

Hillsborough County Public Schools

# Gibson Elementary School



2018-19 Schoolwide Improvement Plan

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>3</b>
<b>School Information</b>	<b>4</b>
<b>Needs Assessment</b>	<b>5</b>
<b>Planning for Improvement</b>	<b>8</b>
<b>Title I Requirements</b>	<b>9</b>
<b>Budget to Support Goals</b>	<b>12</b>

## Gibsonton Elementary School

7723 GIBSONTON DR, Gibsonton, FL 33534

[ no web address on file ]

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	94%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Hillsborough 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.

To empower all Gibsonton Elementary stakeholders to be global life long learners through high quality academically individualized instruction while instilling core values.

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

Everyone will be successful.

### School Leadership Team

#### Membership

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

Name	Title
Guy, Cindy	Principal

#### Duties

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

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Field trip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

### 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	30	25	33	20	21	0	0	0	0	0	0	0	129
One or more suspensions	0	2	4	2	1	6	0	0	0	0	0	0	0	15
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	16	33	47	0	0	0	0	0	0	0	96

**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	1	1	5	10	18	0	0	0	0	0	0	0	35

**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	1	2	1	19	20	3	0	0	0	0	0	0	0	46
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected**

Monday 7/23/2018

**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	2	26	24	23	21	27	0	0	0	0	0	0	0	123
One or more suspensions	0	3	1	2	2	6	0	0	0	0	0	0	0	14
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	12	28	40	0	0	0	0	0	0	0	80

**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	2	1	4	10	17	0	0	0	0	0	0	0	34

**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	2	26	24	23	21	27	0	0	0	0	0	0	0	123
One or more suspensions	0	3	1	2	2	6	0	0	0	0	0	0	0	14
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	12	28	40	0	0	0	0	0	0	0	80

**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	2	1	4	10	17	0	0	0	0	0	0	0	34

**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?**

Math bottom quartile scored the lowest at 23% of students making gain. No this was not a trend and was one of the highest scores the year before.

**Which data component showed the greatest decline from prior year?**

Math bottom quartile showed the greatest decline from the prior year with a decrease of 22 percentage points

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

Math bottom quartile showed the biggest gap when compared to the state average. We scored 28 percentage points below the state average.

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

Science proficiency increased by 4 percentage points. This is not a trend as there was a 19 point between 15-16 and 16-17 school years.

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

Team planning at the 5th grade level led to greater consistency in lessons between classes and therefore increased student achievement.

**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	35%	52%	56%	30%	48%	52%
ELA Learning Gains	39%	52%	55%	37%	49%	52%
ELA Lowest 25th Percentile	39%	46%	48%	20%	44%	46%
Math Achievement	46%	55%	62%	33%	52%	58%
Math Learning Gains	49%	57%	59%	50%	53%	58%
Math Lowest 25th Percentile	23%	44%	47%	46%	43%	46%
Science Achievement	36%	51%	55%	51%	51%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (2)	30 (26)	25 (24)	33 (23)	20 (21)	21 (27)	129 (123)
One or more suspensions	0 (0)	2 (3)	4 (1)	2 (2)	1 (2)	6 (6)	15 (14)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	16 (12)	33 (28)	47 (40)	96 (80)

**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
03	2018	35%	53%	-18%	57%	-22%
	2017	41%	56%	-15%	58%	-17%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	31%	55%	-24%	56%	-25%
	2017	48%	54%	-6%	56%	-8%
Same Grade Comparison		-17%				
Cohort Comparison		-10%				
05	2018	38%	51%	-13%	55%	-17%
	2017	32%	52%	-20%	53%	-21%
Same Grade Comparison		6%				
Cohort Comparison		-10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	35%	55%	-20%	62%	-27%
	2017	45%	54%	-9%	62%	-17%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2018	39%	57%	-18%	62%	-23%
	2017	48%	56%	-8%	64%	-16%
Same Grade Comparison		-9%				
Cohort Comparison		-6%				
05	2018	51%	54%	-3%	61%	-10%
	2017	25%	53%	-28%	57%	-32%
Same Grade Comparison		26%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	33%	52%	-19%	55%	-22%
	2017					
Cohort Comparison						

**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	8	28	39	18	30	28	13				
ELL	21	30	36	29	48	38	7				
BLK	30										
HSP	33	38	38	40	45	24	32				
WHT	35	34	33	54	57	25	40				
FRL	35	38	36	46	48	21	35				
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	14	45	33	24	42	35	18				
ELL	26	50	42	29	40	50					
BLK	31			46							
HSP	40	58	52	39	48	52	24				
WHT	45	61	53	46	57	44	44				
FRL	42	59	51	42	51	45	30				

### 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:



<b>Activity #1</b>	
<b>Title</b>	Standards based planning
<b>Rationale</b>	Teachers will learn to unpack standards into learning targets aligned with Marzano's Taxonomy. Teachers will design first instruction lessons with all essential elements present.
<b>Intended Outcome</b>	Student achievement will increase on 2019 FSA when teachers plan detailed, standards based lessons containing all the essential elements of effective lessons. Proficiency will increase to at least 45%, and BQ Mathematics will increase to at least 35%.
<b>Point Person</b>	Cindy Guy (cindy.guy@hcps.net)
<b>Action Step</b>	
<b>Description</b>	Teachers will attend two session of professional development during preplanning. One will focus on unpacking standards to develop learning targets tied to Marzano's Taxonomy. The other will focus on taking the learning target and developing a detailed lesson plan containing all the essential elements of effective lessons. PLC's will work together to develop these detailed plans through-out the year, supported by content area coaches, and additional planning time. Student engagement and differentiated instruction will also be addressed to be included in lesson plans.
<b>Person Responsible</b>	Cindy Guy (cindy.guy@hcps.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Administrative/leadership walk-throughs will show 100% of teachers using the elements of effective lessons. Weekly walk-throughs data will be given to PLC's to strengthen lesson planning until 100% is reached. We will also monitor data from the following sources: iReady, FAIR, district formative assessments, EWS
<b>Person Responsible</b>	Cindy Guy (cindy.guy@hcps.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.**

We begin our year by inviting families to our Back to School Bash where students and parent can meet teachers and get to know our school campus. Others events during the year, such as Scoop on Schools, Fall Festival, Family Reading Night, Family Dance Night ensure that all members of the community feel welcome at our school and are informed about our educational program.

**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.**

Social and Emotional Learning (SEL) Program

Students are engaged in SEL programs based on their needs and within the HCPS “Building Strong School Culture” framework. This framework includes: Mission and Vision; Procedures & Routines; Promoting & Modeling Great Character; Service Learning; Student Leadership; Conflict Resolution; Mentoring; and Behavior Management Plan. In this way, SEL becomes a part of the fabric of a school’s culture.

Hillsborough County Public Schools has partnered with Frameworks of Tampa Bay to integrate SEL into all middle schools. Students will be engaged with LifeSkills training, an evidence-based program that is designed to improve social, emotional, and academic skills and strengthen relationships between students and teachers..

Behavior Management Plan

Included in the HCPS “Building Strong School Culture” framework is the need for a behavior management plan. A comprehensive behavior management plan is an important part of the social/emotional framework. It is expected that all settings will be structured for success, expectations for student behavior will be explicitly taught, students will be consistently supervised, teachers will build positive relationships with students, and that students will be corrected fluently, calmly, consistently, respectfully, briefly, and immediately.

Comprehensive behaviors plans should address a behavior support team, faculty/stakeholder commitment, school-wide expectations with a plan for teaching those expectations, effective processes for tracking and documenting behavior incidents and interventions, plan progress monitoring, location-based rules, effective reward/recognition program that includes restorative practices, and a focus on data-based decision making.

It is an expectation that behavior management plans for all DA and Achievement Schools include the 10 Critical Elements for Effective School Wide Management Plans, Restorative Practices, the use of Behavior Tracker to track minor incidences (in classroom), and a separate tool to track ALL interventions (admin/ student services). There may additionally be a need for a Behavior Intervention Team (may choose to use PSLT).

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

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student’s performance including an assessment of how well the student masters the performance standards approved by the state board. The district’s program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: <http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf>

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

- Bring 6th/9th graders back early for orientation
- Train a cadre of student ambassadors to help orient other students
- Parent information and/or education opportunities
- Hold articulation meetings between 5th and 6th grade teachers
- Campus visits
- Shadow days
- Middle school students visit, tutor and or perform at elementary schools
- High school students visit, tutor, or perform at middle schools.

**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.**

To ensure efficient and systematic allocation and use of resources, the school's PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources)

Analyze student outcomes and make data-driven decisions:

- What is the problem?
- Why is it occurring?
- What are we going to do about it?
- Is it working?

Assess the implementation of the SIP:

- Does the data show positive student growth?
- Are we making progress toward the SIPs intended outcomes?
- What can we do to sustain what's working?
- What barriers to implementation are we facing?
- What should be our plan of action?

Annually, schools take inventory of resource materials, staff, and funds allocated to determine necessary resource materials and personnel available to meet the needs of students. Resource maps identify gaps, ensuring resources are available and allocated for use by all.

To ensure support systems, small group, and individual needs are met, the PSLT:

Reviews school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels; Supports the implementation of high quality instructional practices

during core and intervention blocks; Reviews progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, others as needed

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

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Fieldtrip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

**Part V: Budget**

<b>Total:</b>	<b>\$260,822.50</b>
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