

Polk County Public Schools

Lake Gibson Middle School



2018-19 Schoolwide Improvement Plan

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Lake Gibson Middle School

6901 SOCRUM LOOP RD N, Lakeland, FL 33809

<http://www.lakegibsonmiddle.com/>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Lake Gibson Middle School's mission is to develop successful students by providing experiences through college and career pathways.

Provide the school's vision statement.

We believe that:

Success - All students can and will learn, no matter what!

Honesty - Honesty is the best policy.

Achievement - Students will achieve by participating in hands on, interactive learning experiences.

Respect - Everyone will treat each other with respect.

Knowledge - Students will gain knowledge through partnerships with school, families and community.

Safety - Our school environment will be safe.

School Leadership Team

Membership

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

Name	Title
Douge, Alain	Principal
Hutchinson, Robin	Instructional Coach
Lafountain, Penny	Teacher, K-12
Leslie, Gloria	Teacher, ESE
Pages, Neysa	Other
Sullivan, Dena	Teacher, K-12
Barham, John	Dean
Sessoms, Leandrea	Instructional Coach
Wiggs, Carla	Assistant Principal
Jean-Baptiste, Cathy	Teacher, K-12
Pedigo, Jackie	School Counselor
Baine, Melinda	Assistant Principal
Pryce, Viandra	Dean
Donhauser, Heather	Assistant Principal
Jackson, Joanne	Instructional Coach

Duties

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

The leadership team comprised of a representative from each department meets on a weekly basis to discuss data and school improvement needs. Those in attendance receive as well as dispense

information to assist with instructional planning and decision making. The overall goal is to increase student achievement using effective instructional strategies.

Early Warning Systems

Year 2017-18

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	0	0	0	0	0	114	135	125	0	0	0	0	374	
One or more suspensions	0	0	0	0	0	0	23	76	60	0	0	0	0	159	
Course failure in ELA or Math	0	0	0	0	0	0	8	21	4	0	0	0	0	33	
Level 1 on statewide assessment	0	0	0	0	0	0	172	190	138	0	0	0	0	500	

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	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0		
Retained Students: Previous Year(s)	0	0	0	0	0	0	69	96	87	0	0	0	0	252	

Date this data was collected

Tuesday 7/24/2018

Year 2016-17 - As Reported

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	0	0	0	0	0	63	86	79	0	0	0	0	228	
One or more suspensions	0	0	0	0	0	0	30	21	25	0	0	0	0	76	
Course failure in ELA or Math	0	0	0	0	0	0	6	9	9	0	0	0	0	24	
Level 1 on statewide assessment	0	0	0	0	0	0	105	88	103	0	0	0	0	296	

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	0	0	0	0	2	2	1	0	0	0	0	5

Year 2016-17 - Updated

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	0	0	0	0	0	63	86	79	0	0	0	0	228
One or more suspensions	0	0	0	0	0	0	30	21	25	0	0	0	0	76
Course failure in ELA or Math	0	0	0	0	0	0	6	9	9	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	0	0	0	105	88	103	0	0	0	0	296

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	0	0	0	0	2	2	1	0	0	0	0	5

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Our ELL students performed at 3.17% proficiency in the ELA state test.

Which data component showed the greatest decline from prior year?

During the 2017 school year 39% of our bottom 25 students made learning gains in ELA. During the 2018 school year 33% of our bottom 25 students made learning gains in ELA. There was a 6% decrease.

Which data component had the biggest gap when compared to the state average?

Math proficiency had the biggest gap compared to the state average. LGMS had 38% proficient in mathematics. The state average was 58% proficiency in mathematics.

Which data component showed the most improvement? Is this a trend?

The Next Generation Sunshine State Standards Science test saw the most improvement. In 2017 LGMS had 37% proficiency. In 2018 LGMS improved to 46% proficiency.

Describe the actions or changes that led to the improvement in this area.

Some of the factors that led to an increase in the NGSSS score: Science coach as an instructional leader. Incentive program for student review and increased lab equipment for hands on activities.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	41%	46%	53%	45%	48%	52%
ELA Learning Gains	42%	47%	54%	48%	51%	53%
ELA Lowest 25th Percentile	33%	42%	47%	35%	46%	45%
Math Achievement	40%	49%	58%	44%	47%	55%
Math Learning Gains	40%	51%	57%	45%	49%	55%
Math Lowest 25th Percentile	43%	51%	51%	44%	45%	47%
Science Achievement	46%	47%	52%	39%	44%	50%
Social Studies Achievement	93%	86%	72%	58%	61%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	114 (63)	135 (86)	125 (79)	374 (228)
One or more suspensions	23 (30)	76 (21)	60 (25)	159 (76)
Course failure in ELA or Math	8 (6)	21 (9)	4 (9)	33 (24)
Level 1 on statewide assessment	172 (105)	190 (88)	138 (103)	500 (296)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	40%	41%	-1%	52%	-12%
	2017	38%	45%	-7%	52%	-14%
Same Grade Comparison		2%				
Cohort Comparison						
07	2018	36%	42%	-6%	51%	-15%
	2017	39%	45%	-6%	52%	-13%
Same Grade Comparison		-3%				
Cohort Comparison		-2%				
08	2018	45%	49%	-4%	58%	-13%
	2017	42%	46%	-4%	55%	-13%
Same Grade Comparison		3%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	39%	40%	-1%	52%	-13%
	2017	40%	39%	1%	51%	-11%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2018	36%	40%	-4%	54%	-18%
	2017	43%	40%	3%	53%	-10%
Same Grade Comparison		-7%				
Cohort Comparison		-4%				
08	2018	23%	34%	-11%	45%	-22%
	2017	21%	36%	-15%	46%	-25%
Same Grade Comparison		2%				
Cohort Comparison		-20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	45%	42%	3%	50%	-5%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	59%	-59%	65%	-65%
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	93%	84%	9%	71%	22%
2017	60%	62%	-2%	69%	-9%
Compare		33%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	73%	60%	13%	62%	11%
2017	89%	43%	46%	60%	29%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-16%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	41%	59%	56%	44%
2017	48%	34%	14%	53%	-5%
Compare		52%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	34	30	17	45	41	8				
ELL	15	34	33	27	37	40	33				
ASN	57	50		55	44						
BLK	30	40	37	22	28	29	27	84	46		
HSP	38	42	33	40	46	51	48	93	58		
MUL	50	35		52	46		36		73		
WHT	46	43	31	47	40	47	51	96	60		
FRL	34	39	34	34	37	39	40	86	51		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	12	22	17	11	26	25	19	16	30		
ELL	18	34	44	23	32	27	13	36			
ASN	56	59		47	56						
BLK	24	36	37	26	38	33	22	49	27		
HSP	36	45	40	36	37	34	31	52	38		
MUL	38	42	23	51	47			63			
WHT	48	49	41	46	45	35	47	68	36		
FRL	30	38	36	32	39	35	33	52	29		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Attendance (Student and Faculty)
Rationale	38% of student population had excessive absences. 30% of faculty had excessive absences.
Intended Outcome	Decrease student absences to less than 34%. Decrease faculty absences to less than 27%.
Point Person	Alain Douge (alain.douge@polk-fl.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Run weekly attendance reports (student and faculty) Identify students with more than 3 whole day absences. - Garcia and Keil 2. Bi - Weekly Team meetings to identify students missing 3 or more class periods and make parent contact - Teacher 3. Identify high risk attendance students before school starts - Guidance 4. Design incentive program for teachers and students - Planning Team 1) Teachers with perfect attendance will be acknowledged monthly and entered into a drawing to receive a prize. 2) Classes will compete for perfect attendance for the first three grading periods by grade level. For the last grading period students will compete for grand prize. 5. Ensure student engagement in classrooms providing teachers with effective resources - Administration
Person Responsible	Alain Douge (alain.douge@polk-fl.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. MTSS meetings with guidance and support staff for student monitoring. Effective weekly plan review with Keil and Garcia - Faculty 2. Phone logs/ Attendance logs 3. MTSS meetings and attendance reports 4. Pull attendance reports periodically 5. Classroom observations
Person Responsible	Alain Douge (alain.douge@polk-fl.net)

Activity #2	
Title	Reading Proficiency
Rationale	ELA proficiency was in the range of 36-45% during the 2017 school year. Subcategories were in the range of 10%-12% proficiency.
Intended Outcome	Increase ELA proficiency to 40-50%. Increase subcategory(ELL&SWD) range from 11-13.1%
Point Person	Melinda Baine (melinda.baine@polk-fl.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide staff professional instructional supplies (cross-curricular articles with focused lexile levels, companion workbooks), training (Achieve 3000 & LSI) and support staff such as coaching cycles and push in/pull out and tutoring sessions to close achievement gap - Coaches, Administration 2. Incorporate reading into all classes using Accelerated Reader, cross curricular articles, and weekly library vision via ELA classes, as well as providing teachers with materials and trainings - Administration and Coaches 3. Reading teachers will utilize ACHIEVE 3000 curriculum to frontload the science and social studies concepts on a monthly basis - Administration and coaches 4. Provide support for all students with Tier 2 and Tier 3 support for Bottom 25%. The principal will hold a data chat with all bottom 25% students once per semester. Teachers will then conduct weekly data chats setting goals and progress will monitored by both students and teachers. 5. Provide extra support for ELL and AVID programs to include materials and activities. There will be increased communication with ELL families regarding academic assistance and performance and additional instructional support for the ELL teacher. The AVID teachers will be provided with access to AVID Weekly articles for instructional use, tutorials twice a week, and fieldtrips. 6. LGMS will implement instructional strategies based on implementation of LSI Leadership Academy using growth tracker, target to task alignment, and rigorous standards based instruction.
Person Responsible	Melinda Baine (melinda.baine@polk-fl.net)
Plan to Monitor Effectiveness	

Description	<ol style="list-style-type: none"> 1. Team meetings in lieu of professional development bi-weekly: AR Scores and book check out rates will be reviewed on a weekly basis. 2. Achieve report data check 3. Green folders will be used to identify the bottom 25% using STAR Reading and Math tests and quarterly assessments. 4. ELL teacher responsible for data collection using Rosetta Stone and continuous needs assessment. AVID teacher responsible for data collection, STAR and quarterly assessment data chats, and binder checks. 5. Administrator observations, Rigor Walks, professional development
Person Responsible	Melinda Baine (melinda.baine@polk-fl.net)

Activity #3	
Title	Discipline
Rationale	37% of students had referrals. 9% of students had six or more referrals.
Intended Outcome	Decrease discipline referrals to less than 34%.
Point Person	Heather Donhauser (heather.donhauser@polk-fl.net)
Action Step	
Description	1. Train faculty on how to track and monitor discipline using SIF. -Donhauser/Wiggs 2. Provide PD/trainings on building relationships and best practices on classroom management skills. -Donhauser/Wiggs 3. Ensuring usage of CHAMPS, PBIS, and STOIC. -Administration 4. Identify students with high percentage of discipline referrals, while implementing behavior interventions. -Downing
Person Responsible	Heather Donhauser (heather.donhauser@polk-fl.net)
Plan to Monitor Effectiveness	
Description	1. Report from student intervention database. 2. Sign-in Sheet from PD and classrooms observations 3. Classroom Walkthroughs 4. Report from Performance Matters (Early Warning Systems)
Person Responsible	Heather Donhauser (heather.donhauser@polk-fl.net)

Activity #4	
Title	Community & Family Engagment
Rationale	Less than 20% of the schools parents and families are actively involved at LGMS.
Intended Outcome	Increase actively involved parents and families to more than 22%.
Point Person	Robin Hutchinson (robin.hutchinson@polk-fl.net)
Action Step	
Description	1. Create a culture of electronic communication using multiple social media outlets, REMIND 101, school website, and school marquee. -Title Team 2. Host events to involve parents and community members such as such as Parent Nights, Rise of Great Pumpkin, Community Festials, LGMS at the Table, -Community Engagement Committee, Title 1 Team 3. Create relationships and programs with ELL families. - Espaillat 4. Create more community outreach such as LGMS on the Road, Home Visits, Book Boxes. -CEC
Person Responsible	Robin Hutchinson (robin.hutchinson@polk-fl.net)
Plan to Monitor Effectiveness	
Description	1. Identify families that have electronic access, school messenger, etc. 2. Record families in attendance at events. 3. Data Collection and identify ELL families. 4. Stakeholder Surveys
Person Responsible	Robin Hutchinson (robin.hutchinson@polk-fl.net)

Activity #5	
Title	Effective Use of Technology
Rationale	Proficient Levels in Math and ELA were 45% and 36%.
Intended Outcome	Increase proficiency levels in Math and ELA to 50% and 40%
Point Person	[no one identified]
Action Step	
Description	<ol style="list-style-type: none"> 1. Train faculty on technology and resource usage (especially dept. leaders) & accountability of equipment such as Laptops, IPADS, etc. - Stover 2. Modeling technology usage in classrooms -Stover 3. Utilize district programs such as Imagine Math, Achieve 3000 with fidelity -Coaches 4. Progrss monitoring using Performance Matters -Coaches & Administration
Person Responsible	[no one identified]
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Training agenda, and sign-in sheets & equipment inspections 2. Classroom Observations 3. Classroom Observations & Pull Reports to monitor usage 4. View created reports & data chats with students
Person Responsible	Alain Douge (alain.douge@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

See the school's Title I Parent & Family Engagement Plan.

PFEP Link

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

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.

Lake Gibson Middle School has a "Tier 2" intervention team that meets once per week to discuss the needs of individual students who are having difficulty with behavior and academics. During these meetings, interventions are put in place to meet the needs of individual students. Lake Gibson Middle School has a behavior interventionist that will provide counseling, mentoring, and other student services. Interventions may include an adult mentor assigned to individual students, group and/or individual

counseling sessions with a guidance counselor, or check in/check out, a program designed for students to meet daily goals. Upon reaching stated goals, students receive an incentive of their choice.

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

We provide supports for incoming 6th graders through the following:

Open house for 5th graders

Guidance Counselor made available for the students

All 6th graders are held in a common area in the mornings.

We provide support to the 8th graders going to the high school at the end of the year through the following:

High school counselor coming to LGMS to speak with the students

Open house night at the high school

Current High school (Former LGMS students) come to speak with 8th graders about transitioning to high school

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 Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The MTSS Leadership Team will meet at least once per week to engage in the following activities:

- o 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. This will be done monthly.
- o 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.

- o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring and support teachers in carrying out intervention plans.

A sub group of the MTSS Leadership Team will meet at least monthly to specifically review and discuss discipline data, discuss the implementation of Positive Behavior Support (PBS), utilize the problem solving model for students or classes needing Tier 2 or 3 interventions, and discuss staff professional development needs.

Title I, Part A, funds school-wide services to Lake Gibson Middle School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Students at Lake Gibson Middle School have the option to participate in a variety of pre-academies including Culinary, Business, Pre-Health, Biotech, Media Design, and Fine Arts.

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

The guidance counselors will meet with each student individually to discuss their individual grades and interests. Career pre-academies will be discussed. Counselors also reinforce/promote College and Career readiness by having a college day to wear your favorite college team attire. LGMS also participates in the District's WE3 Expo which advertises career academies. We will also continue the AVID program for the 2018-19 school year, which emphasizes college career options and lifelong learning. LGMS also hosts The Great American Teach In which introduces students to multiple college and career pathways.

Part V: Budget

Total:

\$0.00