

Miami-Dade County Public Schools

# Theodore R. And Thelma A. Gibson Charter School



2017-18 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

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School KG-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	F	D	F*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Theodore R. And Thelma A. Gibson Charter School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- 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 21st century global community.

##### 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 unique school experience through small class sizes and the use of differentiated instruction to meet the needs of diverse learners. The school will also utilize parental and community involvement in order to support our students' academic endeavors.

#### 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 network of schools and district.

##### 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 and sixth 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 Positive Behavioral system used 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 full-time counselor to assist students with behavioral and social issues. The counselor will also be working with our parents and families to ensure that they are receiving the social services they may need.

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.

### **3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**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	0	12	4	4	11	11	7	0	0	0	0	0	0	49
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	4	4	4	12	11	7	0	0	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	4	12	11	7	0	0	0	0	0	0	34
	0	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	0	7	4	4	12	12	8	0	0	0	0	0	0	47

**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:
- The school has hired a full-time counselor to provide support
  - Students are incentivized as a school for perfect attendance and improved attendance is also recognized. (Rewards may include treats and/or field-trips 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 embedded math 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 supplemental programs

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP 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.

The school has also established a Career Day Event to expose students to careers. The school had several presenters from many careers such as, Vice Mayor, Business CEO, Radio Disc Jockey (97.3), Local Bank Branch Manager, Community Entrepreneurs, and various public agencies. They all plan on participating again this school year.

**C. Effective Leadership**

**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
Alamo, Michele	Instructional Coach
Rodriguez, Ailyn	School Counselor

**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 - Responsible to oversee all compliance components, visit classrooms to 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, I-Ready 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 bi-weekly data 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.

I-Ready (K-6) - \$ 16,500.00

NWEA (3-6) - Researched based, computerized assessments to drive student achievement by their placement level. \$1700.00

MobyMax (K-6) - \$2,000.00 Technology based program which covers all content areas.

Field trips, reward parties, recognition assemblies, and other incentives for students putting forth maximum effort - \$5000.00

## 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
Autumn Cawood	Teacher
Mayda Brito	Teacher
Jessica Moses	Teacher
Bashela Foster	Teacher
Ivan Venes-Santiago	Teacher
Michele Alamo	Teacher
Mary Quiroga	Teacher
Ailyn Rodriguez	Education Support Employee
Marisa Anderson	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**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

The SAC is scheduled to review last year's school improvement plan on September 13, 2017.

*b. Development of this school improvement plan*

The SAC works with the principal, neighboring schools, and network of schools 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 - \$16,500.00  
 Field trips, and other incentives for students putting forth maximum effort - \$5000.00

**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
Moise, Susie	Teacher, K-12
Quiroga, Maribel	Teacher, K-12
Anderson, Marisa	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. The implementation of differentiated instruction through the use of small groups and centers, the use of bulletin boards and walls to display vocabulary words, and the creation of data walls were made to motivate the students to track their progress towards their goals. The school purchased I-Ready, NWEA, and 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 technology 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Administration has kicked-off a Football Theme for this academic school year. The goal is to motivate, encourage, and challenge all stakeholders to meet the goals identified on the school's SIP.

The principal has created a Conference Room/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 Meetings and Data Meetings. The goals of the meetings are to cover instructional strategies and methodologies to increase student achievement. Student data is addressed in every meeting.

The conference 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.

Pre-Service Professional Development was held two weeks prior to the commencement of school in order to establish Team Building activities and begin planning early. All students have been placed in groups according to their data and teachers will plan for DI as well as, get trained on the curriculum resources.

## **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. Teachers also incentivized for perfect attendance to offer our students structure in learning. 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. A grade-level chair position has been created for the primary grades, Ms. Abreu will oversee Math in grades 3-6, Ms. Alamo will oversee Science K-6, and Principal will oversee ELA K-6, with emphasis on 3-6.

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 neighboring schools 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. The school also utilizes I-Ready, NWEA, CPALMS and FSA assessment websites to ensure that the core curriculum is aligned to SAT/FSA 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 an extended learning day via 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 meetings, grade level meetings, faculty and bi-weekly data 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 Think Central, MobyMax and I-Ready 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)**

- Core Academic Instruction
- 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**

We collect data from various assessment platforms such as: NWEA, I-Ready, wonders bi-weekly, and 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:** Extended School Day

**Minutes added to school year:** 11,700

Legislation explicitly requires that schools must provide an additional hour per day of intensive reading beyond the normal school day for each day of the entire school year. For the 17-18 SY, Grade K-1 will be extended to 8:00 - 3:00 and grades 2-6 will be extended to 8:00 - 4:00 to improve literacy skills.

**Strategy Rationale**

Effective July 1, 2016, s. 1011.62, Florida Statutes (F.S.), requires those schools found to be among the 300 lowest-performing elementary schools in reading to use supplemental academic instruction (SAI) and research-based reading instruction allocation dollars to provide an additional hour of intensive reading instruction to students every day, school-wide.

**Strategy Purpose(s)**

- Core Academic Instruction
- 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**

I-Ready Data will be collected.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**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 2017 -2018 school year, Gibson Charter School is servicing students in Kindergarten through sixth 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 2017 -2018 school year, Gibson Charter School is servicing students in Kindergarten through sixth 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 2017 -2018 school year, Gibson Charter School is servicing students in Kindergarten through sixth 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 2017 -2018 school year, Gibson Charter School is servicing students in Kindergarten through sixth grade only

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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.** By June 2018, the lowest 25 percent in math will increase from 18 percent to 40 percent.
- G2.** By June 2018, the percent of students meeting proficiency on FCAT Science 2.0 will increase from 9 percent to 30 percent.
- G3.** 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.** By June 2018, the lowest 25 percent in math will increase from 18 percent to 40 percent. 1a

G096645

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	40.0

**Targeted Barriers to Achieving the Goal** 3

- Students are not at grade level in math and have not mastered all skills and content to be proficient.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Math Intervention embedded in master schedule.
- The school hired a math interventionist to pull-out lowest 25 percent.
- I-Ready has been purchased to diagnose and monitor student achievement.
- NWEA has been purchased to monitor student achievement growth in Math.
- Students have been provided with math interactive notebooks.

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

I-Ready Data, NWEA progress monitoring, G2D Topic Assessments and Go Math Benchmark assessments will be used to monitor progress towards meeting our goals.

**Person Responsible**

Yaneisy Abreu

**Schedule**

Monthly, from 8/14/2017 to 6/7/2018

**Evidence of Completion**

Data reports from I-Ready, NWEA, G2D and Go Math will be used as evidence.

**G2.** By June 2018, the percent of students meeting proficiency on FCAT Science 2.0 will increase from 9 percent to 30 percent. **1a**

G096646

**Targets Supported** **1b**

Indicator	Annual Target
Statewide Science Assessment Achievement	30.0

**Targeted Barriers to Achieving the Goal** **3**

- Students have a limited foundation in Science Content.
- Students have limited exposure to meaningful Science labs and demonstrations.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Full-time Science Coach/Teacher was hired to support the implementation of science curriculum.
- Science Lab Furniture and Mobile lab Cart were ordered for the fifth grade science class.
- Subscription to Scholastic's Super Science Magazine for K-6.
- Implementation of School-Wide Lab Day for K-6.
- Science Fusion Grades K-5 and Pearson Comprehensive Science Grade 6
- Leggo Robotics WEDO2.0 Curriculum for Gifted Students
- Interactive Science Notebooks for Grades K-6

**G3.** If core instruction in reading is increased, then student achievement will increase in all other core areas.

1a

G096647

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	30.0
Math Lowest 25% Gains	40.0
Math Gains	40.0
FSA ELA Achievement	32.0
ELA/Reading Gains	59.0
ELA/Reading Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	30.0
AMO Math - All Students	
AMO Math - African American	
AMO Math - SWD	
AMO Math - ED	
Algebra I EOC Pass Rate	
Geometry EOC Pass Rate	
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - SWD	
AMO Reading - ED	

**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, I-Ready, and Scholastic Guided Reading Programs. Teachers will also focus on building skills in deepening vocabulary acquisition and comprehension. In addition, teachers will use I-Ready Data 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 GO Math, I-Ready, and Moby Max. Bi-weekly assessments will be administered and ongoing progress monitoring will occur.
- Science: Science teachers are following district pacing guides and will utilize labs and interactive notebooks to enrich curriculum.
- 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.

**Plan to Monitor Progress Toward G3. 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**

Biweekly, from 8/21/2017 to 6/6/2018

***Evidence of Completion***

Classroom assessments, student work, mini-benchmark assessments, NWEA/I-Ready 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

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

**G1.** By June 2018, the lowest 25 percent in math will increase from 18 percent to 40 percent. **1**

 G096645

**G1.B1** Students are not at grade level in math and have not mastered all skills and content to be proficient.

**2**

 B259954

**G1.B1.S1** Students will be pulled out daily for 30 minutes by a math interventionist. **4**

 S275354

### Strategy Rationale

Students will be able to work in a small group setting on targeted skills to decrease their math achievement gap.

### Action Step 1 **5**

Teachers will implement 30 minutes of intervention daily.

#### Person Responsible

Yaneisy Abreu

#### Schedule

Daily, from 8/21/2017 to 6/7/2018

#### Evidence of Completion

Lesson plans will be used as evidence as well as I-Ready reports indicating time allotted for the program and intervention log.

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

Classroom and computer lab walk-thrus will be done by administration.

**Person Responsible**

Yaneisy Abreu

**Schedule**

Weekly, from 8/21/2017 to 6/7/2018

**Evidence of Completion**

I-Ready logs will be kept and tracked for monitoring of program usage. Also, lesson plans will be approved by administration to ensure daily intervention is incorporated into the lessons and intervention logs.

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

Classroom and computer lab walk-thrus will be done by administration.

**Person Responsible**

Yaneisy Abreu

**Schedule**

Daily, from 8/21/2017 to 6/7/2018

**Evidence of Completion**

Data collection from I-Ready will be used to monitor the effectiveness of the program.



**G2.** By June 2018, the percent of students meeting proficiency on FCAT Science 2.0 will increase from 9 percent to 30 percent. 1

G096646

**G2.B1** Students have a limited foundation in Science Content. 2

B259955

**G2.B1.S1** Master Schedule- Minutes have been embedded to teach science on daily basis, to include Science lab day on Fridays. 4

S275356

### Strategy Rationale

Science will be taught on daily basis to help students attain skills and content needed to meet proficiency.

### Action Step 1 5

Students have a minimum of thirty minutes of science instruction daily.

#### Person Responsible

Yaneisy Abreu

#### Schedule

Daily, from 8/21/2017 to 6/7/2018

#### Evidence of Completion

Master Schedule

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitoring of weekly lesson plans, pacing guides, and administrative walk-thrus.

#### Person Responsible

Yaneisy Abreu

#### Schedule

Daily, from 8/21/2017 to 6/7/2018

#### Evidence of Completion

Approval of lesson plans and feedback to teachers.

**G2.B1.S2** Data Collection- Students in grades 5 will be assessed using the District's Baseline and MYA and students in grades 3 and 4 will be assessed using the Quarterly Science Benchmark Assessments.

4

S275357

### **Strategy Rationale**

The school has a strategic focus on increasing proficiency levels by implementing a data-driven environment.

### **Action Step 1** 5

Students in grades 5 will be assessed using the District's Baseline and MYA and students in grades 3 and 4 will be assessed using the Quarterly Science Benchmark Assessments.

#### **Person Responsible**

Yaneisy Abreu

#### **Schedule**

Quarterly, from 9/11/2017 to 2/5/2018

#### **Evidence of Completion**

Test Chair will gather data from the G2D platform.

**G2.B2** Students have limited exposure to meaningful Science labs and demonstrations. **2**

 B259956

**G2.B2.S1** Mandatory Science Lab days every Friday **4**

 S275358

### **Strategy Rationale**

Science is different from every other subject, so it should be interesting and effective for students. The labs encourage them to make significant contributions in their learning and it also strengthens their writing skills through the completion of lab reports.

### **Action Step 1** **5**

Mandatory science labs

#### **Person Responsible**

Yaneisy Abreu

#### **Schedule**

Weekly, from 9/8/2017 to 6/1/2018

#### ***Evidence of Completion***

Lesson Plans, walk-thrus, and lab reports.

**G3.** If core instruction in reading is increased, then student achievement will increase in all other core areas.

1

G096647

**G3.B1** Students are working below grade level and their literacy skills need to be strengthened. 2

B259957

**G3.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

S275359

### 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 8/21/2017 to 6/6/2018

#### 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/ I-Ready Data Reports.

## Action Step 2 5

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

### **Person Responsible**

Yaneisy Abreu

### **Schedule**

Every 3 Weeks, from 8/21/2017 to 6/6/2018

### **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**

Weekly, from 8/21/2017 to 6/6/2018

### **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 G3.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**

Daily, from 8/21/2017 to 6/6/2018

**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 G3.B1.S1 7**

Analyze student data to evaluate student growth.

**Person Responsible**

Yaneisy Abreu

**Schedule**

Biweekly, from 8/21/2017 to 6/6/2018

**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
<b>2018</b>					
G2.B1.S2.A1  A369568	Students in grades 5 will be assessed using the District's Baseline and MYA and students in grades...	Abreu, Yaneisy	9/11/2017	Test Chair will gather data from the G2D platform.	2/5/2018 quarterly
G2.B2.S1.A1  A369569	Mandatory science labs	Abreu, Yaneisy	9/8/2017	Lesson Plans, walk-thrus, and lab reports.	6/1/2018 weekly
G3.MA1  M398053	Student data will be collected and analyzed to be sure that progress is being made in meeting the...	Abreu, Yaneisy	8/21/2017	Classroom assessments, student work, mini-benchmark assessments, NWEA/ I-Ready reports, Mid-Year Assessments, and the Florida Standards Assessment.	6/6/2018 biweekly
G3.B1.S1.MA1  M398049	Analyze student data to evaluate student growth.	Abreu, Yaneisy	8/21/2017	Data from mini-benchmark assessments, Intervention Data through WonderWorks, NWEA/ Reading Eggs reports, Mid-Year Assessment, classroom assessments and student work.	6/6/2018 biweekly
G3.B1.S1.MA1  M398050	Monitoring the implementation of instructional resources and curriculum design for effective use...	Abreu, Yaneisy	8/21/2017	Lesson plan reviews, classroom walk-throughs, on-going data chats, and student learning gains towards their goals.	6/6/2018 daily
G3.B1.S1.A1  A369570	The students have mandatory intervention embedded in their daily schedules.	Abreu, Yaneisy	8/21/2017	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/ I-Ready Data Reports.	6/6/2018 daily
G3.B1.S1.A2  A369571	Modeling and Co-teaching support will be available to the teachers through district provided...	Abreu, Yaneisy	8/21/2017	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.	6/6/2018 every-3-weeks
G3.B1.S1.A3  A369572	In-House Professional Developments (Ongoing)	Abreu, Yaneisy	8/21/2017	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	6/6/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				students engaged -Implementation of structured data chats -Implementation of articulation for master scheduling purposes -Data Analysis and Reflection -Gradebook Training and grading for mastery	
G1.MA1 M398047	I-Ready Data, NWEA progress monitoring, G2D Topic Assessments and Go Math Benchmark assessments...	Abreu, Yaneisy	8/14/2017	Data reports from I-Ready, NWEA, G2D and Go Math will be used as evidence.	6/7/2018 monthly
G1.B1.S1.MA1 M398045	Classroom and computer lab walk-thrus will be done by administration.	Abreu, Yaneisy	8/21/2017	Data collection from I-Ready will be used to monitor the effectiveness of the program.	6/7/2018 daily
G1.B1.S1.MA1 M398046	Classroom and computer lab walk-thrus will be done by administration.	Abreu, Yaneisy	8/21/2017	I-Ready logs will be kept and tracked for monitoring of program usage. Also, lesson plans will be approved by administration to ensure daily intervention is incorporated into the lessons and intervention logs.	6/7/2018 weekly
G1.B1.S1.A1 A369566	Teachers will implement 30 minutes of intervention daily.	Abreu, Yaneisy	8/21/2017	Lesson plans will be used as evidence as well as I-Ready reports indicating time allotted for the program and intervention log.	6/7/2018 daily
G2.B1.S1.MA1 M398048	Monitoring of weekly lesson plans, pacing guides, and administrative walk-thrus.	Abreu, Yaneisy	8/21/2017	Approval of lesson plans and feedback to teachers.	6/7/2018 daily
G2.B1.S1.A1 A369567	Students have a minimum of thirty minutes of science instruction daily.	Abreu, Yaneisy	8/21/2017	Master Schedule	6/7/2018 daily



## V. Professional Development Opportunities

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

**G3.** If core instruction in reading is increased, then student achievement will increase in all other core areas.

**G3.B1** Students are working below grade level and their literacy skills need to be strengthened.

**G3.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 8/21/2017 to 6/6/2018

### PD Opportunity 2

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

#### Facilitator

District math and reading coaches.

#### Participants

Teachers

#### Schedule

Every 3 Weeks, from 8/21/2017 to 6/6/2018

**PD Opportunity 3**

In-House Professional Developments (Ongoing)

**Facilitator**

Jennifer DeSousa, Principal

**Participants**

Teachers

**Schedule**

Weekly, from 8/21/2017 to 6/6/2018

<b>VII. Budget</b>						
<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Teachers will implement 30 minutes of intervention daily.</b>				<b>\$15,200.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2060 - Theodore R. And Thelma A. Gibson Charter	UniSIG		\$15,200.00
<i>Notes: I-Ready for Reading and Math</i>						
<b>2</b>	<b>G2.B1.S1.A1</b>	<b>Students have a minimum of thirty minutes of science instruction daily.</b>				<b>\$0.00</b>
<b>3</b>	<b>G2.B1.S2.A1</b>	<b>Students in grades 5 will be assessed using the District's Baseline and MYA and students in grades 3 and 4 will be assessed using the Quarterly Science Benchmark Assessments.</b>				<b>\$50,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2060 - Theodore R. And Thelma A. Gibson Charter	UniSIG		\$50,000.00
<i>Notes: Ms. Michele Alamo is new hire as Science and Math Coach.</i>						
<b>4</b>	<b>G2.B2.S1.A1</b>	<b>Mandatory science labs</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2060 - Theodore R. And Thelma A. Gibson Charter			\$0.00
<b>5</b>	<b>G3.B1.S1.A1</b>	<b>The students have mandatory intervention embedded in their daily schedules.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2060 - Theodore R. And Thelma A. Gibson Charter			\$0.00
<b>6</b>	<b>G3.B1.S1.A2</b>	<b>Modeling and Co-teaching support will be available to the teachers through district provided coaches.</b>				<b>\$0.00</b>
<b>7</b>	<b>G3.B1.S1.A3</b>	<b>In-House Professional Developments (Ongoing)</b>				<b>\$0.00</b>

	<b>Total:</b> <b>\$65,200.00</b>
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