Dade County Schools will aim to develop collegiality, share best practices and learn about new leadership trends.

Mr. Donald Clippinger, Assistant Principal

Donald Clippinger, Assistant Principal at Hubert O. Sibley Elementary School has been employed with the Miami-Dade County School Board for thirteen years with the completion of his fourth year as Assistant Principal at Hubert O. Sibley Elementary. Prior to becoming an Assistant Principal, Mr. Clippinger worked as a music teacher, union steward and EESAC chair at South Pointe Elementary. Mr. Clippinger is also the Music Director at Holy Cross Lutheran Church. He oversees event planning and adult choir. As Assistant Principal, Mr. Clippinger works closely with the teachers of Exceptional Education students as well as the general education teachers who are in contact with ESE students to ensure compliance with all components of the Individual Education Plan. { IEP}. Mr. Clippinger also works collaboratively with the ESOL teachers to ensure compliance with district guidelines and tracks the progress of students who have been in the program for more than four semesters. He works collaboratively with the principal, custodial staff and zone mechanic to ensure that the facility is both safe and clean at all times. Mr. Clippinger recently completed the Ready Schools training and will incorporate the Professional Learning Community in many aspects of school improvement. His direct involvement with school improvement is to organize and oversee the full range of in school, after school and Saturday tutorial programs.

school and Saturday tutorial programs.

Results from the 2005-2006 FCAT Mathematics and Reading indicate an increase in the percentage of students performing at Level 3 or higher. For mathematics, in sixth grade, the percentage points increased by 12 points, from 43% to 55%. For Reading, in sixth grade, the percentage points increased by 15 points from 43% to 58%. Hubert O. Sibley elementary maintained a solid grade of C during a difficult transitional period of Principal change under Mr. Clippinger's leadership.

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

Hubert O. Sibley Elementary School strives to maintain a faculty of highly qualified teachers and staff. The interview process is usually conducted by a panel of administrators and selected personnel to ensure a fair and equitable process for all candidates. Open positions are posted on the MDCPS website and interviews are conducted for several days. In order to retain newly hired teachers, a new teacher orientation program is in place at the school site.

Leadership/Mentoring

Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Through the use of technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS. To ensure the retention of reading teachers, support through professional development that strengthens the knowledge base in reading, access to mentor teachers and collaboration with colleagues will be utilized.

Hubert O. Sibley Elementary School is staffed with instructors who have been certified and deemed highly qualified by the State of Florida per the issuance of a state teaching certificate that documents the completion of a Bachelor's Degree and knowledge of subject area(s) taught. The teachers are listed below by Name, Employee Number, Certification and Teaching Assignment:

[Show Attached Staff List](#)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

As a result of our school not having met AYP, we are required to house federally funded Supplemental Educational Services (SES). These providers will assist in an after school reading and math tutorial program. Funding for this program is through private independent agencies. The Science Engineering, Communications, and Mathematics Enhancement (SECME) a state funded program that offers enriching science, technology, design and building experience for qualified students utilizing a before and after school model. Funding for this program is entirely Grant based. These activities help empower our students to employ higher order thinking skills and achieve greater success in math and science. These programs focus on improving the academic achievement as well as the social and cultural development of all students. The adult education program based at Hubert O. Sibley Elementary is a state funded program. It is structured to provide GED and ESOL classes to our parents as well as other community adults.

School Wide Improvement Model

Note: Required for Title I

Hubert O. Sibley Elementary School will incorporate the Florida Continuous Improvement Model (FCIM). The FCIM will involve an 8-step process that will regularly assess students and, based on data-driven decisions, determining the level of need for enrichment and remediation. The cycle is as follows:

1. Disaggregate test data. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Star, monthly assessments and baseline assessments are administered to obtain data to make decisions about the needs of students.
2. Develop an instructional timeline. The school master schedule is developed to allow for a continuous block of time for grade levels to meet weekly facilitating common planning.
3. Deliver the instructional focus. Most teachers are trained in Creating Independence through Student-owned Strategies (CRISS), reciprocal teaching and graphic organizers to guide instruction and focus on student achievement.
4. Administer frequent assessments. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Star, bi-weekly assessments and Interim assessments are administered to obtain data to make decisions about the needs of students and provides the data needed for early intervention.
5. Use tutorials to re-teach non-mastered target areas.
6. Provide enrichment opportunities for mastery students.
7. Reinforce learning through maintenance. SuccessMaker and Voyager Math provide additional learning opportunities and strengthen students' knowledge of skills.
8. Monitor progress. Administration meets with grade levels/departments to provide support and resources necessary in order to ensure that all components of the plan are effectively implemented.

NCLB Public School Choice

Note: Required for Title I

Hubert O. Sibley Elementary School has notified all parents of the Public School Choice options available to them as required by NCLB. All parent notifications were sent by U.S. mail and were available in English, Spanish and Creole. Notifications complied with FDOE timelines.

Hubert O. Sibley provide templates to each school in the district that could be customized for each school's specific information before they were sent home to parents. The school has customized the district templates according to federal and state requirements and letters were all mailed to parents within the required timelines. (See attached letters)

Hubert O. Sibley is a Title 1 school in SINI 1 status.

[Show Attached Public School Choice Notice to Parents file](#)

[Show Attached Notification of SINI Status file](#)

Pre-School Transition

Note: Required for Title I

Hubert O. Sibley Elementary offers a Pre-K program. The Florida Kindergarten Readiness Test (FLKRS) for Kindergarten Readiness is administered to all preschoolers as an initial diagnostic to determine the specific skills and knowledge of students. The FLKRS is administered by hourly paraprofessionals to all preschoolers as a continuous observational assessment tool to collect data about improvement to student skill levels.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is used to measure progress of foundational reading skills. Low-performing students are targeted early. Certified teachers will work with students using specific strategies and developmentally appropriate academics after the specific weaknesses have been identified by data for each student. Title 1 funding supports the remediation and diagnostic instrument. The staff provides parents with packets of activities, registration materials, and offers workshops to train parents to assist their children at home. An exit interview and the FLKRS will be given to each student before entering Kindergarten to assess readiness and any need for remediation. Performs yearly articulation meetings between the Pre-K teachers and the Kindergarten teachers in order to determine the

articulation meetings between the Pre-K teachers and the Kindergarten teachers in order to determine the skills necessary to be successful in the Kindergarten program. (Parents are invited to visit the Kindergarten classrooms and they are given an orientation prior to the beginning of the school year. Within the first thirty days of school, students are given the FLKRS assessment. The DIBELS portion of this assessment is a vital component in determining readiness and aptitude for reading. A SWAT team consisting of kindergarten teachers and support staff are deployed to carry out this assessment.)

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

Teachers in need of improvement will be selected for mentoring and extended learning opportunities based on formal and informal classroom visits that depict areas of challenge in their instructional delivery. As it relates to veteran teachers specifically, the trend data will serve as an indicator of how students have performed in their classes over a period of time. As a result, the expectation is that the teachers not only become better teachers but better learners. Articulation meetings and observations will be conducted continuously as a mode of monitoring and evaluating progress.

[Show Attached Teacher Mentoring List](#)

Extended Learning Opportunities

Note: Required for Title I

Hubert O. Sibley Elementary provides a variety of extended learning opportunities during the year. Identified Level 1 and Level 2 students are provided instruction after school through the Supplemental Educational Services (SES) program. They are tutored in reading, mathematics that target their specific weakness. FCAT explorer is utilized in conjunction with targeted instruction to add practice items and to assess student's progress. Results are shared with teachers. Before and after school tutorial program three days a week. Hourly teachers are used to tutor small groups of students in the lowest 25% on a daily basis before school. The Science, Engineering, Communications and Mathematics Enhancement (SECME) program offers enriching science, technology, design and building experience for qualified students after school.

a. Tutoring programs

Tutorial services that address identified area(s) of need will be provided to students before school, after school in the form of immediate intensive intervention (iii). These services are provided by Supplemental Education Services (SES) every Monday and Wednesday. The assessment data or IEP will be utilized when selecting the appropriate intervention. Schools will utilize intervention strategies that are FCRR reviewed, to meet the definition of scientifically research-based materials.

SCHOOLS GRADED C OR BELOW

Professional Development

At the first faculty meeting in August, the faculty participated in a schoolwide data disaggregation activity using last year FCAT, SAT and DIBELS scores. Professional development support for Reading, Writing, Math and Science is provided to the classroom teachers throughout the school year by our two on-site Reading Coaches and other on-site personnel. 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 through weekly grade level meetings. Teachers have access to the

ensure that the skills are internalized through weekly grade level meetings. 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 for 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. Teachers will receive data immediately following testing by way of written or on line Individualized data discussions pertaining to students' progress will be ongoing 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 Diagnostic Indicator of Basic Emergent Literacy Skills (DIBELS), and the Oral Reading Fluency (ORF) Test. The District Interim Assessments, the Florida Comprehensive Assessment Test (FCAT), the Stanford Achievement Test -10 (SAT). Informal assessment is continuously utilized throughout the school year in the form of Baseline Assessments in Reading, Math and Science are given the first week of school in grades three through six. Weekly theme skills assessment, monthly benchmark assessments, and teacher developed skills tests are also given throughout the school year.

Alternative Instructional Delivery Methods

Hubert O. Sibley Elementary offers students various opportunities for remediation, acceleration, and enrichment. We offer students Academic Enrichment through our in house gifted program to students who qualify. These classes offer an enrichment curriculum opportunity for students in grades 1-6. Additionally, we provide opportunities for remediation through in-school tutorial, an extended reading block for grades three through six, and after school tutorials. Among the tests used for formal and informal assessment will be 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.

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders

Small Learning Communities (SLC)

Intensive Intervention in Reading and Mathematics

Parental Access and Support

Applied and Integrated Courses

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Academic and Career Planning

GOALS

Goal: Reading

*Note: Required for Title I
Scroll down for school data

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- *Needs Assessment:** Data from the results of the 2008 Florida Comprehensive Assessment Test (FCAT) indicates that Black, Economically Disadvantaged, and English Language Learners did not make AYP. The percentage of students reading at or above grade level increased by 1 point. The percentage of students making a year's worth of progress in reading decreased by 4 points. The percentage of students in the lower 25% making a year's worth of progress in reading decreased by 10 points.
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- *Objective:** Given instruction using the Sunshine State Standards, Black students in grades 3-6 will improve their reading skills as evidenced by 65% of the students scoring at or above Level 3 on the 2009 Florida Comprehensive Assessment Test (FCAT) Reading Assessment.
Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades 3-6 will improve their reading skills as evidenced by 65% of the students scoring at or above Level 3 on the 2009 Florida Comprehensive Assessment Test (FCAT) Reading Assessment.
Given instruction using the Sunshine State Standards, ELL students in grades 3-6 will improve their reading skills as evidenced by 65% of the students scoring at or above Level 3 on the 2009 Florida Comprehensive Assessment Test (FCAT) Reading Assessment.
- *Strategies:**
1. Involve teachers in data-driven decision-making by providing them with all available data to enable them to address the deficiencies amongst Black students and to analyze the on-going progress.
Involve teachers in data-driven decision-making by providing them with all available data to enable them to address the deficiencies amongst Economically Disadvantaged students and to analyze the on-going progress.
Involve teachers in data-driven decision-making by providing them with all available data to enable them to address the deficiencies amongst ELL students and to analyze the on-going progress.
 2. Identify the Black students in grades 3-6 who scored at FCAT Levels 1 and 2 using the Voyager and Language Programs.
Identify the Economically Disadvantaged students in grades 3-6 who scored at FCAT Levels 1 and 2 using the Voyager and Language Program.
Identify the ELL students in grades 3-6 who scored at FCAT Levels 1 and 2 using the Voyager and Language Programs.

3. Follow Miami Dade County Public Schools reading scope and sequence guide. Additionally, we will develop a monthly focus calendar, targeting all tested benchmarks with provisions for assessment and remediation following the Sunshine State Standards and the District Competency-Based Curriculum (CBC) for all Black students including ESOL and SPED.

Follow Miami Dade County Public Schools reading scope and sequence guide. Additionally, we will develop a monthly focus calendar, targeting all tested benchmarks with provisions for assessment and remediation following the Sunshine State Standards and the District Competency-Based Curriculum (CBC) for all Economically Disadvantaged students including ESOL and SPED.

Follow Miami Dade County Public Schools reading scope and sequence guide. Additionally, we will develop a monthly focus calendar, targeting all tested benchmarks with provisions for assessment and remediation following the Sunshine State Standards and the District Competency-Based Curriculum (CBC) for all ELL students including ESOL and SPED.

4. Utilize research-based programs, such as Houghton Mifflin, SuccessMaker, and Lexia, to monitor and ensure Black students progress.

Utilize research-based programs, such as Houghton Mifflin, SuccessMaker, and Lexia, to monitor and ensure Economically Disadvantaged students progress.

Utilize research-based programs, such as Houghton Mifflin, SuccessMaker, and Lexia, to monitor and ensure ELL students progress.

5. Provide differentiated instruction in reading, ESOL pull-out classes and SPED Inclusion classes focusing on Black students' individual needs.

Provide differentiated instruction in reading, ESOL pull-out classes and SPED Inclusion classes focusing on Economically Disadvantaged students' individual needs.

Provide differentiated instruction in reading, ESOL pull-out classes and SPED Inclusion classes focusing on ELL students' individual needs.

6. Utilize best practices and effective learning strategies (CReating Independence through Student-owned Strategies (CRISS), Reciprocal Teaching, QAR's) for our Black students.

Utilize best practices and effective learning strategies (CReating Independence through Student-owned Strategies (CRISS), Reciprocal Teaching, QAR's) for our Economically Disadvantaged students.

Utilize best practices and effective learning strategies (CReating Independence through Student-owned Strategies (CRISS), Reciprocal Teaching, QAR's) for our ELL students.

7. Provide 30 minutes of daily independent reading through student selected text, structured activities, and classroom libraries in addition to the 90 minute reading block for our Black students.

Provide 30 minutes of daily independent reading through student selected text, structured activities, and classroom libraries in addition to the 90 minute reading block for our Economically Disadvantaged students.

Provide 30 minutes of daily independent reading through student selected text, structured activities, and classroom libraries in addition to the 90 minute reading block for our ELL students.

8. Develop a tutorial program for Black students identified as not making adequate yearly progress (AYP) in the No Child Left Behind (NCLB) and students scoring Level 1 or 2 on FCAT in order to improve their reading and content area skills.

Develop a tutorial program for Economically Disadvantaged students identified as not making adequate yearly progress (AYP) in the No Child Left Behind (NCLB) and students scoring Level 1 or 2 on FCAT in order to improve their reading and content area skills.

Develop a tutorial program for ELL students identified as not making adequate yearly progress (AYP) in the No Child Left Behind (NCLB) and students scoring Level 1 or 2 on FCAT in order to improve their reading and content area skills.

9. Administer the District Interim Assessment Tests, input data in the Edusoft system, and monitor the reading progress of Black students .

Administer the District Interim Assessment Tests, input data in the Edusoft system, and monitor the reading progress of Economically Disadvantaged students .

Administer the District Interim Assessment Tests, input data in the Edusoft system, and monitor the reading progress of ELL students .

*** Evaluation:**

Summative Assessments:

- *Florida Comprehensive Assessment Test
- *Student Achievement Tests (SAT)

Formative Assessments:

- *Baseline Assessment
- *District Interim Assessments,
- *Dynamic Indicators of Basic Early Literacy Skills(DIBELS),
- *Burns and Roe (IRI),
- *Tutorial Pre and Post Test,
- *Monthly Benchmarks Assessments,
- *Florida Kindergarten Readiness Screener(FKLRS)
- *District Writing Pre-Tests

*** Evidence-based Program(s):**

Houghton Mifflin Reading Text,
SuccessMaker,
Lexia,
FCAT Explorer

*** Professional Development:**

- 1.Edusoft Data Analysis, CReating Independence through Student-owned Strategies (CRISS), FCAT Item Specifications, Reciprocal Teaching.
- 2.The delivery of inservices will be provided by the Title I reading leader to both teachers and administrators.
- 3.Through monthly grade level data chats, teachers will be able to determine instructional needs of their students.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Accelerated Reader	Title 1	\$398.00
Reading Plus	Title 1	\$3,050.00
		Total: \$3,448.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount

No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
FCAT Support Materials	Title 1	\$2,573.80
		Total: \$2,573.80
		Final Total: \$6,021.80

*** Non-Highly Qualified Instructors:**

All teachers will be involved in the instruction of reading during the 2008-2009 school year. The teachers are listed below by Name, Employee Number, Certification and Teaching Assignment:
 Beaubien, Marie Temporary Certificate BCC/HLA
 Bruno, Myrlene Temporary Certificate BCC/HLA
 Clinch, Ashley Temporary Certificate 4th grade
 Gaudet, Carissa Temporary Certificate 1st grade
 Lorenzo, Denise Elementary Education Gifted
 Nudelman, Katerine Elementary Education Gifted
 Polanco, Joel Temporary Certificate 2nd grade
 Our aim is to ensure that these teachers meet the requirements of highly qualified teachers. Through professional development activities and continuing education, by providing mentors and support from highly qualified teachers, their goal is to meet all district and state requirements.

End of Reading Goal

Goal: Mathematics

* Note: Required for Title I
 Scroll down for school data

*** Needs Assessment:**

Data from the results of the 2008 Florida Comprehensive Assessment Test (FCAT) indicates that Black, Economically Disadvantaged, and English Language Learners did not make AYP. The percentage of students in mathematics at or above grade level decreased by 4 points. The percentage of students making a year's worth of progress in mathematics decreased by 14 points. The percentage of students in the lower 25% making a year's worth of progress in mathematics decreased by 22 points.

*** Objective:** Given instruction using the Sunshine State Standards, Black students in grades Three through Six will improve their mathematics skills as evidenced by 68% of the students scoring at or above Level 3 on the 2008 Florida Comprehensive Assessment Test (FCAT) Mathematics Assessment.
Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades Three through Six will improve their mathematics skills as evidenced by 68% of the students scoring at or above Level 3 on the 2008 Florida Comprehensive Assessment Test (FCAT) Mathematics Assessment.
Given instruction using the Sunshine State Standards, ELL students in grades Three through Six will improve their mathematics skills as evidenced by 68% of the students scoring at or above Level 3 on the 2008 Florida Comprehensive Assessment Test (FCAT) Mathematics Assessment.

*** Strategies:**

1. Involve teachers in data-driven decision-making by providing them with all available data to enable them to analyze the on-going progress of their Black students.
Involve teachers in data-driven decision-making by providing them with all available data to enable them to analyze the on-going progress of their Economically Disadvantaged students.
Involve teachers in data-driven decision-making by providing them with all available data to enable them to analyze the on-going progress of their ELL students.

2. Identify the Black students in grade 6 who scored at FCAT Levels 1 and 2 and schedule them in intensive math classes.
 Identify the Economically Disadvantaged students in grade 6 who scored at FCAT Levels 1 and 2 and schedule them in intensive math classes.
 Identify the ELL students in grade 6 who scored at FCAT Levels 1 and 2 and schedule them in intensive math classes.
3. Utilize Riverdeep, Successmaker and FCAT Explorer computer-assisted resources to reinforce and enhance mathematics skills for our Black students.
 Utilize Riverdeep, Successmaker and FCAT Explorer computer-assisted resources to reinforce and enhance mathematics skills for our Economically Disadvantaged students.
 Utilize Riverdeep, Successmaker and FCAT Explorer computer-assisted resources to reinforce and enhance mathematics skills for our ELL students.
4. Identify all Black students scoring at FCAT Levels 1 and 2. The Lowest 25% on the 2007 FCAT Mathematics Assessment and implement a tutorial program five days a week to address their deficiencies in mathematics according to the school site pre-progress and posttest.
 Identify all Economically Disadvantaged students scoring at FCAT Levels 1 and 2. The Lowest 25% on the 2007 FCAT Mathematics Assessment and implement a tutorial program five days a week to address their deficiencies in mathematics according to the school site pre-progress and posttest.
 Identify all ELL students scoring at FCAT Levels 1 and 2. The Lowest 25% on the 2007 FCAT Mathematics Assessment and implement a tutorial program five days a week to address their deficiencies in mathematics according to the school site pre-progress and posttest.
5. Implement the District designed Mathematics Pacing Guide aligned to the Florida Sunshine State Standards/CBC to provide consistency within the delivery of mathematics content to our Black students.
 Implement the District designed Mathematics Pacing Guide aligned to the Florida Sunshine State Standards/CBC to provide consistency within the delivery of mathematics content to our Economically Disadvantaged students.
 Implement the District designed Mathematics Pacing Guide aligned to the Florida Sunshine State Standards/CBC to provide consistency within the delivery of mathematics content to our ELL students.
6. Analyze the results of the District's Interim Assessments and the school site benchmark assessments to utilize the data as a tool to guide instruction to our Black students.
 Analyze the results of the District's Interim Assessments and the school site benchmark assessments to utilize the data as a tool to guide instruction to our Economically Disadvantaged students.
 Analyze the results of the District's Interim Assessments and the school site benchmark assessments to utilize the data as a tool to guide instruction to our ELL students.
7. Infuse hands-on manipulatives, higher order thinking, and problem solving strategies, in daily instruction to assist black students with understanding mathematics concepts and mastering skills.
 Infuse hands-on manipulatives, higher order thinking, and problem solving strategies, in daily instruction to assist Economically Disadvantaged students with understanding mathematics concepts and mastering skills.
 Infuse hands-on manipulatives, higher order thinking, and problem solving strategies, in daily instruction to assist ELL students with understanding mathematics concepts and mastering skills.
8. Identify Black students who did not make AYP, strengths and weaknesses to design structured mathematical intervention for students to master math skills, using base line data as a pre-assessment and progress monitoring assessments.
 Identify Economically Disadvantaged students who did not make AYP, strengths and weaknesses to design structured mathematical intervention for students to master math skills, using base line data as a pre-assessment and progress monitoring assessments.
 Identify ELL students who did not make AYP, strengths and weaknesses to design structured mathematical intervention for students to master math skills, using base line data as a pre-assessment and progress monitoring assessments.

- *Evaluation:** Summative Assessments
 *2009 Florida Comprehensive Mathematics Assessment(FCAT)
 *Student Achievement Tests (SAT)
 Formative Assessments:
 *District Interim Mathematics Assessments,
 *Monthly Benchmark Assessments,
 *Baseline Assessments,
 *Progress Tests in January
- *Evidence-based Program(s):** Harcourt Mathematics Textbook,
 SuccessMaker,
 FCAT Explorer,
 River Deep,
 Math Coach,
 Versatiles
 2007 Florida Comprehensive Mathematics Assessment,
 Interim Mathematics Assessments,
 In-house Benchmark Assessments
- *Professional Development:** Edusoft Data Analysis,
 Reciprocal Teaching,
 Ceating Independence through Student-owned Strategies (CRISS),
 SuccessMaker,
 Item Specifications for Mathematics,
 Through monthly grade level data chats, teachers will be able to determine instructional needs of their students.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Florida FCAT Coach Mathematics	Title 1	\$1,500.00
		Total: \$1,500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,500.00

- *Non-Highly Qualified Instructors:** All teachers will be involved in the instruction of math during the 2008-2009 school year. The teachers are listed below by Name, Employee Number, Certification and Teaching Assignment:
 Beaubien, Marie Temporary Certificate BCC/HLA

Bruno, Myrlene Temporary Certificate BCC/HLA
 Clinch, Ashley Temporary Certificate 4th grade
 Gaudet, Carissa Temporary Certificate 1st grade
 Lorenzo, Denise Elementary Education Gifted
 Nudelman, Katerine Elementary Education Gifted
 Polanco, Joel Temporary Certificate 2nd grade
 Our aim is to ensure that these teachers meet the requirements of highly qualified teachers. Through professional development activities and continuing education, by providing mentors and support from highly qualified teachers, their goal is to meet all district and state requirements.

*End of **Mathematics** Goal*

Goal: Writing

* Note: Required for Title I
 Scroll down for school data

-
- * Needs Assessment:** The students at Hubert O. Sibley Elementary School will incorporate the essential elements of focus, organization, support, and conventions in their writing. The results of the 2008 FCAT Writing Assessment indicate that 83% of the fourth grade students met state standards in writing. To provide professional development training for teachers.
 In addition, all fourth grade teachers and students will participate in a weekly writing camp beginning the end of October.
-
- * Objective:** Given instruction using the Sunshine State Standards students in grade four will improve their writing skills as evidenced by 84% of the students achieving 3.5 or above on the administration of the 2008 FCAT Writing Assessment.
- * Strategies:**
1. Involve teachers in data-driven decision making by providing them with all available data to enable an analysis of the on-going progress of their students.
 2. Implement the use of writing strategies across the curriculum.
 3. Analyze District Pre-Post Writing Tests as well as quarterly assessments to monitor students progress.
 4. Develop and implement monthly writing calendars based on the Competency Based Curriculum (CBC) and the Sunshine State Standards (SSS) to guide and review writing instruction.
 5. Utilize a variety of vocabulary strategies and grammar activities to improve writing skills.
 6. Utilize the Department of Education's(DOE) CD Rom to train students and teachers in appropriate criteria and rubric scoring.
 7. Utilize the previous administered prompts to enhance their writing skills.
- * Evaluation:** 2009 FCAT Writing Test,
 District Pre-Post Writing Test,
 Writing Portfolios,
 Writing Calendar Activities,
 Tutorial Pre and Post Test,
 School Wide Monthly Writing prompts
- * Evidence-based Program(s):** Houghton - Mifflin Reading Series
- * Professional Development:** Through monthly grade level data chats, teachers will be able to determine instructional needs of their students.
-

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Houghton-Mifflin Reading Series	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
FCAT support materials	Title 1	\$2,573.80
		Total: \$2,573.80
		Final Total: \$2,573.80

End of Writing Goal

Goal: Science

* Note: Required for Title I
 Scroll down for school data

-
- * Needs Assessment:** The 2008 scale score in Science for the fifth grade students at Hubert O. Sibley Elementary School was 285. 16% of students in grade five scored at or above grade level. As a result of acquiring the services of a former Science Coach and district's Science trainer, we plan to use her expertise to work with staff schoolwide to enhance their skills as science teacher, through in-house professional development activities. Additionally, we have modified fifth grade schedules to accommodate more lab time and ensure that the science teachers services approximately 80% of our fifth grade students.
-
- * Objective:** Given instruction using the Sunshine State Standards, students in grade five will increase science skills as evidenced by an increase of 18% of students scoring at level three or above on the 2009 FCAT Science test.
- * Strategies:**
1. Create and implement a scope and sequence that is aligned with the district scope and sequence that will enable teachers to pace instruction to cover the curriculum in a timely manner.
 2. Monitor classroom instruction through lesson plans, benchmark assessments, and item specifications pre/post tests.
 3. Provide students with the experience of inquiry based, hands-on problem solving activities through the use of the science lab.
 4. Provide the opportunity for students to demonstrate their knowledge of the scientific process through a school-wide science fair.
 5. Utilize reciprocal teaching techniques to increase student comprehension of written materials.

6. 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.

7. Utilize science journals to review and reinforce concepts.

8. Provide students with quality science presentations from outside sources.

9. Utilize FOSS kits to provide hands-on inquiry based activities for students.

***Evaluation:**

2009 FCAT Science Test,
District pre/post tests,
Tutorial Pre and Post Test

***Evidence-based Program(s):**

SuccessMaker,
Scott Foresman,
FOSS Full Optional Science Program

***Professional Development:**

Scientific Method,
Inquiry-Based Curriculum,
CRISS Training

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Florida FCAT Coach Science	Title 1	\$1,500.00
		Total: \$1,500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Florida FCAT Coach Jumpstart Science	Title 1	\$1,500.00
		Total: \$1,500.00
		Final Total: \$3,000.00

***Non-Highly Qualified Instructors:**

All teachers will be involved in the instruction of reading during the 2008-2009 school year. The teachers are listed below by Name, Employee Number, Certification and Teaching Assignment:
 Beaubien, Marie Temporary Certificate BCC/HLA
 Bruno, Myrlene Temporary Certificate BCC/HLA
 Clinch, Ashley Temporary Certificate 4th grade
 Gaudet, Carissa Temporary Certificate 1st grade
 Lorenzo, Denise Elementary Education Gifted
 Nudelman, Katerine Elementary Education Gifted
 Polanco, Joel Temporary Certificate 2nd grade
 Our aim is to ensure that these teachers meet the requirements of highly qualified teachers. Through professional development activities and continuing education, by providing mentors and support from highly qualified teachers, their goal is to meet all district and state requirements.

Goal: Parental Involvement

*Note: Required for Title I

* Needs Assessment:	A large number of parents from Hubert O. Sibley Elementary School speak a language other than English. The parents are predominantly Haitian/Creole and may experience difficulty assisting their children at home. Many are employed and have limited time to attend their children's academic and social activities. The school needs to extend a welcoming hand to parents and offer training and assistance in the programs in which they are asked to encourage and support their children. Attendance rosters reflect that 1,600 parents attended parent meetings and events during the 2007-2008 school year. In an effort to improve the attendance at parent activities the following needs have been identified: 1) the need for a liason (Community Involvement Specialist) to make recommendations and coordinate school-sponsored activities; and 2) the need for more school-sponsored events which are designed to assist parents in promoting literacy.
* 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 five percent when comparing the combined attendance rosters from the 2007 - 2008 school year to attendance rosters in the 2008 - 2009 school year.
* Strategies:	<ol style="list-style-type: none"> 1. Encourage and increase parental involvement, participation in student achievement and planning. 2. Encourage communication and dialogue exchange with parents and community as to their roles in student achievement. 3. Provide meetings and/or activities at various times during the day and evening to accommodate working parents. 4. Conduct a Parent Teacher Association drive to increase parent participation in school wide concerns. 5. Conduct monthly EESAC meetings to provide updates to parent representatives about school improvement efforts. 6. Conduct monthly parent workshops by grade level to provide strategies to parents to assist their children at home in reading, writing, math and science. 7. Implement the 2nd Cup of Coffee activity to provide parents with the opportunity to communicate their ideas and/or questions. 8. Invite parents to participate in awards assemblies given at the end of each marking period to celebrate student achievement. 9. Provide communication to parents in their native language.
* Evaluation:	Parent workshops, activities rosters, Community Involvement Specialists' Records, PTA membership, attendance rosters, and EESAC attendance rosters will all be monitored monthly.
* Evidence-based Program(s):	National PTA Standards for Parent and Family Involvement Programs
* Professional Development:	Monthly EESAC Meetings, Title I Community Involvement Workshops, Creating Independence through Student-owned Strategies (CRISS), District Advisory Committee Meetings, Hands-on Workshops in reading, writing, mathematics, and science four times a year.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Parent workshops/training	Title 1	\$29,716.18
		Total: \$29,716.18
		Final Total: \$29,716.18

End of Parental Involvement Goal

Goal: Return on Investment

Needs Assessment:	Hubert O. Sibley Elementary School will achieve the percentage rank of 66 on the next publication of the ROI Index. The most recent data supplied from the FLDOE indicate that in 2006, Hubert O. Sibley Elementary School ranked at the 26 percentile on the State of Florida ROI Index.
Objective:	Hubert O. Sibley Elementary. will utilize all federal,state and district funds to provide the best possible education for its students and ensure equal distribution of materials and accessibility.
Strategies:	Support FCAT materials have been purchased to remediate students who are deficient in reading,mathematics and science. Funds have been allocated to hire hourly paraprofessionals to work directly with the identified level 1 and 2 students in all subjects. Funds have been allocated to hire a part time teacher to assist teachers with our intervention program for identified students. Cost saving measures are being utilized by assessing our current resources, comparing them to teacher needs and insuring that everything is being used before making new purchases. 1. Teachers will be directed to use the board to provide instruction and decrease the amount of copies utilized. 2. Teachers will be given one packet of paper towels per week. 3. Parents will be asked to provide readiness materials for their children. 4. Staff will be asked to use natural lights and turn off as many lights as possible. 5. Announcements will be made to remind teachers and students to use energy saving measures ie. turning off lights, computers, printers etc.. when not in use.
Evaluation:	District energy conservation monthly report will be used as an indicator to assess energy saving measures. additionally, monthly inventory of supplies will be conducted to ensure effective use.

End of Return on Investment Goal

ADDITIONAL GOALS

No Additional Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader	Title 1	\$398.00
Reading	Reading Plus	Title 1	\$3,050.00
Mathematics	Florida FCAT Coach Mathematics	Title 1	\$1,500.00
Writing	Houghton-Mifflin Reading Series	No Data	\$0.00
Science	Florida FCAT Coach Science	Title 1	\$1,500.00
			Total: \$6,448.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Writing	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Writing	No Data	No Data	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	FCAT Support Materials	Title 1	\$2,573.80
Writing	FCAT support materials	Title 1	\$2,573.80
Science	Florida FCAT Coach Jumpstart Science	Title 1	\$1,500.00
Parental Involvement	Parent workshops/training	Title 1	\$29,716.18
			Total: \$36,363.78
			Final Total: \$42,811.78

SCHOOL ADVISORY COUNCIL

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The 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.

✓ **Yes. Agree with the above statement.**

SAC Involvement

The School Advisory Council (SAC) at Hubert O. Sibley Elementary School fosters an environment of professional collaboration among all stakeholders to help create a learning environment that supports the school's mission. The SAC members include the principal, teachers, parents, and community members.

school's vision and mission. The SAC accomplishes this by collaborating with site leadership and council members through monthly meetings. During these sessions, the progress of the School Improvement Plan goals and available resources are discussed and analyzed in order to facilitate success. The overall school budget is discussed and examined to ensure that the budget is aligned with the School Improvement Plan. Parent members are elected by parents, Teacher members are elected by teachers, student representative is elected by the students and the business member is appointed by the principal.

SAC Members

Members

- 1) Michael J. Charlot, Principal
- 2) Dr. April Grant, SAC Chair
- 3) Matthew Fatal, Student
- 4) Leonard Cohen, Teacher
- 5) Katherine Entwisle, Teacher
- 6) Rachel Garnand, Teacher
- 7) Sheryl Gordon, Teacher
- 8) Matthew Cuomo, Teacher
- 9) Nick Decius, Business Member
- 10) Nick Decius, Business Member
- 11) Caphy Smith, Parent
- 12) Martha Daulphin, Parent
- 13) Keva Boone, Parent
- 14) Reginald Thompson, Parent
- 15) Alishea Hudson, Parent
- 16) Danielle Gilles, Parent
- 17) Gina Brooks, Parent
- 18) Ana Smith Acevedo, Parent
- 19) Ms. Frederick, School Support Personnel
- 20) Estomene Dorcely, Union Steward

IMPLEMENTATION EVALUATION

The School Improvement Plan is monitored by EESAC. There is a process in place that includes a mid-year

review at North Central Regional Center to make the necessary modifications.

REPORTING

Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

FCAT Assessed Grade Level: 3										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	42	58	34	66	18	82	0	0	0	0
Name of Assessment Used	District Baseline Assessment		District Baseline Assessment		District Writing Pretest					

FCAT Assessed Grade Level: 4										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	49	50	52	48	54	47	0	0	0	0
Name of Assessment Used	District Baseline Assessment		District Baseline Assessment		District Writing Pretest					

FCAT Assessed Grade Level: 5										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	49	51	42	58	83	17	46	54	0	0
Name of Assessment Used	District Baseline Assessment		District Baseline Assessment		District Writing Pretest					

FCAT Assessed Grade Level: 6										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	43	57	41	59	17	83	0	0	0	0

Name of Assessment Used	District Baseline Assessment	District Baseline Assessment	District Writing Pretest		
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FCAT Assessed Grade Level: 7										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 8										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 9										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 10										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 11										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery

	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

Baseline data aggregated at school level

Subgroup(s) not making AYP	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% mastery	%Non-mastery	% mastery	%Non-mastery	% mastery	%Non-mastery	% mastery	%Non-mastery	% mastery	%Non-mastery
ELL	28	72	31	69						
Economically Disadvantaged	41	59	38	62						
Black	38	62	35	65						

End of **Baseline Data Report**

AYP DATA

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Dade HUBERT O. SIBLEY ELEMENTARY SCHOOL 5141												
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)										Read: 513 Math: 513		2007-2008 School Grade ¹ :		D		Did the School make Adequate Yearly Progress?		NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	100	Y	100	Y	52	N	47	N	94	92	Y			NA	48	48	NA	48	53	NA	56	NA	49	NA		
WHITE		NA		NA		NA		NA						NA			NA			NA						
BLACK	100	Y	100	Y	53	N	47	N		92	Y			NA	46	47	NA	46	53	NA	56	NA	48	NA		
HISPANIC	100	Y	100	Y		NA		NA						NA			NA			NA						
ASIAN		NA		NA		NA		NA						NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA						NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	53	N	49	N		92	Y			NA	46	47	NA	46	51	NA	58	NA	50	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	46	N	45	N	94	90	Y			NA	48	54	NA	45	55	NA	55	NA	48	NA		
STUDENTS WITH DISABILITIES		NA		NA		NA		NA						NA			NA			NA						

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Dade HUBERT O. SIBLEY ELEMENTARY SCHOOL 5141												
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)										Read: 583 Math: 583		2006-2007 School Grade ¹ : C		Did the School make Adequate Yearly Progress?					YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).					This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	100	Y	100	Y	52	Y	52	N	93	94	Y			NA	47	47	NA	49	48	N	52	NA	60	Y		
WHITE		NA		NA		NA		NA						NA				57		NA		NA		NA		
BLACK	100	Y	100	Y	54	Y	54	N	92		Y			NA	48	45	NA	49	46	N	54	NA	62	Y		
HISPANIC	100	Y	100	Y		NA		NA			NA			NA			NA	46		NA		NA		NA		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	54	Y	54	N	92		Y			NA	47	45	NA	50	46	N	53	NA	61	Y		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	52	Y	55	N	94	94	Y			NA	60	47	NA	59	45	Y	55	NA	64	NA		
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA	68		NA		NA		NA		

2005-2006 Adequate Yearly Progress (AYP) Report - Page 2														Dade HUBERT O. SIBLEY ELEMENTARY SCHOOL 5141									
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)										Read: 605 Math: 605		2005-2006 School Grade ¹ : C		Did the School make Adequate Yearly Progress? ⁵					NO				
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).									
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math			
	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N	2005	2006	Y/N	2005	2006	Y/N			
TOTAL ⁴	100	Y	99	Y	54	Y	51	Y		93	Y			NA	48	46	NA	47	49	NA			
WHITE		NA		NA		NA		NA						NA			NA			NA			
BLACK	100	Y	99	Y	54	Y	51	Y		92	NA			NA	49	46	NA	48	49	NA			
HISPANIC	99	Y	99	Y	54	NA	54	NA			NA			NA			NA	46	46	NA			
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA			
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA			
ECONOMICALLY DISADVANTAGED	100	Y	99	Y	53	Y	50	Y		92	NA			NA	48	47	NA	48	50	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	99	Y	45	Y	41	N		94	Y			NA	65	55	NA	63	59	N			
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA			

SCHOOL GRADE DATA

Dade School District HUBERT O. SIBLEY ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	50%	83%	16%	204	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	48%			106	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	49% (NO)			108	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					418	
Percent Tested = 100%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested

Dade School District HUBERT O. SIBLEY ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	54%	85%	26%	219	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	62%			124	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	71% (YES)			140	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					483	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

School District 2005-2006						
	Reading	Math	Writing	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%			Writing: Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	% (0)			0		Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				0		
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested