

Polk County Public Schools

Lake Gibson Middle School



2021-22 Schoolwide Improvement Plan

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Lake Gibson Middle School

6901 SOCRUM LOOP RD N, Lakeland, FL 33809

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

Demographics

Principal: Ismael Portillo

Start Date for this Principal: 7/2/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (49%) 2017-18: C (49%) 2016-17: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	89%
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	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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SIP Authority

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<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 provide all students with a quality and rigorous education in a positive, safe, and nurturing learning environment. This will be achieved by offering engaging learning opportunities to ensure that all students achieve their fullest potential and become lifelong learners.

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Portillo, Ismael	Principal	Oversee the implementation of the SIP and monitor the effectiveness of goals and strategies.
Wiggs, Carla	Assistant Principal	Facilities, SEL, and Curriculum Support.
Ulch, David	Assistant Principal	PBIS, SEL, Discipline, and Curriculum Support
Sessoms, Leandrea	Assistant Principal	Scheduling, Grades, and Curriculum Support.
Hamilton, Dana	Reading Coach	Oversee literacy development within all content areas.
Leslie, Gloria	Other	Oversees the referral, staffing, placement, and re-evaluation process for exceptional student education.
Arzillo, Gretchen	Assistant Principal	Discipline and Curriculum Support

Demographic Information

Principal start date

Thursday 7/2/2020, Ismael Portillo

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

Total number of teacher positions allocated to the school

76

Total number of students enrolled at the school

1,163

Identify the number of instructional staff who left the school during the 2020-21 school year.

25

Identify the number of instructional staff who joined the school during the 2021-22 school year.

28

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	366	380	429	0	0	0	0	1175
Attendance below 90 percent	0	0	0	0	0	0	84	97	80	0	0	0	0	261
One or more suspensions	0	0	0	0	0	0	100	120	125	0	0	0	0	345
Course failure in ELA	0	0	0	0	0	0	0	17	23	0	0	0	0	40
Course failure in Math	0	0	0	0	0	0	0	27	54	0	0	0	0	81
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	81	67	0	0	0	0	148
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	82	86	0	0	0	0	168
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	120	129	0	0	0	0	249

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	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	6	3	0	0	0	0	9

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	440	403	439	0	0	0	0	1282
Attendance below 90 percent	0	0	0	0	0	0	42	39	45	0	0	0	0	126
One or more suspensions	0	0	0	0	0	0	80	59	62	0	0	0	0	201
Course failure in ELA	0	0	0	0	0	0	2	2	1	0	0	0	0	5
Course failure in Math	0	0	0	0	0	0	6	0	7	0	0	0	0	13
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	65	90	123	0	0	0	0	278
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	83	88	114	0	0	0	0	285
Dec. 2019 STAR Reading Level 1	0	0	0	0	0	0	91	98	102	0	0	0	0	291
Dec. 2019 STAR Math Level 1	0	0	0	0	0	0	91	68	94	0	0	0	0	253

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	118	111	145	0	0	0	0	374

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	440	403	439	0	0	0	0	1282	
Attendance below 90 percent	0	0	0	0	0	0	42	39	45	0	0	0	0	126	
One or more suspensions	0	0	0	0	0	0	80	59	62	0	0	0	0	201	
Course failure in ELA	0	0	0	0	0	0	2	2	1	0	0	0	0	5	
Course failure in Math	0	0	0	0	0	0	6	0	7	0	0	0	0	13	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	65	90	123	0	0	0	0	278	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	83	88	114	0	0	0	0	285	
Dec. 2019 STAR Reading Level 1	0	0	0	0	0	0	91	98	102	0	0	0	0	291	
Dec. 2019 STAR Math Level 1	0	0	0	0	0	0	91	68	94	0	0	0	0	253	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	118	111	145	0	0	0	0	374	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				43%	48%	54%	41%	46%	53%
ELA Learning Gains				47%	52%	54%	42%	47%	54%
ELA Lowest 25th Percentile				39%	48%	47%	33%	42%	47%
Math Achievement				43%	50%	58%	40%	49%	58%
Math Learning Gains				42%	50%	57%	40%	51%	57%
Math Lowest 25th Percentile				46%	48%	51%	43%	51%	51%
Science Achievement				40%	44%	51%	46%	47%	52%
Social Studies Achievement				68%	72%	72%	93%	86%	72%

Grade Level Data Review - State Assessments

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	2021					
	2019	49%	48%	1%	54%	-5%
Cohort Comparison						
07	2021					
	2019	38%	42%	-4%	52%	-14%
Cohort Comparison		-49%				
08	2021					
	2019	39%	48%	-9%	56%	-17%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	47%	47%	0%	55%	-8%
Cohort Comparison						
07	2021					
	2019	34%	39%	-5%	54%	-20%
Cohort Comparison		-47%				
08	2021					
	2019	19%	35%	-16%	46%	-27%
Cohort Comparison		-34%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	38%	41%	-3%	48%	-10%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	54%	-54%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	66%	70%	-4%	71%	-5%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	50%	27%	61%	16%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	97%	53%	44%	57%	40%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Math - STAR

ELA - STAR

Science - Quarterlies

History (Civics) - Quarterlies

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38	38	36
	Economically Disadvantaged	31	30	26
	Students With Disabilities		5	4
	English Language Learners	14	16	24
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	46	43	37
	Economically Disadvantaged	36	38	28
	Students With Disabilities	13	17	9
	English Language Learners	31	29	16

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	35	33
	Economically Disadvantaged	29	28	27
	Students With Disabilities	6	7	4
	English Language Learners	27	26	11
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43	52	42
	Economically Disadvantaged	39	45	35
	Students With Disabilities	15	21	14
	English Language Learners	38	38	34
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	67	43	56
	Economically Disadvantaged	61	37	46
	Students With Disabilities	40	29	34
	English Language Learners	67	44	59

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	49	48	49
	Economically Disadvantaged	38	39	38
	Students With Disabilities	27	18	23
	English Language Learners	23	18	19
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42	61	52
	Economically Disadvantaged	38	55	46
	Students With Disabilities	25	24	14
	English Language Learners	39	33	30
	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	34	37
Science	Economically Disadvantaged	41	27	30
	Students With Disabilities	33	14	11
	English Language Learners	59	37	42
	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	34	37
	Economically Disadvantaged	41	27	30

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	17	31	31	22	34	32	28	26			
ELL	28	32	31	26	19	24	20	43	29		
ASN	62	54		67	33						
BLK	29	32	26	23	24	31	19	41	29		
HSP	38	41	33	38	26	26	35	52	49		
MUL	33	40		45	41		43	67			
WHT	45	38	24	50	36	41	49	59	66		
FRL	32	35	30	30	26	28	27	41	44		
2019 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 2017-18	C & C Accel 2017-18
SWD	16	37	38	22	45	46	14	41			
ELL	19	42	41	21	46	51	20	65			

2019 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 2017-18	C & C Accel 2017-18
ASN	59	59		59	76						
BLK	27	40	39	24	32	32	14	59	62		
HSP	41	48	43	41	41	52	37	67	72		
MUL	51	46		55	44						
WHT	49	50	36	50	46	53	51	72	69		
FRL	36	46	43	34	41	47	26	61	52		
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	410
Total Components for the Federal Index	10
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	54
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

8th Grade showed the highest proficiency across content areas.
 Students with disabilities (SWD) had the lowest learning gains of the subgroups.
 ELA has more room for growth and improvements.
 Math is continually showing gains.
 Spring scores were uncharacteristically low in comparison to Fall and Winter test scores.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

6th grade students (moving into 7th grade) demonstrate the greatest need for improvement within ELA and Math across subgroups.
 Rising 8th grade students demonstrate the 2nd greatest need for improvement in all subgroups and content areas.
 SWD students demonstrate the greatest need within the subgroups followed by ELL and then Black/African American students.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

1. The inability to monitor testing for students who were eLearning.
 2. Many students elected to remain eLearning through the duration of the year, which impacted instruction.
 3. Work completion due to COVID Quarantines on the part students was limited.
 4. Teacher & student attendance.
 5. Teacher vacancies led to classes being covered by substitutes and other staff which led to increased class sizes.
 6. eLearning vs Campus resource disparity
 7. For SWD, specifically, ESE teachers had to be distributed between online and campus learning. Which led to a number of ESE students on campus without additional supports.
 8. Consistent increase in student behavior issues.
-
1. eLearning is no longer an option which will help balance resources.
 2. eLearning is no longer an option which will help balance resources.
 3. Schoology will provide access to makeup work for students.
 4. Teacher Attendance: Provide incentives for teacher attendance. Purchase more items for teacher store as well as increased accountability.
 Student attendance - Incentivize student attendance (for ex. dress down days.)
 5. School will start fully staffed resulting in reduced class sizes.

6. Resources will be fully utilized on campus due to the lack of an eLearning option this year.
7. Resources will be fully utilized on campus due to the lack of an eLearning option this year.
8. Behavior - Restructuring of the discipline matrix to reflect school discipline trends.
More district involvement/ guidance for the Academic & Behavioral MTSS.
Additional training for all teachers- with a focus on inclusion teachers.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

According to 2020 - 2021 STAR (Winter) and the 2019 state assessments, 8th grade students demonstrated the most improvement in Math.

8th grade showed the most improvement across grade levels for STAR Reading & Math.

What were the contributing factors to this improvement? What new actions did your school take in this area?

8th grade ESE students were able to loop with their teachers creating an environment of familiarity.

8th grade students were in the 3rd year of using the Strategic Instructional Model (SIM).

Students enrolled in intensive math classes were able to work on foundational skills through the use of Imagine Math.

What strategies will need to be implemented in order to accelerate learning?

We are focusing on the B.E.S.T. ELA Expectation standards & Mathematical Thinking and Reasoning standards (MTRS) and will be using SIM and AVID strategies to reinforce skills across content areas.

Instructional coaches/resource staff will be used to model best practices for new teachers.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Reading teachers are participating in the SIM Summer Institute, and SIM campus coaches will facilitate planning and training throughout the year for all staff.

Professional Development opportunities will be provided in the areas of:

- B.E.S.T. ELA Expectations
- MTRS (Mathematical Thinking and Reasoning standards)
- SIM (Strategic Instructional Model)
- AVID Strategies

PD will focus on how to apply the learned strategies within the classroom.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Instructional coaches will support new and struggling teachers.

Behavior Interventionist will work to model effective behavior management practices and supports for struggling students.

Common assessments will be used for all core content classes. Assessments will be given through

OLA on a weekly basis. Data analysis will be conducted to identify students for intervention/extension.

Data chats will be based on data analysis of progress monitoring in order to guide instructional planning.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

The data used for the rationale for this area of focus is taken from the 2020-21 STAR data and the 2018-2019 FSA. Civics data was taken from the 2020-2021 FSA.

Overall ELA proficiency for the 2018-2019 school year.

ELL - 2% proficient

SWD -10% proficient

AA - 27% proficient

**Area of Focus
Description and
Rationale:**

Overall Math proficiency for the 2018-2019 school year.

ELL - 11% proficient

SWD - 16% proficient

AA - 20% proficient

ELA proficiency remained stagnate at 42% for the 2018-2019 school year.

Math increased to 48%

Science increased to 55%

Civics decreased tp 57%

Civics proficiency dropped 14% from 2018-2019 to 2020-2021.

Increase overall ELA proficiency to 46% by increasing subcategories of:

ELL increase to 5% on FSA and 19% on STAR.

SWD increase to 12% on FSA and 8% on STAR.

AA increase to 30% on FSA and 28% on STAR.

**Measurable
Outcome:**

Increase overall Math proficiency to 47% by increasing subcategories of:

ELL increase to 13% on FSA.

SWD increase to 18% on FSA and 16% on STAR.

AA increase to 25% on FSA and 32% on STAR.

Other content area data will be used in reference to the ELA and Math data within the outcomes of this area of focus.

Increase Civics proficiency to 70% across all student populations.

Common progress monitoring assessments within content areas will be conducted.

Monitoring:

All content areas (including but not limited to ELA and Math) will develop mini-assessments for progress monitoring through Performance Matters/OLA to be used for differentiated instruction.

Data analysis of assessments will be conducted to identify students for intervention/extension.

**Person
responsible for
monitoring
outcome:**

Ismael Portillo (ismael.portillo@polk-fl.net)

**Evidence-based
Strategy:**

Utilizing real time data to immediately differentiate instruction (e.g. small group, graphic organizers, peer to peer assistants) across content areas.

Rationale for Evidence-based Strategy:

The use of real time data allows teachers the opportunity to provide immediate feedback, as well as remediation in addition to guiding instruction.

Action Steps to Implement

Academic coaches will give professional development opportunities on topics such as how to score vs. grade, utilizing rubrics, Performance Matters, and other relevant training as needed. The first PD will be during preplanning week. PD's will follow on a strategic basis to assure fidelity of implementation.

Person**Responsible**

Dana Hamilton (dana.hamilton@polk-fl.net)

Reading teachers will use Strategic Instructional Model (SIM) Strategies to build the skills of inferencing and paraphrasing with students enrolled in intensive reading classes. SIM coaches will train teachers this summer as well as provide support weekly with facilitated planning and support.

Person**Responsible**

Tammy May (tammy.may@polk-fl.net)

Administrators will hold teachers accountable for the implementation of progress monitoring through walkthroughs, PLC's, data chats, collaborative planning, and gradebook checks.

Person**Responsible**

Ismael Portillo (ismael.portillo@polk-fl.net)

Utilize various devices (iPad's, iPad carts, SMART Response Tools) to create and administer progress monitoring across the content areas. Content areas are expected to administer monthly progress monitoring outside of county mandated progress monitoring such as STAR. Science administers weekly progress monitoring as per standards taught that week.

Person**Responsible**

Ismael Portillo (ismael.portillo@polk-fl.net)

Per standard, teachers will analyze their progress monitoring data to identify and execute a differentiation plan in their classroom. A differentiation plan could include but is not limited to the following supplemental curriculum/materials: iCivics, Khan Academy, MOSA MACK, Coach Digital/Triumph Learning, Achieve, AVID weekly, Common Lit, Read Works, News ELA, Pearson workbooks, Maneuvering the Middle, Unique Learning, and STAR. AVID teachers will expose AVID students to college campuses through field trips 3 times a year to have students get a feel for the experience of what a college education can offer.

Person**Responsible**

Ismael Portillo (ismael.portillo@polk-fl.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

ESSA Subgroups Tier 3 Interventions

Tier 3 academic and behavioral interventions will be targeted towards, but not limited to, the SWD, ELL, and AA subgroups.

The data used for rationale for this area of focus is taken from the 2018-19 school year FSA; although discipline, attendance, and STAR data was taken from the 2020 - 2021 school year, it does not represent the whole picture or a significant change to support the reasoning behind the area of focus that is targeting tier 3 interventions for subgroups.

Area of Focus Description and Rationale:

31% of students had referrals.
20% of student population had excessive absences.

Overall ELA proficiency remained stagnate at 42% for the 2018-2019 school year (FSA).
ELL - 19% proficient
SWD - 8% proficient
AA - 28% proficient

Overall Math proficiency increased from 40% to 43% for the 2018-2019 school year (FSA).
ELL - 30% proficient
SWD - 17% proficient
AA - 35% proficient

Decrease discipline referrals to less than 20% of the total population.

Decrease excessive student absences to 10%.

Measurable Outcome:

Increase overall ELA proficiency to 46% by increasing the subcategories of:
ELL to 5% proficient
SWD to 12% proficient
AA to 30% proficient

Increase overall Math proficiency to 47% by increasing the subcategories of:
ELL to 13% proficient
SWD to 18% proficient
AA to 25% proficient

Discipline:
- MTSS Teams will meet to develop interventions for each sub group.

Monitoring:

Absences:
- Attendance secretary will pull 5 and 10 day attendance reports, and notify guidance to meet with students to develop a plan to improve attendance.
- Attendance incentives will be offered to students.

Proficiency:
- Administrators/Coaches/Teachers will conduct data analysis of assessments.
- Guidance will schedule students within subgroups according to needs.
- The LEA will meet with all new teachers to review the needs of their SWD.

Person responsible

David Ulch (david.ulch@polk-fl.net)

**for
monitoring
outcome:****Discipline:**

- The Behavior Interventionist will observe, meet, and develop behavioral strategies/ interventions for teachers and students.
- Staff will be provided reference guides for school wide procedures (including but not limited to discipline and attendance.)

Absences:

The Title I team will pull students who have been identified as tier 3 for academic interventions and track progress monitoring, attendance, and behavior data.

**Evidence-
based
Strategy:****Proficiency:**

- Data analysis of assessments will be conducted to identify students within subgroups for intervention/extension.
- Students within subgroups will be scheduled according to needs. Students will be placed with ELA teacher trained to use the SIM model. Intentional scheduling will ensure that students are placed in the most suitable environment for them to be successful (e.g. Learning Strategies, Small Class Sizes).
- The coaching model will be used to allow for new teachers to observe other classrooms where accommodations are being utilized successfully.

**Rationale
for
Evidence-
based
Strategy:**

In order to support students who have not made adequate progress, addressing their academic and behavioral needs in tandem will help increase student academic achievement levels and behavioral success.

Action Steps to Implement

Identify Tier 3 students within SWD, ELL, AA subgroups, as well as other at-risk students based on the Polk Early Warning Systems data. Initial identification will take place by July 30, 2021. There will be another follow up for any newly identified students by August 3, 2021. Each month there will be data collected to check for newly identified and newly enrolled students.

Person Responsible Leandrea Sessoms (leandrea.sessoms@polk-fl.net)

Utilize data collection tools and analyze data with the Title I and MTSS teams on a weekly basis with the goal for students to move out of tier 3 status.

Person Responsible David Ulch (david.ulch@polk-fl.net)

Create a framework with the assistance of the Counseling Team, Instructional Coaches, Paras, and Behavior Interventionist to increase student success by the use of intentional scheduling, data analysis of assessments, and use of the coaching model.

Person Responsible Leandrea Sessoms (leandrea.sessoms@polk-fl.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Throughout the 2021-2022 school year, Lake Gibson Middle will monitor student behavior discipline data in the goal to reduce the amount of student referrals and student class time missed due to in-school and out-of-school suspensions. Lake Gibson Middle will continue to implement multiple PBIS incentive programs (Shark Bites, Sensational Sharks Awards, Positive Referrals) to reward and reinforce proper student positive behavior and create a culture of support between students and teachers. Lake Gibson Middle teachers will be utilizing classroom management and discipline strategies such as CHAMPS and STOIC to assist in creating a structured and nurturing classroom environment that limits behavior disruptions and promotes engaging learning opportunities for our students.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Lake Gibson Middle plans to build a positive school atmosphere by:

- Developing a Community Outreach Program that goes into the neighborhoods served by our school.
- Participating in community events.
- Partnering with feeder schools in our community.
- Hosting various on-campus events for families and stakeholders.
- Using online platforms effectively to communicate with families and stakeholders.
- Creating a new teacher cadre.
- Conducting Portfolio nights.
- Partnering with local businesses and sponsors.
- Establishing student campus ambassadors.
- Implementing PBIS campus-wide.
- Providing teacher attendance incentives.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

- The principal will begin each day by sharing a positive thought or quote with students and staff.
- Grade level meetings are held both semesters to remind students of expectations and to celebrate student

achievement.

- Throughout the day key adults (teachers, dean, behavior interventionist, and administration) are visible and accessible to students.
- School counselors meet with students individually throughout the year to ensure students are doing well and being successful throughout their middle school experience.
- Teachers remind students of the school wide expectations (B.I.T.E.): Being respectful, Initiate kindness, Take responsibility, and Effective Learning. Such behaviors are reinforced through distribution of Shark Bite tickets that students can redeem for various prizes and participation in fun activities.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
Total:			\$0.00