

Polk County Public Schools

Gibbons Street Elementary School



2017-18 Schoolwide Improvement Plan

Gibbons Street Elementary School

1860 GIBBONS ST E, Bartow, FL 33830

<http://schools.polk-fl.net/gibbons>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	D*	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 Polk 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 Gibbons Street Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To make conscious decisions to reach and teach ALL students.

b. Provide the school's vision statement.

To create a safe learning environment while fostering responsibility, respect, and active learning in an effort to prepare our students for success in college, career, and citizenship.

2. School Environment

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

Teachers are required to review students' cumulative folders each year and conduct student data chats after each progress monitoring assessment period. As a Title One School, every attempt is made to conduct at least one parent conference for every student throughout the year. Family nights are also planned throughout the year in an effort to promote family and community involvement.

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

Gibbons Street Elementary School is a Positive Behavior Support School which emphasizes the use of preventative teaching and reinforcement based strategies. Established school-wide expectations are continuously taught and reinforced with all students throughout the year. In addition, students meeting or exceeding expectations are positively reinforced through specific, positive praise and incentives.

School-wide safety plans are developed and communicated to all staff each year. Student supervision is provided from 7:15 - 3:15 each day, unless extenuating circumstances warrant extensions. District-wide bullying prevention lessons are taught at the beginning of each year, and students and parents are encouraged to report cases of bullying through a bullying box, online reporting system or in person. Each reported case is investigated per district policy.

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.

Student expectations and rules have been developed for every area of our school. The rules are taught and visibly posted so that students know what is expected of them at all times and all staff members consistently reinforce the school-wide expectations. All staff members receive PBS training at the beginning of each school year and are provided refresher trainings each quarter. All staff members are provided with a disciplinary flow chart at the beginning of the school year outlining classroom managed vs. office managed disciplinary matters. Adherence to the district's Code of Conduct is upheld with all office-managed disciplinary referrals.

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.

As part of the PBS process, select students are provided with mentors through the Check-In, Check-Out system. Select students also participate in the DrumBEAT program facilitated by the school's guidance counselor, students use rhythm and drums to focus on a social connection. The school's guidance counselor is readily available to meet with individual students or small groups of students on an as needed basis. Additionally, mental health counseling is available to qualifying students.

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.

Using the data within Performance Matters, staff members are able to track students' state assessment data, ESE/504/ELL/Lunch status, attendance record, out-of-school suspensions as well as overage students and retention status.

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	8	8	9	4	5	0	0	0	0	0	0	0	34
One or more suspensions	0	0	8	7	6	4	0	0	0	0	0	0	0	25
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	3	10	12	0	0	0	0	0	0	0	25

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	0	1	4	2	4	0	0	0	0	0	0	0	11

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

Students will utilize iStation Reading and iStation Mathematics to supplement core instruction. The master schedule affords 60 additional minutes daily for remediation or acceleration in the area of reading for all students in grades K-5. During this time classroom teachers provide intensive instruction to all students through digital lessons, face-to-face small group instruction and independent task practice of a foundational skill.

AmeriCorps volunteers work with select students in K-3 in the area of reading during 30 minute sessions twice a week.

Reading Pals mentors sponsored through United Way are assigned to select kindergarten students for one hour per week participating in a shared reading sessions to promote early literacy.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/428742>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

Gibbons Street Elementary partners with Bartow High School students in the Future Educator's Academy provide weekly services to the students/staff of Gibbons Street. Additionally, Gibbons Street Elementary actively participates in the United Way Foundation's Reading Pal's Program where individual mentor/tutoring in the area of reading is provided to select Kindergarten students two days per week. We are also a host school for Polk People Read whereby adult mentors meet weekly with a select group of boys/girls for the purpose of encourage and enjoying reading.

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
Timmons, Chabre	Principal
Thomas, Patricia	School Counselor
Bearden, Melissa	Teacher, K-12
Quiroa, Maria	Assistant Principal
Palmer, Heather	Instructional Coach
Ford, Gwendolyn	Teacher, ESE

b. Duties

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

Principal: (Required Member) The principal provides a common vision for the use of data-based decision –making and models the Problem Solving Process, supervises the development of a strong infrastructure for implementation of MTSS and ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures and participates in adequate professional learning to support MTSS implementation, develops a culture of expectation with the school staff for the implementation

of MTSS school wide, ensures resources are assigned to those areas in most need, and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal: Assists principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS, further assists the principal in the assessment of MTSS skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS plans and activities.

Selected General Education Teachers: Attend district professional development offerings and communicate curriculum expectations regarding core instruction and assessment to colleagues, lead and participate in student data collection and delivery of Tier 1 instruction/intervention, collaborate with staff regarding implementation of Tier 2/3 interventions, and align instruction and materials to meet Tier 1, 2 and 3 support.

Reading/Math Coaches: Develop, lead, and evaluate school core content standards/programs, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches, Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies, assists with whole school screening programs that provide early intervention services for children to be considered "at risk", assist in the design and implementation for progress monitoring, data collection, and data analysis, participate in the design and delivery of professional development, and provides support for assessment and implementation monitoring.

Guidance Counselor: Provides quality service and expertise on issues ranging from program design to assessment and intervention with individual students. Facilitate regularly scheduled MTSS meetings with academic teachers for the purpose of ongoing progress monitoring, facilitate documentation and tracking of tier 2/3 academic and behavioral interventions, communicate with child-serving community agencies and district level support to support the students' academic, emotional, behavioral, and social success.

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 School based Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. The SBLT also fosters a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

The Administrative Leadership Team (administrators, school-based, coaches and guidance counselor) will meet weekly and the entire SBLT will meet monthly to engage in the following activities:

- *Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks.
- *Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
- *Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- *Focus on improving student achievement outcomes with evidence based interventions implemented

with fidelity and frequent progress monitoring.

Title I, Part A

Title I, Part A, funds school-wide services to Gibbons Street Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

Title I, Part C- Migrant

Migrant students enrolled in Gibbons Street Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. At Gibbons Street, these funds will be used to provide substitutes, or Special Activities Pay, to facilitate curriculum development.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Gibbons Street Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

This school is a location for a summer feeding program for the community.

Housing Programs

Students with housing needs are referred to the Hearth Homeless Student Advocate.

Head Start

Head Start is located on our campus. Resources are provided to the program to assist in the transition of students from prekindergarten to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Chabre Timmons	Principal
Rodney White	Education Support Employee
Maria Quiroa	Principal
Heather Palmer	Teacher
Sandra Doyle	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

At the initial SAC meeting of the 2017-2018 school year, SAC members will review the 2017 School Grade and/or student achievement data as compared to the 2016-2017 SIP goals/strategies to determine overall effectiveness. In addition, they will make recommendations as to which goals/strategies need to be added, revised, continued or discontinued for the upcoming school year.

b. Development of this school improvement plan

The Council makes recommendations and assists the school administration in all areas of school improvement. These functions are performed through participatory decision-making by parents, educators, school staff, business people, and other community members who are stakeholders in the school.

c. Preparation of the school's annual budget and plan

School Advisory Councils assists in the preparation, implementation, and evaluation of the School Improvement Plan, approval of the school's budget, lottery allocation and recognition funds.

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

The majority of Title One funds (\$115,979.92) were used to purchase personnel, field trips for students and pay for family involvement activities throughout the school year.

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
Timmons, Chabre	Principal
Quiroa, Maria	Assistant Principal
Palmer, Heather	Instructional Coach
Lumbra, Kimberly	Teacher, ESE
Crippen, Bobbie	Paraprofessional
Newton, Alexah	Teacher, K-12

b. Duties

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

The LLT promotes improvement in school-wide reading performance by monitoring student's performance on all progress monitoring assessments and identifying appropriate intervention strategies for individual students. Additionally, the LLT supports the Accelerated Reader Program and rewards students who participate. In addition, the LLT oversees the Reading Pals Program and Polk People Read. A dedicated Reading Night is also provided to parents emphasizing appropriate literacy activities at home.

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.

All grade level teachers are afforded common planning for the purpose of collaboration. Instructional coaches and administration meet with grade level teachers weekly by content area to facilitate the development of standards-based lesson and student tasks.

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

Weekly Professional Learning Communities are held with administration and instructional coaches for the purpose of data analysis and/or professional development. Daily common planning time is provided for all grade levels and weekly collaborative planning sessions are held to support teachers with standards-based lesson planning.

The district-wide online RHS System is used to identify and recruit highly qualified and certified teachers and all qualifying new teachers are assigned a mentor teacher for support through the i3 Program.

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

Mentor teachers assigned to all qualifying teachers to assist with curriculum development, classroom management, parent/teacher conferences, and progress monitoring of student performance data. In addition the school-based instruction coaches will mentor all struggling teachers through the coaching cycle. First year teachers will be mentored through the i3 grant full release mentor.

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.

Instructional coaches facilitate grade level collaborative planning by content area to ensure lesson plans, instructional resources and student tasks are aligned with Florida standards. Additionally, weekly observations with feedback are provided for teachers for the purpose of monitoring the instructional program.

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.

All teachers are responsible for collecting and analyzing progress monitoring data for the purpose of aligning the instructional program with individual student needs. The school-wide instructional framework supports an daily allotment of time for differentiated instruction through literacy and math centers.

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

21st Century Grant through Title 1.

Strategy Rationale

After school tutoring will be provided in an attempt to close the achievement gap of struggling students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ford, Gwendolyn , gwendolyn.ford@polk-fl.net

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

STAR and STAR early literacy will be used to monitor students progress.

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.

Gibbons Street Elementary School supports two Head Start classrooms in an effort to prepare students for a successful entrance into Kindergarten; however, a large portion of the students

matriculating from the Gibbons Street Head Start program are zoned for and attend other K-5 schools. The relevant data from the COR, Ages and Stages, and High Scope assessments for those children is distributed to the respective schools for their use. As a method of evaluating the overall success of the transition from Preschool to Kindergarten, Kindergarten students are given the FLKRS test within the first 30 days of school to provide teachers, as well as other key personnel, valuable indicators of academic readiness and needs.

Gibbons Street Elementary assists preschool children in transition from early childhood programs to elementary programs by hosting a kindergarten round-up each spring. At this time, parents and students are afforded the opportunity to visit active kindergarten classrooms, tour the school, complete registration information and ask questions.

An open Orientation is held each August for all grade levels for the purpose of meeting new teachers, touring the school, receiving supply lists, buying necessary school uniforms, receiving information regarding bus transportation, etc. At this time, parents and students are provided with a student handbook, Code of Conduct and other relevant information.

In the spring, all fifth grade students are afforded an opportunity to meet with representatives from the two local middle schools to learn about their respective special programs and select course offerings. Additionally, all fifth grade students are invited to participate in the district-wide WE3 Expo in November of each year to learn about the special schools and programs offerings throughout the district.

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.

College and Career Week during the month of February is used to promote student knowledge of different careers and colleges/universities. Students are afforded the opportunity to hear from different professionals, research different colleges/universities/trade schools.

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

N/A

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

N/A

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.

N/A

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.

During the 2016-2017 school year Gibbons Street had an overall increase in the points possible for school grade however the were key areas that decreased. Gibbons Street worked had at addressing the full intent of the standard during core instruction and aligning task to the standard. One of the critical area of need is ELA proficiency, only 29% of students in grades 3-5 were proficient for the 2016-2017 school according to FSA results.

Gibbons Street Elementary has worked hard at building relationships with stakeholders and promoting a positive school image. The referral data decreased by more than 30% during the 2016-2017 school year, although there was decrease in referral data the OSS days increased.

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.

One area of concern is actively engaging students in standards based instruction on a daily basis. Our teachers must understand the full intent of the standard to engage students in the content specifics of the standards. The collaborative planning sessions with instructional coaches is imperative in addressing the standards based curriculum.

Students being able to read on grade level is one the root causes in our area of need. One of the underlying areas of need to address this concern is parent involvement. Many of the parents are unable to work with students because they don't know how to work with their student at home.

Although the there was decrease in referral data is it imperative that Gibbons Street continues with the goal of increasing student engagement in order to decrease the amount of instructional time lost to disciplinary actions.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** GSE will increase student engagement in all areas in order to decrease loss of instructional time.
- G2.** Students are actively engaged in standards-based curriculum and instruction on a daily basis.

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. GSE will increase student engagement in all areas in order to decrease loss of instructional time. 1a

G098644

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	200.0
FSA ELA Achievement	40.0
FSA Mathematics Achievement	52.0
Statewide Science Assessment Achievement	40.0

Targeted Barriers to Achieving the Goal 3

- Lack of student engagement results in off task behaviors.
- Lack of support

Resources Available to Help Reduce or Eliminate the Barriers 2

- CHAMPS
- PBS
- Precious Not Prickly
- Professional Learning Communities

Plan to Monitor Progress Toward G1. 8

Discipline Data, classroom observations

Person Responsible

Chabre Timmons

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Discipline Data and Journey Data

Plan to Monitor Progress Toward G1. 8

Monitor staff vacancies in RHS

Person Responsible

Chabre Timmons

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

RHS System

G2. Students are actively engaged in standards-based curriculum and instruction on a daily basis. 1a

G098645

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
ELA/Reading Gains	52.0
ELA/Reading Lowest 25% Gains	47.0
Math Gains	52.0
Math Lowest 25% Gains	56.0
FSA Mathematics Achievement	58.0
Statewide Science Assessment Achievement	40.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack an understanding of how to plan for, teach and assess the Florida Standards.
- Students' lack of grade level literacy, math, and science skills impede higher order thinking.
- Teachers lack the knowledge of instructional strategies related to differentiated instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches
- Collaborative Planning
- C-PALMS
- Reading Wonders
- Ongoing progress monitoring assessments
- Think Central
- Go Math
- 5E Science lessons in Moodle
- iStation
- STAR Reading and Math
- Professional Learning Communities
- Kagan
- CHAMPS
- PBS
- Florida Standards
- District Developed Curriculum Maps

Plan to Monitor Progress Toward G2. 8

Collaborative Planning Minutes

Person Responsible

Heather Palmer

Schedule

Weekly, from 8/17/2017 to 5/10/2018

Evidence of Completion

Data should show evidence of effective collaborative planning with instructional coaches and teachers.

Plan to Monitor Progress Toward G2. 8

Lesson Plans

Person Responsible

Maria Quiroa

Schedule

Every 3 Weeks, from 8/28/2017 to 5/21/2018

Evidence of Completion

Data will show evidence of effective lesson plans developed by teachers.

Plan to Monitor Progress Toward G2. 8

Journey Observations

Person Responsible

Chabre Timmons

Schedule

Daily, from 8/28/2017 to 4/27/2018

Evidence of Completion

Instructional Coaching Log Journey Observation Feedback

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. GSE will increase student engagement in all areas in order to decrease loss of instructional time. 1

 G098644

G1.B1 Lack of student engagement results in off task behaviors. 2

 B265472

G1.B1.S1 Teachers will set expectations for student engagement in their learning. 4

 S281394

Strategy Rationale

Teachers are not engaging all students in their learning.

Action Step 1 5

CHAMPS will be implemented to set the expectation for students learning.

Person Responsible

Maria Quiroa

Schedule

Quarterly, from 8/4/2017 to 5/24/2018

Evidence of Completion

Classroom walk-through

Action Step 2 5

Kagan strategies will be implemented to engage students in collaborative work. (Collaborative structures and accountable talk)

Person Responsible

Chabre Timmons

Schedule

Monthly, from 8/4/2017 to 5/24/2018

Evidence of Completion

Classroom walk-through, Journey data, newsletter

Action Step 3 5

School wide PBS

Person Responsible

Maria Quiroa

Schedule

Daily, from 8/4/2017 to 5/24/2018

Evidence of Completion

PBS Plan, newsletter, data, classroom observation

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

Lesson Plans, Classroom instruction and Discipline data

Person Responsible

Chabre Timmons

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Journey data, checklist and discipline data

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

Classroom observations and data analyze

Person Responsible

Chabre Timmons

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Journey data, lesson plans, discipline data

G1.B1.S2 Teachers will provide additional instructional time through extended learning. 4

 S281395

Strategy Rationale

Action Step 1 5

Based on data reviews, students are targeted for extended learning.

Person Responsible

Chabre Timmons

Schedule

On 8/31/2018

Evidence of Completion

STAR Data and istation data for progress monitoring

G1.B3 Lack of support 2

 B265474

G1.B3.S1 Limited funds to provide incentives to encourage teachers to remain at current school 4

 S281397

Strategy Rationale

Action Step 1 5

Recognizing instructional staff and paraprofessionals who come to or remain at the school

Person Responsible

Chabre Timmons

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Payroll Records

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Review of Funds Management Report

Person Responsible

Chabre Timmons

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Expenditure posted in SAP

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Retention Rate

Person Responsible

Chabre Timmons


Schedule

Monthly, from 10/1/2017 to 8/31/2018


Evidence of Completion

Number of vacancies at the school

G2. Students are actively engaged in standards-based curriculum and instruction on a daily basis. 1

 G098645

G2.B1 Teachers lack an understanding of how to plan for, teach and assess the Florida Standards. 2

 B265475

G2.B1.S1 Develop and implement expectations for collaborative planning. 4

 S281398

Strategy Rationale

Providing time for grade level, collaborative planning will support common lesson plans across grade levels focused on Florida Standards.

Action Step 1 5

Schedule weekly grade level/content area, collaborative planning sessions with instructional coaches and administration.

Person Responsible

Chabre Timmons

Schedule

Weekly, from 8/14/2017 to 5/10/2018

Evidence of Completion

weekly calendar, coaches' logs, sign-in sheets,

Action Step 2 5

Collaborative planning expectations and process.

Person Responsible

Chabre Timmons

Schedule

On 8/4/2017

Evidence of Completion

Power point presentation, collaborative planning expectations, flowchart and sign-in sheet

Action Step 3 5

Model the collaborative planning process

Person Responsible

Chabre Timmons

Schedule

On 8/15/2017

Evidence of Completion

Power Point, agenda sign-in sheet

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

Collaborative planning calendar developed for the 2017-2018 school year. Instructional Coaches will maintain sign in sheets and document progress of collaborative planning sessions through weekly minutes.

Person Responsible

Chabre Timmons

Schedule

Weekly, from 8/17/2017 to 8/17/2017

Evidence of Completion

copy of collaborative planning minutes/sign-in sheets

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Classroom Observations, Lesson Plans, Collaborative Planning minutes

Person Responsible

Chabre Timmons


Schedule

Weekly, from 8/17/2017 to 5/10/2018

Evidence of Completion

Data should show evidence of cohesive, grade level curriculum and instruction aligned with Florida Standards.

G2.B1.S2 Communicate expectations of Instructional Delivery. 4

 S281399

Strategy Rationale

Providing an instructional framework for reading, math and science will increase the use of high yield instructional strategies across all grade level resulting in an increase in student achievement.

Action Step 1 5

Review the current instructional framework for reading, math and science and adopt/adapt framework to address school's needs.

Person Responsible

Chabre Timmons

Schedule

On 7/11/2017

Evidence of Completion

Revised Instructional Frameworks

Action Step 2 5

Communicate expectations of frameworks to instructional staff.

Person Responsible

Maria Quiroa

Schedule

Biweekly, from 8/4/2017 to 8/15/2017

Evidence of Completion

Agenda, frameworks and sign-in sheet

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Monitor lesson plans for implementation of framework. Classroom observations will be conducted to ensure adherence to the instructional framework.

Person Responsible

Chabre Timmons

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Lesson plans, Journey data, SBLT monitoring feedback data

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Conduct classroom observations with feedback to determine implementation of instructional framework.

Person Responsible

Chabre Timmons

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

classroom walk through data in Journey, ongoing feedback data from SBLT monitoring schedule

G2.B1.S3 Implement coaching cycle for planning and delivery of standards-based instruction. 4

 S281400

Strategy Rationale

Providing support for all teachers, especially struggling teachers. will enhance their skill level and promote greater academic success for students.

Action Step 1 5

Instructional coaches will model and assist with planning and instructional delivery for classroom teachers.

Person Responsible

Chabre Timmons

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

coach's log, collaborative planning minutes/sign-in sheets

Action Step 2 5

Instructional coaches will provide professional development to increase teacher knowledge and application of Florida Standards.

Person Responsible

Maria Quiroa

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Agendas, PowerPoints/Materials from PD, Sign-in Sheets

Action Step 3 5

Weekly monitoring schedules will be created for the purpose of collecting observation data and providing feedback to teachers.

Person Responsible

Chabre Timmons

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Weekly monitoring schedule

Action Step 4 5

Instructional coaches will provide professional development on increasing student engagement within lessons through collaborative planning and the coaching cycle.

Person Responsible

Chabre Timmons

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Collaborative Planning Notes, Sign In Sheets

Action Step 5 5

Instructional coaches will provide support of the 5E Model and Gradual Release Model through collaborative planning and the coaching cycle.

Person Responsible

Maria Quiroa

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

PLC Notes, Sign In Sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Coach's Logs will be monitored monthly to determine implementation of coaching cycle. Artifacts from PD will be monitored to determine implementation of PD trainings. Feedback from classroom observations will be reviewed to monitor adherence to schedule.

Person Responsible

Chabre Timmons

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Coach's Log, PD artifacts, SBLT Monitoring Schedule

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Coaching Cycle Log

Person Responsible

Chabre Timmons

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Coaching cycle log should show evidence of coaching cycle, reflective conversations and effective feedback practices between the instructional coach and teacher.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Classroom observations showing improvement in the identified instruction coaching focus.

Person Responsible

Chabre Timmons

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Journey observations, feedback practices

G2.B1.S4 Develop a system of data collection, analysis and monitoring of students' progress toward mastery of Florida Standards. 4

S281401

Strategy Rationale

Tracking student data will provide teachers with the necessary information to align and adjust curriculum instruction to meet individual student needs.

Action Step 1 5

Schedule grade level meetings to analyze student data for the purpose of differentiated instruction and tiered support.

Person Responsible

Chabre Timmons

Schedule

Biweekly, from 9/5/2017 to 5/22/2018

Evidence of Completion

Calendar, Data, Sign-in Sheets,

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Biweekly data chats will be conducted with teachers to determine need for differentiated support.

Person Responsible

Chabre Timmons

Schedule

Biweekly, from 9/5/2017 to 5/22/2018

Evidence of Completion

Sign-in sheets/minutes of meetings, MTSS data, teacher data collection/documentation of tier 2/3 interventions, POWER HOUR data, STAR Data, iStation data

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Classroom observation during whole group and small group instruction with feedback, Ongoing progress monitoring of student achievement data

Person Responsible

Chabre Timmons

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

classroom observation data and feedback, MTSS data, STAR data, iStation Data, POWER HOUR data

G2.B2 Students' lack of grade level literacy, math, and science skills impede higher order thinking. **2**

 B265476

G2.B2.S1 Dedicated instructional framework to ensure high yield teaching strategies are implemented as well as daily intensive intervention instruction is provided in reading. **4**

 S281402

Strategy Rationale

Providing students with high yield teaching strategies as well as additional time and support will increase their academic achievement.

Action Step 1 **5**

All reading and math teachers will provide small group instruction to all students as outlined within the instructional frameworks.

Person Responsible

Maria Quiroa

Schedule

Weekly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Teacher lesson plans, classroom observations and student work sample.

Action Step 2 **5**

Train all teachers on the expectations and framework for POWER HOUR.

Person Responsible

Maria Quiroa

Schedule

Semiannually, from 8/4/2017 to 1/3/2018

Evidence of Completion

sign-in sheets, PowerPoint

Action Step 3 5

Implement and monitor with fidelity POWER HOUR.

Person Responsible

Maria Quiroa

Schedule

Daily, from 8/28/2017 to 5/24/2018

Evidence of Completion

Lesson plan, attendance sheet and walk through data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitor lesson plans and conduct classroom observations to ensure small group instruction is occurring in all reading and math classrooms.

Person Responsible

Chabre Timmons

Schedule

Daily, from 8/28/2017 to 5/24/2018

Evidence of Completion

Lesson plans, tier 2/3 intervention plans, classroom observation data,

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitor lesson plans and conduct observation to ensure that POWER HOUR is occurring in all classrooms.

Person Responsible

Maria Quiroa

Schedule

Daily, from 8/28/2017 to 5/24/2018

Evidence of Completion

Lesson plans, classroom observations

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Increase in student proficiency across programs.

Person Responsible

Chabre Timmons

Schedule

Monthly, from 8/28/2017 to 5/24/2018

Evidence of Completion

iStation data, STAR data

G2.B2.S2 Increase purposeful reading and writing across all content areas. 4

S281403

Strategy Rationale

Engaging students in authentic literacy practices will enhance their skills and knowledge in all academic subjects.

Action Step 1 5

Provide professional development on appropriate grade level reading and writing strategies.

Person Responsible

Maria Quiroa

Schedule

Monthly, from 9/12/2017 to 5/24/2018

Evidence of Completion

PD calendar, agenda, artifacts, newsletter

Action Step 2 5

3-5 teachers will bring student writing artifacts to grade level PLCs to analyze, discuss and compare to anchor sets to determine the quality of student writing in all content areas.

Person Responsible

Schedule

Every 6 Weeks, from 10/11/2017 to 5/8/2018

Evidence of Completion

Anchor sets, student writing artifacts, data, writing rubrics, sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Classroom observations will be conducted to monitor implementation of reading/writing strategies.

Person Responsible

Chabre Timmons

Schedule

Weekly, from 8/28/2017 to 5/24/2018

Evidence of Completion

Classroom observation feedback, student work samples, Journey

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Student work samples and test data will be analyzed for improvement in reading and writing across content areas.

Person Responsible

Chabre Timmons


Schedule

Biweekly, from 8/28/2017 to 5/24/2018

Evidence of Completion

Reading Wonders tests, Written work samples, content area journals.

G2.B3 Teachers lack the knowledge of instructional strategies related to differentiated instruction **2**

 B265477

G2.B3.S1 Teachers will implement effective instructional strategies related to differentiated instruction and MTSS. **4**

 S281404

Strategy Rationale

Action Step 1 **5**

Teachers will implement effective instructional strategies learned in weekly PLC's.

Person Responsible

Chabre Timmons

Schedule




















Weekly, from 10/1/2017 to 8/31/2018

Evidence of Completion








Journey walk-through data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B1.S2.A1 A379466	Review the current instructional framework for reading, math and science and adopt/adapt framework...	Timmons, Chabre	7/11/2017	Revised Instructional Frameworks	7/11/2017 one-time
G2.B1.S1.A2 A379464	Collaborative planning expectations and process.	Timmons, Chabre	8/4/2017	Power point presentation, collaborative planning expectations, flowchart and sign-in sheet	8/4/2017 one-time
G2.B1.S1.A3 A379465	Model the collaborative planning process	Timmons, Chabre	8/15/2017	Power Point, agenda sign-in sheet	8/15/2017 one-time
G2.B1.S2.A2 A379467	Communicate expectations of frameworks to instructional staff.	Quiroa, Maria	8/4/2017	Agenda, frameworks and sign-in sheet	8/15/2017 biweekly
G2.B1.S1.MA1 M411543	Collaborative planning calendar developed for the 2017-2018 school year. Instructional Coaches...	Timmons, Chabre	8/17/2017	copy of collaborative planning minutes/ sign-in sheets	8/17/2017 weekly
G2.B2.S1.A2 A379475	Train all teachers on the expectations and framework for POWER HOUR.	Quiroa, Maria	8/4/2017	sign-in sheets, PowerPoint	1/3/2018 semiannually
G2.MA3 M411558	Journey Observations	Timmons, Chabre	8/28/2017	Instructional Coaching Log Journey Observation Feedback	4/27/2018 daily
G2.B2.S2.A2 A379478	3-5 teachers will bring student writing artifacts to grade level PLCs to analyze, discuss and...		10/11/2017	Anchor sets, student writing artifacts, data, writing rubrics, sign-in sheets	5/8/2018 every-6-weeks
G2.MA1 M411556	Collaborative Planning Minutes	Palmer, Heather	8/17/2017	Data should show evidence of effective collaborative planning with instructional coaches and teachers.	5/10/2018 weekly
G2.B1.S1.MA1 M411542	Classroom Observations, Lesson Plans, Collaborative Planning minutes	Timmons, Chabre	8/17/2017	Data should show evidence of cohesive, grade level curriculum and instruction aligned with Florida Standards.	5/10/2018 weekly
G2.B1.S1.A1 A379463	Schedule weekly grade level/content area, collaborative planning sessions with instructional...	Timmons, Chabre	8/14/2017	weekly calendar, coaches' logs, sign-in sheets,	5/10/2018 weekly
G2.MA2 M411557	Lesson Plans	Quiroa, Maria	8/28/2017	Data will show evidence of effective lesson plans developed by teachers.	5/21/2018 every-3-weeks
G2.B1.S4.MA1 M411550	Biweekly data chats will be conducted with teachers to determine need for differentiated support.	Timmons, Chabre	9/5/2017	Sign-in sheets/minutes of meetings, MTSS data, teacher data collection/ documentation of tier 2/3 interventions, POWER HOUR data, STAR Data, iStation data	5/22/2018 biweekly
G2.B1.S4.A1 A379473	Schedule grade level meetings to analyze student data for the purpose of differentiated instruction...	Timmons, Chabre	9/5/2017	Calendar, Data, Sign-in Sheets,	5/22/2018 biweekly
G1.MA1 M411540	Discipline Data, classroom observations	Timmons, Chabre	8/10/2017	Discipline Data and Journey Data	5/24/2018 daily
G1.B1.S1.MA1 M411536	Classroom observations and data analyze	Timmons, Chabre	8/10/2017	Journey data, lesson plans, discipline data	5/24/2018 daily
G1.B1.S1.MA1 M411537	Lesson Plans, Classroom instruction and Discipline data	Timmons, Chabre	8/10/2017	Journey data, checklist and discipline data	5/24/2018 daily
G1.B1.S1.A1 A379458	CHAMPS will be implemented to set the expectation for students learning.	Quiroa, Maria	8/4/2017	Classroom walk-through	5/24/2018 quarterly
G1.B1.S1.A2 A379459	Kagan strategies will be implemented to engage students in collaborative work. (Collaborative...	Timmons, Chabre	8/4/2017	Classroom walk-through, Journey data, newsletter	5/24/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A3  A379460	School wide PBS	Quiroa, Maria	8/4/2017	PBS Plan, newsletter, data, classroom observation	5/24/2018 daily
G2.B2.S1.MA1  M411551	Increase in student proficiency across programs.	Timmons, Chabre	8/28/2017	iStation data, STAR data	5/24/2018 monthly
G2.B2.S1.MA1  M411552	Monitor lesson plans and conduct classroom observations to ensure small group instruction is...	Timmons, Chabre	8/28/2017	Lesson plans, tier 2/3 intervention plans, classroom observation data,	5/24/2018 daily
G2.B2.S1.MA3  M411553	Monitor lesson plans and conduct observation to ensure that POWER HOUR is occurring in all...	Quiroa, Maria	8/28/2017	Lesson plans, classroom observations	5/24/2018 daily
G2.B2.S1.A1  A379474	All reading and math teachers will provide small group instruction to all students as outlined...	Quiroa, Maria	8/7/2017	Teacher lesson plans, classroom observations and student work sample.	5/24/2018 weekly
G2.B2.S1.A3  A379476	Implement and monitor with fidelity POWER HOUR.	Quiroa, Maria	8/28/2017	Lesson plan, attendance sheet and walk through data	5/24/2018 daily
G2.B1.S2.MA1  M411544	Conduct classroom observations with feedback to determine implementation of instructional framework.	Timmons, Chabre	8/14/2017	classroom walk through data in Journey, ongoing feedback data from SBLT monitoring schedule	5/24/2018 weekly
G2.B1.S2.MA1  M411545	Monitor lesson plans for implementation of framework. Classroom observations will be conducted to...	Timmons, Chabre	8/14/2017	Lesson plans, Journey data, SBLT monitoring feedback data	5/24/2018 weekly
G2.B2.S2.MA1  M411554	Student work samples and test data will be analyzed for improvement in reading and writing across...	Timmons, Chabre	8/28/2017	Reading Wonders tests, Written work samples, content area journals.	5/24/2018 biweekly
G2.B2.S2.MA1  M411555	Classroom observations will be conducted to monitor implementation of reading/writing strategies.	Timmons, Chabre	8/28/2017	Classroom observation feedback, student work samples, Journey	5/24/2018 weekly
G2.B2.S2.A1  A379477	Provide professional development on appropriate grade level reading and writing strategies.	Quiroa, Maria	9/12/2017	PD calendar, agenda, artifacts, newsletter	5/24/2018 monthly
G2.B1.S3.MA1  M411546	Coaching Cycle Log	Timmons, Chabre	8/14/2017	Coaching cycle log should show evidence of coaching cycle, reflective conversations and effective feedback practices between the instructional coach and teacher.	5/24/2018 monthly
G2.B1.S3.MA3  M411547	Classroom observations showing improvement in the identified instruction coaching focus.	Timmons, Chabre	8/14/2017	Journey observations, feedback practices	5/24/2018 monthly
G2.B1.S3.MA1  M411548	Coach's Logs will be monitored monthly to determine implementation of coaching cycle. Artifacts...	Timmons, Chabre	8/14/2017	Coach's Log, PD artifacts, SBLT Monitoring Schedule	5/24/2018 monthly
G2.B1.S3.A1  A379468	Instructional coaches will model and assist with planning and instructional delivery for classroom...	Timmons, Chabre	8/14/2017	coach's log, collaborative planning minutes/sign-in sheets	5/24/2018 weekly
G2.B1.S3.A2  A379469	Instructional coaches will provide professional development to increase teacher knowledge and...	Quiroa, Maria	8/14/2017	Agendas, PowerPoints/Materials from PD, Sign-in Sheets	5/24/2018 monthly
G2.B1.S3.A3  A379470	Weekly monitoring schedules will be created for the purpose of collecting observation data and...	Timmons, Chabre	8/14/2017	Weekly monitoring schedule	5/24/2018 weekly
G2.B1.S3.A4  A379471	Instructional coaches will provide professional development on increasing student engagement within...	Timmons, Chabre	8/14/2017	Collaborative Planning Notes, Sign In Sheets	5/24/2018 weekly
G2.B1.S3.A5  A379472	Instructional coaches will provide support of the 5E Model and Gradual Release Model through...	Quiroa, Maria	8/14/2017	PLC Notes, Sign In Sheets	5/24/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S4.MA1  M411549	Classroom observation during whole group and small group instruction with feedback, Ongoing...	Timmons, Chabre	8/14/2017	classroom observation data and feedback, MTSS data, STAR data, iStation Data, POWER HOUR data	5/24/2018 weekly
G1.MA2  M411541	Monitor staff vacancies in RHS	Timmons, Chabre	10/1/2017	RHS System	8/31/2018 monthly
G1.B3.S1.MA1  M411538	Retention Rate	Timmons, Chabre	10/1/2017	Number of vacancies at the school	8/31/2018 monthly
G1.B3.S1.MA1  M411539	Review of Funds Management Report	Timmons, Chabre	10/1/2017	Expenditure posted in SAP	8/31/2018 monthly
G1.B3.S1.A1  A379462	Recognizing instructional staff and paraprofessionals who come to or remain at the school	Timmons, Chabre	10/1/2017	Payroll Records	8/31/2018 monthly
G2.B3.S1.A1  A379479	Teachers will implement effective instructional strategies learned in weekly PLC's.	Timmons, Chabre	10/1/2017	Journey walk-through data	8/31/2018 weekly
G1.B1.S2.A1  A379461	Based on data reviews, students are targeted for extended learning.	Timmons, Chabre	10/1/2017	STAR Data and istation data for progress monitoring	8/31/2018 one-time

V. Professional Development Opportunities

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

G1. GSE will increase student engagement in all areas in order to decrease loss of instructional time.

G1.B1 Lack of student engagement results in off task behaviors.

G1.B1.S1 Teachers will set expectations for student engagement in their learning.

PD Opportunity 1

CHAMPS will be implemented to set the expectation for students learning.

Facilitator

Chabre Timmons/Maria Quiroa

Participants

All teachers.

Schedule

Quarterly, from 8/4/2017 to 5/24/2018

PD Opportunity 2

Kagan strategies will be implemented to engage students in collaborative work. (Collaborative structures and accountable talk)

Facilitator

School Based Leadership Team

Participants

All teachers

Schedule

Monthly, from 8/4/2017 to 5/24/2018

PD Opportunity 3

School wide PBS

Facilitator

Administrative Team

Participants

All staff members

Schedule

Daily, from 8/4/2017 to 5/24/2018

G2. Students are actively engaged in standards-based curriculum and instruction on a daily basis.

G2.B1 Teachers lack an understanding of how to plan for, teach and assess the Florida Standards.

G2.B1.S1 Develop and implement expectations for collaborative planning.

PD Opportunity 1

Schedule weekly grade level/content area, collaborative planning sessions with instructional coaches and administration.

Facilitator

Instructional Coaches

Participants

Classroom Teachers

Schedule

Weekly, from 8/14/2017 to 5/10/2018

PD Opportunity 2

Collaborative planning expectations and process.

Facilitator

Instructional Coaches (Palmer and Bearden)

Participants

Classroom Teachers

Schedule

On 8/4/2017

PD Opportunity 3

Model the collaborative planning process

Facilitator

Instructional Coaches

Participants

Classroom Teachers

Schedule

On 8/15/2017

G2.B1.S2 Communicate expectations of Instructional Delivery.

PD Opportunity 1

Communicate expectations of frameworks to instructional staff.

Facilitator

Heather Palmer and Missy Bearden

Participants

All content area teachers

Schedule

Biweekly, from 8/4/2017 to 8/15/2017

G2.B1.S3 Implement coaching cycle for planning and delivery of standards-based instruction.

PD Opportunity 1

Instructional coaches will model and assist with planning and instructional delivery for classroom teachers.

Facilitator

Heather Palmer and Missy Bearden

Participants

All reading, math, and 3-5 grade science teachers

Schedule

Weekly, from 8/14/2017 to 5/24/2018

PD Opportunity 2

Instructional coaches will provide professional development to increase teacher knowledge and application of Florida Standards.

Facilitator

Heather Palmer and Missy Bearden

Participants

All content area teachers

Schedule

Monthly, from 8/14/2017 to 5/24/2018

PD Opportunity 3

Instructional coaches will provide professional development on increasing student engagement within lessons through collaborative planning and the coaching cycle.

Facilitator

Heather Palmer, Missy Bearden, Maria Quiroa and Chabre Timmons

Participants

Grade level teachers

Schedule

Weekly, from 8/14/2017 to 5/24/2018

PD Opportunity 4

Instructional coaches will provide support of the 5E Model and Gradual Release Model through collaborative planning and the coaching cycle.

Facilitator

Heather Palmer and Missy Bearden

Participants

Grade level teachers

Schedule

Weekly, from 8/14/2017 to 5/24/2018

G2.B1.S4 Develop a system of data collection, analysis and monitoring of students' progress toward mastery of Florida Standards.

PD Opportunity 1

Schedule grade level meetings to analyze student data for the purpose of differentiated instruction and tiered support.

Facilitator

SBLT

Participants

All instructional staff

Schedule

Biweekly, from 9/5/2017 to 5/22/2018

G2.B2 Students' lack of grade level literacy, math, and science skills impede higher order thinking.

G2.B2.S1 Dedicated instructional framework to ensure high yield teaching strategies are implemented as well as daily intensive intervention instruction is provided in reading.

PD Opportunity 1

Train all teachers on the expectations and framework for POWER HOUR.

Facilitator

Heather Palmer and Maria Quiroa

Participants

All Teachers

Schedule

Semiannually, from 8/4/2017 to 1/3/2018

G2.B2.S2 Increase purposeful reading and writing across all content areas.

PD Opportunity 1

Provide professional development on appropriate grade level reading and writing strategies.

Facilitator

Heather Palmer /Maria Quiroa/Chabre Timmons

Participants

All grade level teachers

Schedule

Monthly, from 9/12/2017 to 5/24/2018

PD Opportunity 2

3-5 teachers will bring student writing artifacts to grade level PLCs to analyze, discuss and compare to anchor sets to determine the quality of student writing in all content areas.

Facilitator

Heather Palmer/Chabre Timmons/Maria Quiroa

Participants

3-5 grade ELA teachers

Schedule

Every 6 Weeks, from 10/11/2017 to 5/8/2018

VI. Technical Assistance Items

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

G2. Students are actively engaged in standards-based curriculum and instruction on a daily basis.

G2.B1 Teachers lack an understanding of how to plan for, teach and assess the Florida Standards.

G2.B1.S2 Communicate expectations of Instructional Delivery.

TA Opportunity 1

Review the current instructional framework for reading, math and science and adopt/adapt framework to address school's needs.

Facilitator

Chabre Timmons, Maria Quiroa, Missy Bearden and Heather Palmer

Participants

All content area teachers

Schedule

On 7/11/2017

VII. Budget

1	G1.B1.S1.A1	CHAMPS will be implemented to set the expectation for students learning.				\$0.00
2	G1.B1.S1.A2	Kagan strategies will be implemented to engage students in collaborative work. (Collaborative structures and accountable talk)				\$0.00
3	G1.B1.S1.A3	School wide PBS				\$0.00
4	G1.B1.S2.A1	Based on data reviews, students are targeted for extended learning.				\$10,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	100-Salaries	0981 - Gibbons Street Elementary School	UniSIG		\$8,739.00
			Notes: Extended Learning			
	5900	210-Retirement	0981 - Gibbons Street Elementary School	UniSIG		\$695.00
			Notes: Extended Learning			
	5900	220-Social Security	0981 - Gibbons Street Elementary School	UniSIG		\$666.00
			Notes: Extended Learning			
5	G1.B3.S1.A1	Recognizing instructional staff and paraprofessionals who come to or remain at the school				\$24,678.00

Polk - 0981 - Gibbons Street Elementary School - 2017-18 SIP
Gibbons Street Elementary School

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0981 - Gibbons Street Elementary School	UniSIG	19.0	\$19,000.00
			<i>Notes: Recruitment/Retention</i>			
	5100	150-Aides	0981 - Gibbons Street Elementary School	UniSIG	9.0	\$2,250.00
			<i>Notes: Recruitment/Retention</i>			
	5100	210-Retirement	0981 - Gibbons Street Elementary School	UniSIG	28.0	\$1,690.00
			<i>Notes: Recruitment/Retention</i>			
	5100	220-Social Security	0981 - Gibbons Street Elementary School	UniSIG	28.0	\$1,619.00
			<i>Notes: Recruitment/Retention</i>			
	5100	240-Workers Compensation	0981 - Gibbons Street Elementary School	UniSIG	28.0	\$119.00
			<i>Notes: Recruitment/Retention</i>			
6	G2.B1.S1.A1	Schedule weekly grade level/content area, collaborative planning sessions with instructional coaches and administration.				\$0.00
7	G2.B1.S1.A2	Collaborative planning expectations and process.				\$0.00
8	G2.B1.S1.A3	Model the collaborative planning process				\$6,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	100-Salaries	0981 - Gibbons Street Elementary School	Title, I Part A		\$6,500.00
			<i>Notes: Curriculum planning- after school</i>			
9	G2.B1.S2.A1	Review the current instructional framework for reading, math and science and adopt/adapt framework to address school's needs.				\$0.00
10	G2.B1.S2.A2	Communicate expectations of frameworks to instructional staff.				\$0.00
11	G2.B1.S3.A1	Instructional coaches will model and assist with planning and instructional delivery for classroom teachers.				\$52,887.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0981 - Gibbons Street Elementary School	UniSIG	1.0	\$40,238.00
			<i>Notes: Professional Development Coach Salary (Reading)</i>			
	6400	220-Social Security	0981 - Gibbons Street Elementary School	UniSIG	1.0	\$3,078.00
			<i>Notes: Professional Development Coach Salary (Reading)</i>			
	6400	210-Retirement	0981 - Gibbons Street Elementary School	UniSIG	1.0	\$3,187.00
			<i>Notes: Professional Development Coach Salary (Reading)</i>			

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	6400	231-Health and Hospitalization	0981 - Gibbons Street Elementary School	UniSIG	1.0	\$6,140.00
			<i>Notes: Professional Development Coach Salary (Reading)</i>			
	6400	232-Life Insurance	0981 - Gibbons Street Elementary School	UniSIG	1.0	\$19.00
			<i>Notes: Professional Development Coach Salary (Reading)</i>			
	6400	240-Workers Compensation	0981 - Gibbons Street Elementary School	UniSIG	1.0	\$225.00
			<i>Notes: Professional Development Coach Salary (Reading)</i>			
12	G2.B1.S3.A2	Instructional coaches will provide professional development to increase teacher knowledge and application of Florida Standards.				\$0.00
13	G2.B1.S3.A3	Weekly monitoring schedules will be created for the purpose of collecting observation data and providing feedback to teachers.				\$0.00
14	G2.B1.S3.A4	Instructional coaches will provide professional development on increasing student engagement within lessons through collaborative planning and the coaching cycle.				\$0.00
15	G2.B1.S3.A5	Instructional coaches will provide support of the 5E Model and Gradual Release Model through collaborative planning and the coaching cycle.				\$0.00
16	G2.B1.S4.A1	Schedule grade level meetings to analyze student data for the purpose of differentiated instruction and tiered support.				\$0.00
17	G2.B2.S1.A1	All reading and math teachers will provide small group instruction to all students as outlined within the instructional frameworks.				\$0.00
18	G2.B2.S1.A2	Train all teachers on the expectations and framework for POWER HOUR.				\$0.00
19	G2.B2.S1.A3	Implement and monitor with fidelity POWER HOUR.				\$0.00
20	G2.B2.S2.A1	Provide professional development on appropriate grade level reading and writing strategies.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0981 - Gibbons Street Elementary School			\$2,000.00
			<i>Notes: Notes</i>			
	5100	612-Library Books for Existing Libraries	0981 - Gibbons Street Elementary School			\$3,000.00
			<i>Notes: Notes</i>			
21	G2.B2.S2.A2	3-5 teachers will bring student writing artifacts to grade level PLCs to analyze, discuss and compare to anchor sets to determine the quality of student writing in all content areas.				\$0.00
22	G2.B3.S1.A1	Teachers will implement effective instructional strategies learned in weekly PLC's.				\$13,535.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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Gibbons Street Elementary School

	5100	510-Supplies	0981 - Gibbons Street Elementary School	UniSIG		\$13,535.00
			<i>Notes: Supplies and Classroom libraries</i>			
Total:						\$112,700.00