

Miami-Dade County Public Schools

# Theodore R. And Thelma A. Gibson Charter School



2015-16 School Improvement Plan

## Theodore R. And Thelma A. Gibson Charter School

1682 NW 4TH AVE, Miami, FL 33136

<http://www.gibsoncharterschool.com/wp/>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Combination	Yes	97%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	Yes	100%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	F*	C	C	D

\*Preliminary Informational Baseline School Grade

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Dade County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
<b>Appendix 1: Implementation Timeline</b>	<b>20</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>21</b>
Professional Development Opportunities	22
Technical Assistance Items	23
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of the Gibson Charter School is to prepare our students academically and socially for success in a global community with emphasis in academic proficiency. The core philosophy and underlying purpose of The Gibson Charter School is reflected in the following concepts: high expectations for students and teachers, creative endeavors as an integral part of the student growth and development, and an increase in self-esteem through mechanics that ensure the improvement of the student's self-image as learners. Student and teacher accountability and ownership of the idea that success breeds success. These concepts are embodied in the school program and serve as a vehicle to increase learning opportunities with special emphasis on low performing students.

##### **Provide the school's vision statement**

The vision of The Gibson Charter School is to provide an innovative challenging curriculum in an environment that furthers a philosophy of respect and high expectations for all the students, parents, faculty and staff. We will provide a small school experience: classes will be small and the environment will be one in which the entire faculty knows all the students. Involvement of parents and many resources in our community will be encouraged. We will strive to create a thirst for knowledge in all disciplines of the curriculum and to enrich every student in their future educational endeavors.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

The school cultivates a rich and diverse community by integrating a culturally-enriched curriculum, which includes teachers incorporating intercultural activities, such as research papers and projects during Hispanic Heritage Month and Black History Month. The school will also host a fall festival which will celebrate the various cultures of students through food, music and dress. In addition, students are encouraged to share aspects of their culture through curriculum based discussions. Teachers are then provided with tools necessary to better formulate relationships within the student community.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

The school provides a secure environment through the enforcement of school policies and rules. Uniforms are mandated to maintain structure and to easily identify students. Teachers and staff are assigned posts before and after school to assist in monitoring student activity and maintaining safety on campus. The school follows the Dade County Code of Student Conduct which is enforced by the Dean of Discipline. The school carries a zero tolerance for bullying. Guidelines are specified in the Parent/Student handbook. Additionally, faculty and staff are trained on safety and security measures. Drills, including fire, code red, and code yellow are practiced monthly.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**



The school follows the Dade County Code of Student Conduct, which is included in the school's discipline plan. Students and parents are provided with the school's Parent/Student handbook which details the guidelines, expectations, and consequences for student misconduct. Training is provided for faculty and staff to ensure that discipline procedures are adhered to in a consistent manner.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Students' social-emotional needs are addressed through counseling and mentoring. The school provides a counselor through private services to assist students with behavioral and social issues. Weekly group sessions are arranged with selected students. In addition, the school partners with local and community agencies, such as The Overtown Youth Center and Touching Miami with Love, to provide mentoring, tutoring, and extra-curricular activities to students in need of additional services.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The school's Early Warning System indicators are used to predict potential student failure. This prediction is based on school suspensions, course failures, Level 1 scores on standard assessments and attendance. These indicators are targeted and monitored for proper intervention implemented by teachers, staff and administration.

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspensions.
- Students who have referrals that lead to suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- Students who fail 2 or more of any course
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

**Provide the following data related to the school's early warning system**

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level						Total
	3	4	5	6	7	8	
Attendance below 90 percent	0	0	0	4	5	5	14
One or more suspensions	2	0	0	2	1	2	7
Course failure in ELA or Math	0	0	0	1	7	3	11
Level 1 on statewide assessment	18	6	8	10	12	3	57
Students who have referrals that lead to suspension	0	0	0	5	2	0	7
Students who fail 2 or more of any course	0	0	0	1	3	3	7

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level				Total
	3	6	7	8	
Students exhibiting two or more indicators	2	3	5	3	13

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

Strategies

- Contact parent(s) via phone, email and written notification
- If transportation is an issue, assist in providing alternate contacts of transportation.
- Meet with parent(s) through conferencing.
- Follow Dade Schools Truancy Policy

One or more suspensions, whether in school or out of school

- Conference with parent(s)
- School provide counselor to meet with students and conduct problem-solving activities to rationale through issues of conflict and self-esteem.

Course failure in English Language Arts or mathematics

- Update parent(s) on student grade weekly through student's agenda
- Conference with student and parent(s)
- Course failure notification letters sent home during interim report

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

- Student placed in intensive math or reading class
- Small group instruction focused on students weakness and needs of improvement
- One-on-one pull-outs targeting one skill of weakness twice weekly
- Differentiated computer-based supplement programs
- Provide before and after school tutoring

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

One of the ways our school reaches out into the community it involves starting conversations and planning activities with churches, temples, local ethnic groups, and community-based organizations. We work with the organization to create programs that promote our school image in a positive and

community-oriented way. We establish a developing relationship and implement community outreach programs including social and school orientations and awareness incentives. We also set up internal events, fairs and other community events to incorporate our school into the community.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership:

Name	Title
Khan, Fareed	Principal
anderson, marisa	Registrar
Hickey, John	Instructional Coach
McDaniel, Terrell	Administrative Support

#### Duties

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

Fareed Khan - Will review weekly lesson plans, ensure that teachers are using data to complete and carry out action plans, conduct classroom observations, monitor mini-assessment data administration, and analyze mini-assessment data.

Marisa C. Anderson - Ensure teachers are turning in weekly lesson plans, help keep track of student behavioral files, and attend monthly school-wide meetings.

Terrell McDaniel - Monitor the middle school's behavioral and academic plans through monthly meetings, data chats, and classroom observations. Will assist teachers in creating lesson plans, class action plans, and analyzing assessment data.

John P. Hickey - Monitor the elementary school's behavioral and academic plans through monthly meetings, data chats, and classroom observations. Will assist Math and Science teachers in creating lesson plans, class action plans, and analyzing assessment data.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The MTSS team receives the data from benchmark testing and disseminates it to all teachers. Each teacher then creates an action plan to address every student's strongest and weakest areas. This data is also used to hold Student Data Chats to inform students of their current achievement level. The MTSS team holds meetings with the staff to ensure the action plans are being honored. Student samples and lesson plans will be reviewed by the MTSS Team along with conducting classroom observations.

The MTSS Team along with the testing coordinator will provide students with Mini-Assessments to determine if the instruction is being effective. Data will be used to drive classroom instruction, interventions, enrichment activities, and tutoring plans.

The MTSS team will ensure the necessary students are in the appropriate Tier (Tier 1, Tier 2, or Tier 3). The team will also monitor that the necessary data is collected and placed in the RTI Binder.

i-Ready - Reading and Math differentiated-driven computer program for students to work at their own

pace and academic level - \$9,900

Field trips, reward parties, recognition assemblies, and other incentives for students putting forth maximum effort - \$600

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Fareed Khan	Principal
John Hickey	Teacher
Marisa Anderson	Education Support Employee
Les Roberts	Business/Community
Charles Gibson	Business/Community
Lisa Arneaud	Business/Community
Demetrius Sands	Student

#### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

The SAC met in May 2015 to discuss the end of the year school improvement plan. The SIP was reviewed by the principal and SAC members had the opportunity to provide input and request modifications.

*Development of this school improvement plan*

The SAC works with the principal and community to determine what are the best instructional practices and methods to for continuous progression toward student proficiency.

*Preparation of the school's annual budget and plan*

The SAC will meet to discuss the school's annual budget and plan. SAC members will have the opportunity to provide input as to where funds should be allocated. All decisions are finalized by vote.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

i-Ready - Reading and Math differentiated-driven computer program - \$700  
 Field trips, and other incentives for students putting forth maximum effort - \$525

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

### Literacy Leadership Team (LLT)

#### Membership:

Name	Title
Khan, Fareed	Principal
Hickey, John	Instructional Coach
anderson, marisa	Registrar
McDaniel, Terrell	Administrative Support

## Duties

### ***Describe how the LLT promotes literacy within the school***

Teachers, staff and administrators are involved in the continued process of guiding and supporting literacy throughout the school. Coaches and teachers analyze data to drive our instruction. Classes are designed for differentiated instruction to ensure students progression is met. Students goal of achievement is measured to determine the next step of intensive instructions. Level 1 and Level 2 students are given intervention to assist in their progression in both math and reading. Teacher are given Professional Development to guide them in their directive to whole instruction, small group instruction, novel studies and computer supplemental programs. Novel studies are incorporated throughout the curriculum and required for reading and language arts. Students are expected to participate in dialogue, written responses and projects displaying theme, symbolism and interpretation.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Positive working relationships between teachers is encouraged by the scheduling of common planning time in which teachers can meet to collaborate within similar grade levels and subject areas. Also, beside whole staff meetings, subject and grade level meetings are scheduled and held throughout the year. In grades 3 through 8, teaching is departmentalized. This allows co-teachers to build relationships with each other and work to efficiently meet the needs of their common students using collaborative ideas.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Fareed Khan attends job fairs and uses an intricate rubric to review resumes and conduct interviews. Administration also created an teacher incentive program for returning teachers based on how the teacher's students performed on the FCAT Assessment last year. Students are given a specific amount of points based on the students' scores and the points are then translated to a scale to provide bonuses.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Teacher's mentoring program consists of lead teacher being assigned to assist with curriculum, classroom technicalities and school procedures and protocol.

Ms. Foster - Ms. Autumn Cawood- Ms. Foster is an experienced teacher and has experience teaching in this setting. Meet daily to plan using evidence based strategies as well as differentiated instructional techniques. The program will include lesson plan formulation, model teaches, joint professional developments, and student data evaluation.

Mr. John Hickey - Mr. Danny Elijah Fernandez - Mr. Hickey is an experienced teacher and has experience teaching in math and science. Meet periodically to plan using evidence based strategies to

inject math into the curriculum. The program will include lesson plan formulation, model teaches, joint professional developments, and student data evaluation.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Gibson Charter School follows district pacing guides to ensure that its core instructional programs and materials are aligned to Florida's standards. These district pacing guides drive the lesson plans that are taught in the classroom.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The school use data to drive its instruction. Based on data, students are placed in intensive classes and given supplemental instruction through differentiated computer programs, small group instruction and pull-outs. Each instructional component is tailored to the student's needs to progress towards proficiency. More specifically, students in intensive reading receive independent instruction and dependent guided instruction through a differentiated class rotation. Students are required to read independently, work with instructor in small group and assigned to a computer supplemental program such as i-ready and ixl. Each center focus on the student's needs and is aligned to a specific benchmark

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: After School Program**

**Minutes added to school year: 8,000**

Students will receive differentiated instruction focusing on areas of need in all core subjects. This will take place four days a week in an after-school tutoring program.

**Strategy Rationale**

The reason we offer after-school tutoring is to provide additional assistance in areas of weakness and to reinforce instruction taught during the day. This method will help students progress towards proficiency and allow them to advance academically.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Khan, Fareed, khanfareed@dadeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Teachers will administer mini-assessments throughout the tutoring process to alter instruction to meet specific needs.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

One of the ways our school reaches out into the community it involves starting conversations and planning activities with churches, temples, local ethnic groups, and community-based organizations. We work with the organization to create programs that promote our school image in a positive and community-oriented way. We establish a developing relationship and implement community outreach programs including social and school orientations and awareness incentives. We also set up internal events, fairs and other community events to incorporate our school into the community.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

N/A

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

N/A

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

N/A

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction by implementing research based writing strategies in core subject areas.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. To increase student achievement by improving core instruction by implementing research based writing strategies in core subject areas. 1a**

G070885

**Targets Supported 1b**

Indicator	Annual Target
AMO Math - All Students	
FSA Mathematics - Achievement	14.0
Math Lowest 25% Gains	73.0
AMO Math - African American	
AMO Math - SWD	
Math Gains	66.0
AMO Math - ED	
Algebra I EOC Pass Rate	92.0
Geometry EOC Pass Rate	100.0
AMO Reading - All Students	
FSA English Language Arts - Achievement	4.0
ELA/Reading Gains	59.0
ELA/Reading Lowest 25% Gains	79.0
AMO Reading - African American	
AMO Reading - SWD	
AMO Reading - ED	
FCAT 2.0 Science Proficiency	39.0

**Resources Available to Support the Goal 2**

- Gizmos!, i-Ready Computer Program, IXL Computer Program, Success Academy, After School Program

**Targeted Barriers to Achieving the Goal 3**

- Students performed below state averages on the 2015 FSA Reading Administration.

**Plan to Monitor Progress Toward G1. 8**

Student achievement will be monitored through informal classroom assessments, student work, and formal benchmark assessments to ensure that progress is being made.

**Person Responsible**

**Schedule**

Biweekly, from 9/15/2015 to 6/10/2016

**Evidence of Completion**

Data from classroom assessments, student work, mini-benchmark assessments, the Fall Interim Assessment, and Winter Interim Assessment, and the Florida Standards Assessment will be collected and analyzed to be sure that progress is being made in meeting the goal.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** To increase student achievement by improving core instruction by implementing research based writing strategies in core subject areas. **1**

 G070885

**G1.B1** Students performed below state averages on the 2015 FSA Reading Administration. **2**

 B184790

**G1.B1.S1** Students will learn and use research-based writing strategies to improve achievement levels in reading. **4**

 S196217

### Strategy Rationale

Improved writing ability is essential to increasing student achievement levels in reading.

### Action Step 1 **5**

Students will learn and use research-based writing strategies to improve achievement levels in reading. Strategies that will be implemented include concept mapping, KWL charts, two column notes, etc.

### Person Responsible

Fareed Khan

### Schedule

Daily, from 9/15/2015 to 6/10/2016

### Evidence of Completion

Evidence will be in the form of lesson plans and student work showing the techniques being implemented.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

Lesson plans, student work and classroom walk-throughs will be used to monitor the fidelity of implementation.

**Person Responsible**

Fareed Khan

**Schedule**

Weekly, from 9/15/2015 to 6/10/2016

**Evidence of Completion**

Lesson plans will be collected to monitor the fidelity of implementation. Student work and classroom walk-throughs will also be used as evidence.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Data from mini-benchmark assessments, Fall Interim, Winter Interim will be analyzed to monitor the effectiveness of the strategy. Informal assessments and classwork will also be used to evaluate student growth.

**Person Responsible**

Fareed Khan

**Schedule**

Monthly, from 9/15/2015 to 6/10/2016

**Evidence of Completion**

Data from mini-benchmark assessments, Fall Interim, Winter Interim will be collected as evidence to monitor the effectiveness of the strategy. Classroom assessments and student work will also be monitored.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Students will learn and use research-based writing strategies to improve achievement levels in reading. Strategies that will be implemented include concept mapping, KWL charts, two column notes, etc.	Khan, Fareed	9/15/2015	Evidence will be in the form of lesson plans and student work showing the techniques being implemented.	6/10/2016 daily
G1.MA1	Student achievement will be monitored through informal classroom assessments, student work, and formal		9/15/2015	Data from classroom assessments, student work, mini-benchmark assessments, the Fall Interim Assessment, and Winter Interim	6/10/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	benchmark assessments to ensure that progress is being made.			Assessment, and the Florida Standards Assessment will be collected and analyzed to be sure that progress is being made in meeting the goal.	
G1.B1.S1.MA1	Data from mini-benchmark assessments, Fall Interim, Winter Interim will be analyzed to monitor the effectiveness of the strategy. Informal assessments and classwork will also be used to evaluate student growth.	Khan, Fareed	9/15/2015	Data from mini-benchmark assessments, Fall Interim, Winter Interim will be collected as evidence to monitor the effectiveness of the strategy. Classroom assessments and student work will also be monitored.	6/10/2016 monthly
G1.B1.S1.MA1	Lesson plans, student work and classroom walk-throughs will be used to monitor the fidelity of implementation.	Khan, Fareed	9/15/2015	Lesson plans will be collected to monitor the fidelity of implementation. Student work and classroom walk-throughs will also be used as evidence.	6/10/2016 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** To increase student achievement by improving core instruction by implementing research based writing strategies in core subject areas.

**G1.B1** Students performed below state averages on the 2015 FSA Reading Administration.

**G1.B1.S1** Students will learn and use research-based writing strategies to improve achievement levels in reading.

### **PD Opportunity 1**

Students will learn and use research-based writing strategies to improve achievement levels in reading. Strategies that will be implemented include concept mapping, KWL charts, two column notes, etc.

#### **Facilitator**

Administration/Lead Teachers

#### **Participants**

Teachers

#### **Schedule**

Daily, from 9/15/2015 to 6/10/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## Budget

<b>Budget Data</b>						
1	G1.B1.S1.A1	Students will learn and use research-based writing strategies to improve achievement levels in reading. Strategies that will be implemented include concept mapping, KWL charts, two column notes, etc.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$5,000.00
			<i>Notes: Students will be provided accounts on our supplemental computer programs, IXL and Vocabulary City, to enrich overall academic skills.</i>			
					<b>Total:</b>	<b>\$5,000.00</b>