

Miami-Dade County Public Schools

Theodore R. And Thelma A. Gibson Charter School



2016-17 Schoolwide Improvement Plan

Theodore R. And Thelma A. Gibson Charter School

450 NW 14TH STREET, Miami, FL 33136

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	F*	C	C

**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 a monitoring status of "Former F" (see page 4). 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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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Theodore R. And Thelma A. Gibson Charter School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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. These concepts are embodied in the school program and serve as a vehicle to increase learning opportunities with special emphasis on low performing students.

b. Provide the school's vision statement.

The vision of The Gibson Charter School is to provide an innovative and challenging curriculum in a safe learning environment. We will provide a small school experience through small class sizes and through the use of parental and community involvement in order to support our students.

2. School Environment

a. 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 incorporates intercultural activities on an ongoing basis through the study of: multicultural literature, research of Women's contributions, research and appreciation of Theodore R. and Thelma A. Gibson (school founders) so that students are aware of our school history and its impact in the Overtown community. The school was created with the values of the late Reverend Theodore Gibson who was a priest, politician, and community activist as the guiding force to challenge our students academically and to help them reach their fullest potential.

Students will also build relationships with students and teachers by participating in oratorical contests, essay contests, and other events sponsored by our district and network of schools.

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

Each student at Gibson is greeted each morning by school personnel as they come through the entry point of the campus. Our school day begins in the cafeteria for breakfast with all staff, including administration in order to welcome and supervise all students. The school also established a Safety Patrol Club, which consists of fifth graders assisting primary students as needed and they help to maintain a positive environment.

The school day then begins with morning announcements made by students and the principal. Positive daily messages are read to the students to encourage them to make good choices throughout their day. Disciplinary issues are minimal due to the use of instructional minutes, which are being used to keep students engaged at all times. Administration visits each class every morning and afternoon, not only to observe teachers, but also praise and assist students as needed.

All students are escorted by their teacher for dismissal and monitored until they are dismissed to parents, bus, or afterschool programs. Administration is also present to assist and greet families.

c. 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.

In addition to the Dade County Code of Student Conduct, the school utilizes a positive behavior support system through the use of incentives such as ice cream treats, verbal praise and recognition, fieldtrips, etc.

The school has adopted a Character Education program (Project Wisdom) to teach our students a variety of core values, which are highlighted each month. At the conclusion of each month, teachers nominate a student who has exemplified that trait. Those students are then rewarded with a certificate, picture, pin, and treat for doing the right thing.

Teachers have been trained during pre-service week on the use of progressive discipline plans and effective use of communication and documentation with parents, both for positive reinforcement and behavioral issues.

d. 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. In addition, the school partners with local and community agencies, such as The Overtown Youth Center and Touching Miami with Love, and Urgent Inc. to provide mentoring, tutoring, and extra-curricular activities to students in need of additional services.

The school also shares counselors with other locations on a consistent basis.

3. Early Warning Systems

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

a. 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.
- 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

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	1	5	4	3	5	7	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	3	4	0	1	1	2	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	3	6	8	6	18	26	0	0	0	0	0	0	0	67
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	3	4	4	6	9	22	0	0	0	0	0	0	0	48

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

The school has strategically implemented the strategies below to assist identified students by the early warning systems to help improve students' overall academic performance in school:

- Students are incentivized as a school for perfect attendance and improved attendance is also recognized. Rewards may include treats and/or fieldtrips and positive praise to help build intrinsic motivation to be present in school everyday
- The school contracted bus service to assist students with transportation issues
- The school will follow Dade Schools Truancy Policy (as needed)
- The school has embedded reading interventions into the student's schedule
- The school has departmentalized the master schedule to increase learning gains and proficiency
- The school has established ongoing data chats and progress monitoring to track progress
- Teachers facilitate small group instruction focused on students weakness and needs of improvement
- Differentiated computer-based supplement programs

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

2. 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.

Gibson Charter School is working towards a continued partnership with many community and county organizations, as well, as networking to create new ones. The school is actively involved with the Overtown Youth Center, Touching Miami with Love, and Urgent Inc. These community organizations serve our students through aftercare programs Monday - Friday and provide the school with counselor support during the school day. Program Counselors assist students with in-class support, dine-in with our students, and provide counseling as needed, as well as monitor grades. Christ Fellowship, a local church, has also supported all school initiatives by donating coffee for parent events and bookbags to our students.

The school also offers dental, hearing, and vision screenings provided at no cost to our students through reputable companies, such as Heiken Vision and Colgate Company. This year, the school has also adopted the City of Miami Police department's campaign of school safety through the Do the Right Thing Program and ongoing visits from resource officers in order to teach our students about gun safety and gang prevention.

The school established a Parent Club to allow parents an opportunity to be involved in the school through volunteering. We also set up internal events, such as a Meet and Greet, Open House, Curriculum Nights, and other community events to incorporate our school into the community.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Abreu, Yaneisy	Principal
Abreu, Yaneisy	Teacher, K-12

b. Duties

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

Jennifer DeSousa - 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.

Yaneisy Abreu - Will assist teachers in creating lesson plans, class action plans, and analyzing assessment data also ensuring teachers are implementing strategies. She will attend monthly school-wide meetings and schedule academic plans through monthly meetings, data chats, and classroom observations.

2. 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, NWEA, and Reading Eggs and disseminates it to all teachers. Each teacher then creates an action plan with guidance from the

principal and lead teacher to address every student's strongest and weakest areas. This data is also used to conduct Student Data Chats to inform teachers, students, and parents of their current achievement level.

The MTSS team holds monthly meetings with the staff to ensure the action plans are being executed with fidelity. Student sample work 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.

NWEA- Researched based, computerized assessments to drive student achievement by their placement level.

Intervention Assessments- \$ 6,000.00

Reading Eggs- A reading curriculum computer program focusing on students skills and strategies essential for reading. - \$ 1500.00

Scholastic Guided Reading- A Non- Fiction leveled library accompanied by teaching cards to develop Phonics, Fluency, Vocabulary, and Comprehension to assist with increasing reading student Lexile reading levels. -\$7000.00

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

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jennifer DeSousa	Principal
Charles Gibson	Business/Community
Yaneisy Abreu	Teacher
Valerie Sands	Parent
Marisa Anderson	Teacher
Susie Moise	Teacher
Danita Oates	Teacher
Autumn Cawood	Teacher
Mayda Brito	Teacher
Jessica Moses	Teacher
Bashela Foster	Teacher
Grashania Davis	Teacher
Ivan Venes-Santiago	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC met on February 2016 to discuss the SIP objectives and school improvements based on a data review presented by Mr.Hickey. The SIP was reviewed by the principal and SAC members had the opportunity to provide input and request modifications.

b. Development of this school improvement plan

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

c. 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.

2. 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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Abreu, Yaneisy	Teacher, K-12
Abreu, Yaneisy	Principal
Brito, Mayda	Teacher, K-12
Foster, Bashela	Teacher, K-12
Moses, Jessica	Teacher, K-12
Venes-Santiago, Ivan	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Teachers, staff and administrators are involved in the continued process of guiding and supporting literacy throughout the school. The principal has departmentalized the master schedule to enable the teachers to refine their craft within the English Language Arts content area and to create a print-rich learning environment in the classrooms and around the campus. Reading carpets were purchased to encourage students to read comfortably in their reading centers, the use of bulletin boards and walls to display word walls, and the creation of data walls were made to motivate the students to track their

progress towards their goals. The school purchased the Scholastic Guided Reading Program (Non-Fiction) series to expose our students to relevant, non-fiction books to help increase reading comprehension. All classrooms are also stocked with in-class libraries for student use. The principal also does frequent class visits for scheduled read alouds to the students.

Teachers are given professional development to guide them in delivering explicit reading instruction. The methodology consists of I do (direct teaching), We do (guided practice), You do (independent practice) to assist with student scaffolding through the use of gradual release model. The use of small groups and technology are also used to enhance the reading classes.

The school will also be sponsoring Family Literacy Nights on a quarterly basis to educate our parents on how to help their child build their reading skills at home. The Overtown Youth Center has opened up a Parent Resource center, which has been made available to our parents in order to assist their child with our Reading Eggs and NWEA programs. The school also partners with the Culmer Public Library to set up monthly read alouds for our Kindergarten students. Our students in grades 3-5 will also be participating in district sponsored essay contests to expose and motivate and expose our students to be recognized at the school/district level.

Administration also closely monitors student progress and recognizes student increases in reading by verbal praise and written praise on Interim Progress Reports and Report Cards.

D. Public and Collaborative Teaching

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

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

The school created a Teacher's Lounge in order to increase positive working relationships between teachers and administration. The creation and implementation of a Yearly Meeting Calendar was also prepared for teachers in order for them to plan effectively during early release days once a week for: Faculty Meeting, Department Meeting, and Grade Level Meeting. The goals of the meetings are to cover instructional strategies and methodologies to increase student achievement. Student data is addressed in every meeting.

The lounge space has enabled teachers to lesson plan with teacher from similar grade levels and subject areas, thus allowing co-teachers to build relationships with each other and work to efficiently meet the needs of their common students using collaborative ideas.

Professional Development was held during Pre-Service week, prior to the commencement of school in order to establish Team Building activities including the incorporation of a faculty book study on a book titled, "Fish Book," which is about boosting moral and improving results. We have also established the "Sunshine Committee," with the sole purpose of celebrating individual teachers throughout the year.

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

Jennifer DeSousa, Principal attends job fairs and uses a rubric to review resumes and conduct interviews. Administration also created a teacher incentive program for returning teachers based on student assessment data from the previous year. Teacher performance is rated on the students' scores, teacher observation, and teacher professional development towards their professional goals. The points are then translated to a pay scale to provide bonuses.

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

Our teacher mentoring program consists of a lead teacher being assigned to every classroom teacher in order to assist with lesson planning and co-teaching, data analysis, intervention, and classroom management as needed.

Teachers are departmentalized and work in teams daily using research-based strategies, as well as, differentiated instructional techniques. The program will include lesson plan formulation, model teaches, joint professional developments, and student data evaluation.

Scheduled Department and faculty meetings are arranged to uphold our school's mission, collaborating to attain student academic achievement. Off-site visits to Doral, Beacon Prep and Somerset Academy Silver Palms have been scheduled for peer-observations, thus strengthening teacher skills.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 which have been developed in correlation to LAFS and MAFS. Teachers also utilize NWEA, CPALMS and FSA assessment websites to ensure that the core curriculum is aligned to test item specifications.

b. Instructional Strategies

1. 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 uses data to differentiate and drive instruction through ongoing progress monitoring. All students are assessed utilizing baseline/diagnostic in all accountability areas and then monitored for growth on a bi-weekly basis. Teachers analyze the data to identify students scoring 50% or below and provide intervention that is embedded in their schedules in order to identify students. Supplemental instruction is then offered through differentiated computer programs, small group instruction and one-on one instruction in order to reteach skills and concepts that have not been met in order to master them through additional opportunities to do so.

2. 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: 1,800

There are weekly scheduled department meetings, grade level meetings, and faculty meetings throughout the year to discuss curriculum and progress. Furthermore, PD's via My Learning Plan are used towards Master Plan Points and to reinforce skills and strategies teachers may need help in. Web-based PD's for Eureka Math and NWEA have also been incorporated into the PD's for teachers.

Strategy Rationale

We offer these meetings and PD's in order to keep curriculum aligned to the standards and students needs. The teachers have the opportunity to discuss methods and strategies they are using or need to use to further enhance the academic achievement in their classrooms throughout these meetings. The PD's are important in that they strengthen teacher instruction and help create high-quality teaching which is vital for our school.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Abreu, Yaneisy, pr2060@dadeschools.net

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

We collect data from various assessment platforms such as: NWEA, PMRN, wonders bi-weekly, Eureka assessments, district Sponsored Mid Year assessments, etc. Results are then analyzed to identify students not mastering skills. Data indicates If students are making progress towards their goals. If necessary, teacher student groups are created based on the skills needed to re-teach, differentiate, and reassess until mastery is achieved.

Strategy: Weekend Program

Minutes added to school year: 1,260

Saturday Crunchtime Tutorials will begin in January for 7 weeks in order to review and prepare students for the FSA assessments. Students will be receiving one and a half hours of ELA and one and a half hours of Math instruction using the FSA resources and task cards.

Strategy Rationale

Saturday tutorials are a way to provide additional assistance in areas of weaknesses and to reinforce core subjects. This method will help students progress towards proficiency and allow them to advance academically.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Abreu, Yaneisy, pr2060@dadeschools.net

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

Students will be administered mini assessments after every tutoring session to measure mastery of lesson taught.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

The school's administration will ensure that all cohorts will receive information for all students who are transitioning from one school level to another through the following:

- Before the school year is over, we invite VPK programs to attend a kindergarten transition day to explore the school and familiarize themselves with the teachers and the elementary environment.
- The school will arrange visits with both neighboring public and charter schools
- Notifications will be sent home to inform parents of Magnet Fairs
- Notifications will be sent home of receiving schools that are hosting Open Houses Events and/or Articulation Events

b. College and Career Readiness

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

In the 2016 -2017 school year, Gibson Charter School is servicing students in Kindergarten through fifth grade only.

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

In the 2016 -2017 school year, Gibson Charter School is servicing students in Kindergarten through fifth grade only

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

In the 2016 -2017 school year, Gibson Charter School is servicing students in Kindergarten through fifth grade only

4. 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.

In the 2016 -2017 school year, Gibson Charter School is servicing students in Kindergarten through fifth grade only

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** If core instruction in reading is increased, then student achievement will increase in all other core areas.

Strategic Goals Detail

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

G1. If core instruction in reading is increased, then student achievement will increase in all other core areas.

1a

G087778

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 ELA 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

Targeted Barriers to Achieving the Goal 3

- Students are working below grade level and their literacy skills need to be strengthened.

Resources Available to Help Reduce or Eliminate the Barriers 2

- ELA: The ELA teachers at Gibson Charter School are focusing on rigorous curriculum with the use of resources such as NWEA Skills Navigator, Reading Eggs, Performance Coach and Scholastic Guided Reading Programs. Teachers will also focus on building skills in deepening vocabulary acquisition and comprehension. In addition, teachers will use NWEA Skills Navigator to differentiate instruction through a computer based program aligned to FSA, which will help provide students the opportunity to read and respond to grade-level texts across the curriculum and practice on a platform similar to the FSA.
- Mathematics: The Mathematics teachers are focusing on rigorous curriculum with the use of resources such as Eureka Math, Khan Academy, Reflex Math and NWEA Skills Navigator. Eureka Math focuses on building foundational math skills and NWEA Skills Navigator will remediate any deficient standards a student may have. Bi-weekly assessments will be administered and ongoing progress monitoring will occur.
- Science: Science teachers are utilizing Gizmos which are interactive science labs, CPALMS which provide science performance task assessments, and conducting in class science lab experiments. After school bi-weekly tutoring is being provided with the classroom teachers.
- Social Studies: Social Studies teachers are using district provided resources through the Division of Social Sciences and a school subscription to Times for Kids has been purchased. The goal is to better expose students to non-fiction genre in order to prepare them for the FSA.

- The students who scored in the lowest 25th percentile are receiving interventions and utilizing Wonderworks and Saturday tutoring will begin in January.
- School Gate Guardian is a tardy tracking system that is used to monitor frequencies of tardies and generate reports to communicate with the parents.

Plan to Monitor Progress Toward G1. 8

Student data will be collected and analyzed to be sure that progress is being made in meeting the goal.

Person Responsible

Yaneisy Abreu

Schedule

Monthly, from 9/5/2016 to 6/8/2017

Evidence of Completion

Classroom assessments, student work, mini-benchmark assessments, NWEA/Reading Eggs reports, Mid-Year Assessments, and the Florida Standards Assessment.

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

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction in reading is increased, then student achievement will increase in all other core areas.

1

G087778

G1.B1 Students are working below grade level and their literacy skills need to be strengthened. 2

B233368

G1.B1.S1 Intervention time has been embedded in their master schedule for instruction. Our strategy is to utilize intervention programs to lessen the learning gap and build the foundational skills. This year our students will use personal data trackers to track their growth data by benchmark. 4

S246274

Strategy Rationale

Intervention will help students to close gaps of knowledge and achieve proficiency. Embedded intervention time provides additional opportunities for students to practice new skills, receive individualized instruction, and learn at a greater depth.

Students will be assessed at the beginning of the year on all benchmarks, this data will then be analyzed and logged in their data folders. Teachers then will use the data folders to group students by strengths and weaknesses. During small groups, students will be provided remediation and continuously reassessed to show growth. As needed, the students will be moved between groups in order to ensure that their learning needs are continuously being met. The data folders will facilitate open communication and understanding by all parties involved in how to best support our students.

Action Step 1 5

The students have mandatory intervention embedded in their daily schedules.

Person Responsible

Yaneisy Abreu

Schedule

Daily, from 9/7/2016 to 6/8/2017

Evidence of Completion

As a collaborative effort we have developed an action plan that will monitor the learning gains of the students in order to ensure that even with our barriers our students are achieving at the necessary levels of rigor and understanding. Our plan includes progress monitoring and instructional support through professional development. In order to monitor the effectiveness of our action plan both administration and instructional leaders will meet biweekly to discuss progress and data. These meetings will run throughout the calendar school year from August through June. Within these meetings the participants will discuss the evidence collected such as, lesson plans, assessments data, and personal data trackers. Evidence will be in the form of the Intervention Schedule and Data Binder to include reports and student evidence of work from resources: Wonder Works/NWEA/ Reading Eggs/F&P Data Reports.

Action Step 2 5

Modeling and Co-teaching support will be available to the teachers through district reading and math coaches.

Person Responsible

Yaneisy Abreu

Schedule

Daily, from 9/15/2016 to 6/9/2017

Evidence of Completion

The district has provided Instructional Coaches in Reading and Math to support teachers with small group instruction, the creation of centers, data walls, and student groupings.

Action Step 3 5

In-House Professional Developments (Ongoing)

Person Responsible

Yaneisy Abreu

Schedule

Daily, from 8/15/2016 to 6/9/2017

Evidence of Completion

Teachers participated in professional developments during pre-service week on the following topics: -Implementation of Curriculum Binders to house lesson plans, strategies, data, and communications -Implementation of Common Board Configuration to organize daily lessons and keep students engaged -Implementation of structured data chats - Implementation of articulation for master scheduling purposes -Data Analysis and Reflection -Gradebook Training and grading for mastery

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

Monitoring the implementation of instructional resources and curriculum design for effective use with fidelity to increase student learning gains.

Person Responsible

Yaneisy Abreu

Schedule

Weekly, from 9/5/2016 to 6/8/2017

Evidence of Completion

Lesson plan reviews, classroom walk-throughs, on-going data chats, and student learning gains towards their goals.

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

Analyze student data to evaluate student growth.

Person Responsible

Yaneisy Abreu

Schedule

Monthly, from 9/12/2016 to 6/8/2017

Evidence of Completion

Data from mini-benchmark assessments, Intervention Data through WonderWorks, NWEA/ Reading Eggs reports, Mid-Year Assessment, classroom assessments and student work.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M332675	Student data will be collected and analyzed to be sure that progress is being made in meeting the...	Abreu, Yaneisy	9/5/2016	Classroom assessments, student work, mini-benchmark assessments, NWEA/ Reading Eggs reports, Mid-Year Assessments, and the Florida Standards Assessment.	6/8/2017 monthly
G1.B1.S1.MA1  M332671	Analyze student data to evaluate student growth.	Abreu, Yaneisy	9/12/2016	Data from mini-benchmark assessments, Intervention Data through WonderWorks, NWEA/Reading Eggs reports, Mid-Year Assessment, classroom assessments and student work.	6/8/2017 monthly
G1.B1.S1.MA1  M332672	Monitoring the implementation of instructional resources and curriculum design for effective use...	Abreu, Yaneisy	9/5/2016	Lesson plan reviews, classroom walk-throughs, on-going data chats, and student learning gains towards their goals.	6/8/2017 weekly
G1.B1.S1.A1  A319397	The students have mandatory intervention embedded in their daily schedules.	Abreu, Yaneisy	9/7/2016	As a collaborative effort we have developed an action plan that will monitor the learning gains of the students in order to ensure that even with our barriers our students are achieving at the necessary levels of rigor and understanding. Our plan includes progress monitoring and instructional support through professional development. In order to monitor the effectiveness of our action plan both administration and instructional leaders will meet biweekly to discuss progress and data. These meetings will run throughout the calendar school year from August through June. Within these meetings the participants will discuss the evidence collected such as, lesson plans, assessments data, and personal data trackers. Evidence will be in the form of the Intervention Schedule and Data Binder to include reports and student evidence of work from resources: Wonder Works/NWEA/ Reading Eggs/F&P Data Reports.	6/8/2017 daily
G1.B1.S1.A2  A319398	Modeling and Co-teaching support will be available to the teachers through district reading and...	Abreu, Yaneisy	9/15/2016	The district has provided Instructional Coaches in Reading and Math to support teachers with small group instruction, the creation of centers, data walls, and student groupings.	6/9/2017 daily
G1.B1.S1.A3  A319399	In-House Professional Developments (Ongoing)	Abreu, Yaneisy	8/15/2016	Teachers participated in professional developments during pre-service week on the following topics: -Implementation of Curriculum Binders to house lesson plans, strategies, data, and communications -Implementation of Common Board Configuration to organize daily lessons and keep students engaged -Implementation of structured data chats -Implementation of articulation for master scheduling purposes -Data Analysis and Reflection -Gradebook Training and grading for mastery	6/9/2017 daily

V. Professional Development Opportunities

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

G1. If core instruction in reading is increased, then student achievement will increase in all other core areas.

G1.B1 Students are working below grade level and their literacy skills need to be strengthened.

G1.B1.S1 Intervention time has been embedded in their master schedule for instruction. Our strategy is to utilize intervention programs to lessen the learning gap and build the foundational skills. This year our students will use personal data trackers to track their growth data by benchmark.

PD Opportunity 1

The students have mandatory intervention embedded in their daily schedules.

Facilitator

Administration/Lead Teachers

Participants

Teachers

Schedule

Daily, from 9/7/2016 to 6/8/2017

PD Opportunity 2

Modeling and Co-teaching support will be available to the teachers through district reading and math coaches.

Facilitator

District math and reading coaches.

Participants

Teachers

Schedule

Daily, from 9/15/2016 to 6/9/2017

PD Opportunity 3

In-House Professional Developments (Ongoing)

Facilitator

Jennifer DeSousa, Principal

Participants

Teachers

Schedule

Daily, from 8/15/2016 to 6/9/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The students have mandatory intervention embedded in their daily schedules.				\$15,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2060 - Theodore R. And Thelma A. Gibson Charter			\$6,500.00
			<i>Notes: NWEA Assessment Platform and Skills Navigator</i>			
			2060 - Theodore R. And Thelma A. Gibson Charter			\$1,500.00
			<i>Notes: Reading Eggs Online Program</i>			
			2060 - Theodore R. And Thelma A. Gibson Charter	Other		\$7,500.00
			<i>Notes: Scholastic Guided Reading Library (Non-Fiction)</i>			
2	G1.B1.S1.A2	Modeling and Co-teaching support will be available to the teachers through district reading and math coaches.				\$0.00
3	G1.B1.S1.A3	In-House Professional Developments (Ongoing)				\$0.00
					Total:	\$15,500.00