

Polk County Public Schools

Lake Gibson Middle School



2022-23 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: 7/1/2020

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: D (40%) 2018-19: C (49%) 2017-18: C (49%)
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	CSI
* 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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<http://www.lakegibsonmiddle.com/>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	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	56%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

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SIP Authority

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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. 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Portillo, Ismael	Principal	Educational leader of his/her school, and its chief administrative and supervisory officer. He is the delegated representative of the Superintendent, responsible for the supervision and control of pupils, programs, and personnel in his/her school as well as the management and maintenance of the building, grounds, and equipment. He works to make the school a vital and understandable force for the good of the community.
Sessoms, Leandrea	Assistant Principal	To assist the school principal in providing the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. These programs will ensure implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning. She will also assist in the implementation of educational, administrative, and counseling activities of a school. Provide structure for and monitor the school learning environment that improves learning for the school's diverse student population. She is the AP of curriculum and she is responsible for the creation of the master schedule under the supervision and in conjunction with the Principal. She oversees the testing process, and assists the counseling department with grade/cohort monitoring. Mrs. Sessoms oversees and supports our math department through evaluations, working with them during planning and visiting their classrooms to monitor standards alignment.
Thompson, Alonzo	Assistant Principal	To assist the school principal in providing the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. These programs will ensure implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning. Assistant principals will also assist in the implementation of educational, administrative, and counseling activities of a school. Provide structure for and monitor the school learning environment that improves learning for the school's diverse student population. Mr. Thompson oversees and supports our science department through evaluations, working with them during planning and visiting their classrooms to monitor standards alignment. Mr. Thompson is in charge of the physical operations of our school, facilities, and he is a member of the school's discipline team. Mr. Thompson oversees the implementation of technology in the classrooms and the distribution of student devices.
Arzillo, Gretchen	Assistant Principal	To assist the school principal in providing the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. These programs will ensure implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful

Name	Position Title	Job Duties and Responsibilities
		<p>school for students, staff, parents, and community in support of enhanced student learning. Assistant principals will also assist in the implementation of educational, administrative, and counseling activities of a school. Provide structure for and monitor the school learning environment that improves learning for the school's diverse student population.</p> <p>Ms. Arzillo oversees and supports our ELA and reading departments through evaluations, working with them during planning and visiting their classrooms to monitor standards alignment.</p> <p>Ms. Arzillo oversees the collections and dissemination of data for progress monitoring purposes.</p>
Hamilton, Dana	Instructional Coach	To support teachers in ELA and other content areas with the implementation of literacy strategies, leading PD opportunities centered around the Learning Arch, and to work with Ms. Arzillo in generating and disseminating data. She also serves as our Title 1 coordinator.

Demographic Information

Principal start date

Wednesday 7/1/2020, Ismael Portillo

Number of teachers with a 2022 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 2022 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.*

14

Total number of teacher positions allocated to the school

69

Total number of students enrolled at the school

1,200

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

18

Identify the number of instructional staff who joined the school during the 2022-23 school year.

26

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	409	374	420	0	0	0	0	1203	
Attendance below 90 percent	0	0	0	0	0	0	114	125	173	0	0	0	0	412	
One or more suspensions	0	0	0	0	0	0	41	128	120	0	0	0	0	289	
Course failure in ELA	0	0	0	0	0	0	9	2	24	0	0	0	0	35	
Course failure in Math	0	0	0	0	0	0	9	7	23	0	0	0	0	39	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	104	137	166	0	0	0	0	407	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	150	164	151	0	0	0	0	465	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	1	1	0	0	0	0	3	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level who have 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	90	139	165	0	0	0	0	394

Using current year data, complete the table below with the number of students identified as being "retained.":

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	2	0	4	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/30/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	36%	40%	50%				43%	48%	54%
ELA Learning Gains	39%						47%	52%	54%
ELA Lowest 25th Percentile	29%						39%	48%	47%
Math Achievement	35%	34%	36%				43%	50%	58%
Math Learning Gains	37%						42%	50%	57%
Math Lowest 25th Percentile	29%						46%	48%	51%
Science Achievement	33%	40%	53%				40%	44%	51%
Social Studies Achievement	56%	49%	58%				68%	72%	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	2022					
	2019	49%	48%	1%	54%	-5%
Cohort Comparison						
07	2022					
	2019	38%	42%	-4%	52%	-14%
Cohort Comparison		-49%				
08	2022					
	2019	39%	48%	-9%	56%	-17%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	47%	47%	0%	55%	-8%
Cohort Comparison						
07	2022					
	2019	34%	39%	-5%	54%	-20%
Cohort Comparison		-47%				
08	2022					
	2019	19%	35%	-16%	46%	-27%
Cohort Comparison		-34%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	38%	41%	-3%	48%	-10%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	54%	-54%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	66%	70%	-4%	71%	-5%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	50%	27%	61%	16%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	97%	53%	44%	57%	40%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	16	32	24	13	28	34	12	42	18		
ELL	24	45	50	21	35	31	15	30			
ASN	59	53		68	58						
BLK	29	33	25	23	32	26	21	38	75		
HSP	37	43	39	33	41	32	30	55	69		
MUL	24	25		16	38	36		27			
WHT	38	39	24	40	36	30	41	62	61		
FRL	29	34	23	28	34	30	25	48	63		
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			
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	392
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	60
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	24
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
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%	0
White Students	
Federal Index - White Students	41
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	0

Part III: Planning for Improvement

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?

Our school has lost ground in Math proficiency. Especially in the 8th grade
 Our school has lost some ground in ELA proficiency.
 We improved in some learning gains.
 we improved our Civics scores slightly
 We made some improvements in the acceleration (Geo and Alg1) mainly due to better more accurate scheduling

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data shows that our greatest needs are in proficiency levels for both ELA and Math.

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

In the 21-22 school year we had several vacancies in the literacy/ELA departments and we also had a high number of teacher absences due to COVID illness. We only had one real reading teacher with the rest of the reading teachers being substitute teachers. We also had some turn over in the math department that did not allow us to schedule as many students into intensive math as we should have. At the end of the 20-21 school year, we lost an outstanding math teacher to the the private world.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

While math proficiency was lower our learning gains in math went up 7% points.
We also gained 8% points in our acceleration component.

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

We received a great deal of support from our math district coach. Working along side the school administrator who supports math, she guided teachers, provided assistance, resources, direction, and helped the school monitor progress and identify areas of concern.
The scheduling for the accelerated math students (Geo and Alg1) was better and more accurate, assuring that students who were part of our accelerated denominator were scheduled in the correct math class.

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

This year we have a math interventionist who will be looking at data through an RTD style process and identifying bubble students or students who lost proficiency in the 21-22 school year. Interventionist will identify Students who can are on the cusp of becoming proficient and students who fell off proficiency. Interventionist will pull students to provide extra support, conference with teachers to provide assistance, and monitor their progress.

Students who scored a level 3 in their 7th grade math, will be scheduled into alg 1 because they are a part of our accelerated denominator. These lv 3 students will be schedule in a math skills class (blocked with their ALG1 class) to offer extra support to lv 3 students and help them pass the ALG 1 EOC.

There will be an emphasis across all math class on common planning to ensure benchmark aligned and rigorous instruction that is grade level appropriate and equitable across all classrooms. (learning arch)

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.

We will train our math interventionist, student success coach and our literacy coach on how to pull data that would show who the "bubble" kids are so they can work with them.

Alg 1 and Math skills/research teacher will be able to plan together to analyze data from assessments and create interventions for students based on their needs as revealed in the data.

Coaches and admin will have bigger supportive presence during planning and will introduce teachers to the learning arch process and how to plan lessons with the new benchmarks utilizing resource like the B1G M

Math teachers will plan together, and they will be trained on the learning arch. This will help them create benchmark aligned lessons and ensure aligned tasks and rigor

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

Teachers will be encouraged to participate in the MOU that will require them to participate in two admin directed planning and/or PLC planning sessions that will be devoted to training teachers in the process of the Learning Arch and once they learn it, they will be expected to use the learning arch to plan lessons and tasks.

The school will create a PD plan that will include monthly PD meetings to train teachers on high yield instructional strategies like: Text coding, text dependent tasks, collaborative structures, class discussions, writing and formative assessments through the use of higher order questions and prompts. Other topics will include diversity and classroom management.

school will create a PD calendar with meeting dates and monitoring dates.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Due to proficiency levels decreasing for the last two years in ELA and Math we will need to provide high-quality instruction that is equitable, consistent, and maximizes opportunities for student learning and development.

High quality, equitable, and benchmark aligned instruction will be the focus of collaborative planning.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA:

Based on prior year proficiency outcomes, ELA students will increase proficiency by +5% points (from 36% to 41%) after the 3rd FAST assessment.

MATH:

Based on prior year proficiency, Math students will increase proficiency by +5% (from 35% to 40%) points after the 3rd FAST assessment.

Students will be monitored by administration and coaches through quarterly progress monitoring assessment, common content assessments, and district progress monitoring data.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring data offered by district level assessment platforms will be used to ensure students are mastering Benchmarks being taught after planning is properly implemented.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

1. Monitor equitable learning experiences through classroom walk tool

2. Learning arch is a strategy used by teachers to analyze the benchmarks, create objectives, and align student tasks to the standards.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The relationship between academic success and ensuring students are able to engage in grade level standards-based expectations. It is imperative we both monitor for aligned and plan for teacher's understanding of the Benchmarks and aligned tasks and assessments.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Admin, coaches, and teachers will get trained on the learning arch and the classroom walk-through tool. Administrators will attend and participate PLC meetings to train teachers on the Learning Arch strategy and they will attend and monitor the collaborative planning sessions

Person Responsible

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

Creating a calendar for classroom walks using the SWT to monitor.

Person Responsible

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

Data will be collected from the SWT results and shared with the SBLT.

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

Teachers will participate in collaborative planning at least once a week in order to create standard aligned instructional plans and assessments.

Teacher will be trained to use the learning arc during collaborative planning is essential for standards-based instruction that will increase student achievement.

It allows teacher breakdown the meaning of the bench marks by focusing on the action words that refer to what students will be expected to do or show. They will use this information to create teaching objectives and target and design the order in which these objectives will be taught. They will create student tasks for each objectives and create assessments to determine mastery.

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

Using unigig funds we will see to hire a reading interventionist, math, science, science, and success coach, we will be able to utilize them in classrooms to aid in extensive data analysis, differentiated instruction of standard aligned tasks, and support the planning process.

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

Use UniSig funds to hold afterschool and Saturday extended planning sessions, PD's, or PLC's with teachers, interventionist, and coaches.

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

Use UniSig funds to purchase technology, office, and classroom supplies & resources/manipulatives, and software to support standards/aligned instruction, and tasks.

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

To keep student focused on instruction, UniSig funds will be used to purchase furniture that will increase productivity in classrooms.

Person Responsible Alonzo Thompson (alonzo.thompson@polk-fl.net)

#2. Positive Culture and Environment specifically relating to School Stakeholders

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Teachers:

Based on teacher retention, attendance, and a desire to retain more teachers we determined that we need to increase our teacher morale.

Students:

After reviewing student attendance, discipline referrals (high referral count), and varying academic progress we determined a need for more student engagement.

Community Stakeholders:

After 2 years of Covid closures, we would like to create more opportunities for partnerships with families and community members.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Teachers:

- Teacher Retention - Increase the percentage of teacher retention by 25%.
- Attendance - Increase the percentage of teachers present 95% or more calendar days to 50%.

Students:

- Discipline Referrals - Decrease major referrals by 20%.
- Academic Progress - Increase proficiency across content areas by 5%.
- Student Engagement - Increase active participation in clubs, PBIS activities, and student incentives.

Community Stakeholders:

- Increase active participation and opportunities available for families by 50%.

Teachers:

- Teacher retention will be monitored by roster verifications during transfer periods.
- Teacher attendance will be monitored by the terminal operator through periodic attendance reports.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Students:

- Progress in the areas of discipline referrals, academic progress, and student engagement will be monitored through the MTSS process.

Stakeholders:

- Title 1 evidence will be uploaded into the crate for documentation.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Progressive Discipline

MTSS/PBIS

Building Capacity for Community Stakeholders

Building Capacity for Teachers

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Strategies selected were chosen based on their proven track record to positively impact school culture by decreasing referrals, increasing participating, and improving working conditions which lead to teacher retention

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

School will roll out and implement a new electronic hallway pass system to control student movement called E-hall pass. This program will make it easier for teachers to assign passes and monitor student movement. Administrators will also be able to monitor all student movement in the school. The system provides data on student movement and teacher consistency. The program allows school to create destination, create restrictions and regulate the number of students out of class at any given time. This will help keeps kids in class and it will decrease the amount of referrals for tardy and out of area.

Person Responsible

Alonzo Thompson (alonzo.thompson@polk-fl.net)

PBIS team will put out a monthly calendar of student incentives so that students know ahead of time what incentives are coming up and what they need to do to earn those incentives and privileges. We hope that by knowing incentives are coming up, students will work to earn those incentives which will translate to better behavior and better academic performance. Unisig funds will be utilized for this initiative.

Person Responsible

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

School will create a calendar of teacher incentives, social activities, and team building events. We will endeavor to have at least one major social event and a few smaller events every month for teachers. These events will be fun and social in nature. We want to provide opportunities to show our appreciation for teachers, allow them to have times to connect with other teachers, and to connect with others in a non work way.

Some of these activities will include:

food/meals

Friday jeans day

Friday theme days

Admin watching classes for a few minutes

Random notes of encouragement

Saturday social gatherings

Person Responsible

Gretchen Arzillo (gretchen.arzillo@polk-fl.net)

School will incorporate a club day during early release days (Fridays), utilizing UniSig funds for resources needed.

This will increase student attendance on those days.

It will allow teachers share their interest with students and connect with students at a different level: crafts, sports, cooking, chess, etc.

It will give students something to be involved in and something to look forward to.

It will allow students to make connections with teachers

Person Responsible

Alonzo Thompson (alonzo.thompson@polk-fl.net)

Teachers will be trained on the use of RTIB to document tardy infractions instead of creating referrals for tardies in FOCUS.

Administrators will monitor RTIB and apply a max of a weekly consequence (referral) for tardy students.

This will decrease the amount of referrals.

Person Responsible

Alonzo Thompson (alonzo.thompson@polk-fl.net)

Admin will create progress monitoring incentives and activities to motivate students to increase attendance and proficiency on assessments.

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

To build capacity for the community, the school will hold parent nights to build relationships with all stakeholders using UniSig funds for resources, food, and personnel needed.

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

LGMS will use more signage to enhance the parent/family engagement experience to make our school more visible and welcoming.

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

#3. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Low proficiency scores across content areas revealed a need for teachers to use more high yield strategies in order fill gaps in instructional practice. In addition, teacher turnover increased showcasing a need for additional supports in the classroom.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase the score from the Instructional Review process data percentage that looks at fidelity and success measures of standards usage, standard/task alignment instructional delivery, and assessments.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Weekly standards walks, instructional reviews, PD days that train staff of instructional practices, weekly admin led training on best practices including strategic planning via learning arc monitored through coaching cycles.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Learning Arc
Standards Walk Tool
PD for High Impact Strategies
Coaching Cycles

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Learning Arcs are designed to make sure teachers are breaking down the benchmark, creating objective, and creating tasks that meet those standards. The Standards Walk Tool ensures that teachers are implementing the Learning Arc plan. Delivering grade level content will increase student achievement. PD is consistent with improving instructional practices within the classroom. Coaching cycles provide periodic monitoring to make sure instructional practices are being utilized properly.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Introduce the Learning Arc to Teachers through weekly planning meetings.

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

Administrators will use the SWT (Standards Walk Tool) to walk classrooms and monitor Benchmark Objective alignment.

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

Professional Development will be held monthly to address gaps in best practices on a case by case basis. Based on classroom observations.

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

Coaching cycles will held on an on-going basis based on the needs of the tiered teachers.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 partnering with local businesses and sponsors.
- 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 family engagement nights.
- Establishing student campus ambassadors.
- Implementing PBIS campus-wide.
- Providing teacher attendance incentives.
- Teacher activity calendar.
- Establishing Club Days
- Mentoring program

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

- Developing a Community Outreach Program that goes into the neighborhoods served by our school partnering with local businesses and sponsors. - Staff, Admin, and Business Partners
- Participating in community events. - Staff, Admin, Parents, Students, and Business Partners

- Partnering with feeder schools in our community. - Staff, Admin, Parents, Students, and Business Partners
- Hosting various on-campus events for families and stakeholders. - Staff, Admin, Parents, Students, and Business Partners
- Using online platforms effectively to communicate with families and stakeholders. - Staff and Admin
- Creating a new teacher cadre. - Teacher Ambassadors
- Conducting family engagement nights. - Staff, Admin, and Business Partners
- Establishing student campus ambassadors. - Staff and Admin
- Implementing PBIS campus-wide. - Staff and Admin
- Providing teacher attendance incentives. - Admin
- Teacher activity calendar. - Admin
- Establishing Club Days - Staff and Admin
- Mentoring program - Staff and Admin