Theodore R. And Thelma A. Gibson Charter School

2022-23 Schoolwide Improvement Plan

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Theodore R. And Thelma A. Gibson Charter School

450 NW 14TH STREET, Miami, FL 33136

http://www.gibsoncharterschool.com/wp/

Demographics

Principal: Yaneisy Abreu

Start Date for this Principal: 7/2/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
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)	99%
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* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (51%) 2018-19: C (43%) 2017-18: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

N/A

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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450 NW 14TH STREET, Miami, FL 33136

http://www.gibsoncharterschool.com/wp/

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)
Elementary School KG-5	Yes	99%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	98%

School Grades History

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

School Board Approval

N/A

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.

The mission of the Gibson Charter School is to prepare our students academically and socially for success in a 21st century global community.

Provide the school's vision statement.

The vision of The Gibson Charter School is to provide an innovative and challenging curriculum in a safe learning environment. We will provide a unique school experience through small class sizes and the use of differentiated instruction to meet the needs of diverse learners. The school will also utilize parental and community involvement in order to support our students' academic endeavors that support 21st Century learning.

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
Abreu, Yaneisy	Principal	Oversee the daily operations of the school in a highly effective manner.
Fairley, Jamaal	Assistant Principal	Assist the Principal in overseeing the daily operations of the school in a highly effective manner.
Miranda, Valeska	Instructional Coach	Provide Instructional support for teachers and monitor fidelity of curricular programs and resources.
Rodriguez, Ailyn	Attendance/ Social Work	Provide counseling and social referrals, implements our school-wide social emotional programs and oversees other campaigns,such as anti-bullying.

Demographic Information

Principal start date
Friday 7/2/2021, Yaneisy Abreu

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.*
0

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.*
0

Total number of teacher positions allocated to the school

10

Total number of students enrolled at the school

155

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

5

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

6

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	27	22	21	34	13	20	15	0	0	0	0	0	0	152
Attendance below 90 percent	5	5	6	5	2	8	1	0	0	0	0	0	0	32
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	2	2	2	4	1	1	2	0	0	0	0	0	0	14
Course failure in Math	3	4	1	7	2	8	0	0	0	0	0	0	0	25
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	7	13	8	0	0	0	0	0	0	39
Level 1 on 2022 statewide FSA Math assessment	0	0	0	10	5	16	10	0	0	0	0	0	0	41
Number of students with a substantial reading deficiency	2	2	2	11	7	13	8	0	0	0	0	0	0	45

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	4	4	7	11	4	15	7	0	0	0	0	0	0	52

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	2	0	0	9	0	0	0	0	0	0	0	0	0	11
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

Friday 8/26/2022

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	22	18	20	27	20	21	14	0	0	0	0	0	0	142
Attendance below 90 percent	16	7	10	10	6	4	6	0	0	0	0	0	0	59
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	2	5	4	4	2	0	0	0	0	0	0	18
Course failure in Math	1	2	4	6	7	8	5	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	5	3	3	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	6	5	8	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	0	0	0	9	5	3	3	0	0	0	0	0	0	20

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	1	3	12	8	13	10	8	0	0	0	0	0	0	55

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	2	1	1	7	1	1	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	22	18	20	27	20	21	14	0	0	0	0	0	0	142
Attendance below 90 percent	16	7	10	10	6	4	6	0	0	0	0	0	0	59
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	2	5	4	4	2	0	0	0	0	0	0	18
Course failure in Math	1	2	4	6	7	8	5	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	5	3	3	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	6	5	8	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	0	0	0	9	5	3	3	0	0	0	0	0	0	20

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	1	3	12	8	13	10	8	0	0	0	0	0	0	55

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	2	1	1	7	1	1	0	0	0	0	0	0	0	13
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	31%	62%	56%				48%	62%	57%
ELA Learning Gains	67%						53%	62%	58%
ELA Lowest 25th Percentile	91%						54%	58%	53%
Math Achievement	28%	58%	50%				42%	69%	63%
Math Learning Gains	59%						51%	66%	62%
Math Lowest 25th Percentile	82%						23%	55%	51%
Science Achievement		64%	59%				27%	55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	24%	60%	-36%	58%	-34%
Cohort Comparison		0%				
04	2022					
	2019	52%	64%	-12%	58%	-6%
Cohort Comparison		-24%				
05	2022					
	2019	61%	60%	1%	56%	5%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	24%	67%	-43%	62%	-38%
Cohort Comparison		0%				
04	2022					
	2019	67%	69%	-2%	64%	3%
Cohort Comparison		-24%				
05	2022					
	2019	33%	65%	-32%	60%	-27%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	33%	53%	-20%	53%	-20%
Cohort Comparison						

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	25	67		15	60						
ELL	27	60		18	70						
BLK	21	69		26	62						
HSP	45	65		31	57						
FRL	30	67	91	27	58	82					
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	36			27							
ELL	36			57							
BLK	25	38		26	31		9				
HSP	36	64		44	36						
FRL	28	46		31	32	30	18				
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
ELL	38	42		38	42						
BLK	51	52		44	52		27				
HSP	40	53		35	47						
FRL	49	54	54	42	52	25	27				

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)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	358
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	36
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	50
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Across all grade levels, 50% or more of students achieved learning gains, over 40% of economically disadvantaged , ELL's and students with disabilities also made learning gains. 80% of our lowest 25% population made learning gains in both math and reading.

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

Our African-American male students seem to trend lower than other categories. 3rd grade proficiency scores also have a great need for improvement.

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

Some students lack strong foundational skills to include phonics. The jump from 2nd to 3rd grade has also shown a huge decrease in potentially having proficient students by test time. The new actions that would need to be taken to address this need for improvement is a new intervention program that can target these foundational skills from early on in Kindergarten until the time they reach 3rd grade.

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

Learning gains in all categories but especially in our lowest 25% shows the most improvement.

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

The contributing factors to this improvement was a very hands on approach, a part-time interventionist worked alongside these students daily for 30 minutes in reading while the math teacher used an extra 30 minutes of embedded time in their schedule to focus on these students as well.

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

The most important strategy that needs to be implemented in order to accelerate learning is the a strong intervention program along with more consistent attendance by the students. As a school, we have tried to develop a strong staff that would stay long term but have been unsuccessful, this is also a very important factor to accelerate learning.

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.

Horizons was purchased for our K-3 students to build those missing foundational skills along with the professional development that goes with the program. Our instructional coach is doin 1-2 week rotations in the classroom to make sure new teachers are supported and taught. Because our school is small, we send out our teachers to learn from other network schools to aid in their development.

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

Additional services that will be implemented to ensure that Gibson has a sustainability of improvement in the next year and beyond is to maintain a staff that stays long term, a paraprofessional to assist in kindergarten in support of those foundational skills, along with a strong intervention program to help guide data in those grade levels.

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 Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the data reviewed, proficiency scores in science are the lowest possible.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By June 2023, it is expected that at least 25% of students will be proficient in 5th grade science material as a result of extra time embedded in their master schedule and constant support from administration.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Baseline and mid-year data will be broken down and tested along with the topic assessments provided by the district. These assessments will be closely monitored and will be followed by administrative data chats.
Person responsible for monitoring outcome:	Jamaal Fairley (jfairley@gibsoncharterschool.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The assessments help break down the big-ideas. Throughout frequent testing and monitoring students can be targeted by specific standards.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Providing hand on approaches and incorporating science throughout other subjects will target all types of learners and provide more engagement in the science. The teacher will use curriculum based resources to address the assessments given and debriefed.

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.

-Networking with sister schools for training and collaboration
-Lesson Planning with Instructional Coach
-Labs and Demos
-Topic assessments
-Administrative debriefs/data chats

Person Responsible	Valeska Miranda (vmiranda@gibsoncharterschool.com)

#2. Transformational Leadership specifically relating to Teacher Recruitment and Retention	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	There has been a big movement of personnel at Gibson for the 2022-2023 school year. A lot of novice teachers that need lots of support. Our
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By the end of the 2023 school year, 80% of Gibson teachers will return for the 23-24 school year to continue mentorship and growth in their field.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monthly data-chats and walk throughs will allow us to focus and support our novice teachers. Our school's open-door policy will allow teachers to feel free to communicate barriers and address situations.
Person responsible for monitoring outcome:	Yaneisy Abreu (yabreu@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	With the support and guidance of our team to include professional development for categories such as curriculum, behavior management, SEL and communication we hope to retain a high percentage of our teachers from this school year. Curriculum PD, shadowing of peers or other colleagues from sister schools.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Teachers are considered novice teachers for the first 3 years of their career and require lots of support in and out of the classroom.

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.

-Meet monthly with team to discuss barriers, needs and wants
-Assign PD to early release days based on topics discussed
-Debrief after PD to determine if more is needed or next steps

Person Responsible	Ailyn Rodriguez (arodriguez@gibsoncharterschool.com)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the data reviewed and although it did increase from one year to the next, proficiency in 3rd grade reading remains low.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By the end of the 2023 school year, proficiency scores in 3rd grade ELA will go up by 10% as a result of a newly adopted intervention program that targets foundational skills.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	i-Ready progress monitoring will be conducted throughout the year. Administration will have monthly data chats with the ela team to discuss units and skills.
Person responsible for monitoring outcome:	Jamaal Fairley (jfairley@gibsoncharterschool.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	i-Ready breaks down the data by different ela categories. The teachers use i-Ready and curriculum based intervention resources to differentiate the instruction per student group. During the administrative data chats, as a team we correlate the i-ready ela scale score and compare it to student grade-level determining whether the student is on track to making his/her learning gain.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	We believe that a hands on approach to targeting student gains is more effective than just watching i-ready take its course. Because students learn at different levels, the teachers assign the students the assignments based on what data shows is their weakness. We use the i-ready scale scores along with the stretch growth to determine student gains.

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.

- Use i-ready data and FAST data to identify student needs by category.
- Assign lessons, differentiated instruction to address these needs.
- Sit with administration to discuss test and i-ready scores.
- Lesson planning with instructional coach

Person Responsible   Valeska Miranda (vmiranda@gibsoncharterschool.com)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Data reflects that for the 21-22 school year, 53% of students in grades K-2nd showed not making adequate progress on i-Ready's AP3. Our plan for the 22-23 school year is to provide constant support in the classroom and outside via professional development and peer mentoring in order to assist with instructional practices in the classroom. On-going trainings with help develop novice teachers to develop strategic lesson plans to capture all learners. Anchor charts developed together with the students provide continuity.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Data reflects that for the 21-22 school year, only 31% of students in grades 3-6th scored a level 3 or higher on the statewide assessment. Our plan for the 22-23 school year is to provide constant support in the classroom and outside via professional development and peer mentoring in order to assist with instructional practices in the classroom. On-going trainings with help develop novice teachers to develop strategic lesson plans to capture all learners. Anchor charts developed together with the students provide continuity.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By the end of the 2023 school year, using the Reading Horizons progress monitoring system along with i-Ready, 30% of the overall K-2 population will be on track to passing the statewide ELA assessment.

Grades 3-5: Measureable Outcome(s)

By the end of the 2023 school year, using the Reading Horizons progress monitoring system along with i-Ready, 41% (a 10% increase from the 21-22 school year) of the 3rd - 6th population will score a proficiency score on the statewide, standardized ELA assessment.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Our areas of focus will be monitored monthly through the use of growth checks for all grade levels via i-Ready and on-going checks within the Horizons Phonics program for grades Kinder-3rd grade. Teachers will meet after diagnostics with administration to discuss data and set ongoing goals, look for data trends and provide additional support to students in need.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Miranda, Valeska, vmiranda@gibsoncharterschool.com

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The entire school will use i-Ready for on-going progress monitoring. Our primary grades, Kindergarten - 3rd grade will also use Reading Horizons for intervention and on-going monitoring of foundational skills. i-Ready will be monitored weekly for usage and passing and monthly for growth checks. Reading Horizons will be monitored monthly via the assistance of administration.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

The rationale for using i-Ready is its proven track record to capture students at their level and provide lessons that will allow them to progress. It is also very useful that teachers are able to reteach lessons before turning domains on, allowing the student to redo specific skills. Reading Horizons was selected as a new intervention program for grades Kindergarten - 3rd grade because our students have struggled with certain foundational skills. Reading Horizons will allow students to decode, spell and improve all reading strands.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Professional Learning - Both i-Ready and Reading Horizons will provide initial professional development and on-going support throughout the year for both administration and instructional staff. In partnership with sister schools, ELA teachers will go observe and be observed by other colleagues in order to equip novice teachers with outside support.	Fairley, Jamaal , 926356@dadeschools.net
Literacy Coaching- Professional support and learning via on-going coach meetings provided by Doral Leadership Institute. On-going collaboration and support from sister schools with pre and post meeting chats.	Abreu, Yaneisy, pr2060@dadeschools.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.

Theodore R. and Thelma A. Gibson Charter School is committed to building a positive school culture environment. Our primary focus is our Positive Behavior Support System that we use to improve behavioral success by using proactive techniques. Focusing on giving student consequence has proven to be ineffective in challenging students to change behavior. Students respond more favorably when they are in an environment that rewards and showcases good behavior. Students are rewarded for being active participants in demonstrating our school values. We use a character trait program that focuses each month on a positive character trait. Teachers nominate students who have reflected each trait for that month. Those students are rewarded with a special celebration and are recognized with certificates. Students are eager to be nominated for showing honesty, and responsibility. Gibson Charter School thinks outside the box in reference to dealing with students who may struggle with behavioral issues. One of the programs that we use in our school are punch cards. Students who are struggling have a chance to get a card hole punched for specific, goal-oriented behavior. Students receive a prize in which they were able to provide feedback in choosing. They have a personal stake in improving their behavior.

Our staff is equipped with book studies, and professional development opportunities for creating a positive classroom culture. Administration has an open-door policy for students, and we are accessible to our families as well. Teachers understand that they are important in creating an environment where student feel safe and cared for. Teachers start each day with an SEL activity to address any issues that may be weighing on students. It is important for us to make these connections with students each day. Our school always rewards students going above and beyond. These examples include helping a classmate in a wheelchair, returning money that was found, or befriending a new student. We have created an atmosphere of school spirit and students take pride in being a bulldog. We have students working as safety patrol to provide peer safety to our students. We also have students on the morning announcement team each day.

From an academic standpoint, we make SMART goals for each student. Data is used to effectively differentiate instruction so that all students feel empowered to make learning gains. It is important that students celebrate making learning gains each year. Students have data chats with their teachers and make attainable goals for each year. Students are comfortable with their levels and what they can do to be a successful student. In addition, we have data chats with parents as well. We provide communication with them regarding student academic goals and progress that is made. Parents are given ways that they can help support students at home. Parents, teachers, and students are sure in their roles for school success.

Gibson Charter School also partners with after school programs. This gives opportunities for students to receive Homework Help. Students also learn valuable life skills in each program. Overtown Youth Center, Touching Miami with Love, Urgent Inc; Love Unlimited are a few of the Organizations that we partner with throughout the school year. These organizations also work with the students throughout the school day to

provide an added layer of support. These partnerships allow us to create more opportunities for student learning.

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

Gibson Charter School also works with community stakeholders. It is important that we partner with community members to create a positive learning environment for our students. We make a purpose driven plan to include parents. EESAC meetings, STEM Parent Nights, Parent Academy, and i-Ready Data Chats are all used to increase parental involvement in the school. We know that parents can be a vital asset to supporting students in their education. We provide opportunities for parents to learn ways to extend instructional minutes throughout the day. Parents have an opportunity through our STEM initiative to participate in higher order thinking activities for each student. The Parent Academy Provides an opportunity for parents to be educated on important topics. This year parents will understand the dangers of Social Media and what to watch out for. In our data chats, parents are equipped to support education at home. Parents become familiar with the learning platforms and technology.

Our Board Members are made up of community stakeholders. We work together to create a mission and vision for our student body. We approve important decisions in the food to make sure that we are building the best culture for our students. We find creative ways to use our budget to be able to provide quality and impactful ways to educate our students. Our school leadership team constructs the curriculum that is best utilized by our teachers for growth. We have a transition team working with the local early childhood organizations. Gibson is currently partnering with Culmer and Jackson Dade to facilitate a working relationship with their efforts in early childhood education. We meet with their teachers and provide them feedback with their educational practices. It is our hope that their students are kindergarten ready. We are also working with community organizations to provide needed resources for our families. Serving a low-income community creates an amazing opportunity to think outside the box with resources. These resources include services such as job placement, housing, and parenting classes. Gibson also partners with other schools, churches, and local businesses to perform our Christmas Toy Drive, Thanksgiving Turkey Giveaway, and our Halloween Costume Giveaway. This year we are partnering with the University of Florida for our Healthy Schools Team. This initiative spotlights, healthy eating choices, and healthy habits. We also partner with the City of Miami Police and Fire to support our student education. The City of Miami Police Department provides our off-duty security at the school each day. They participate in our fire drills, lockdown drills, and Red Ribbon Week in our initiative to educate students on the importance of staying Drug Free. The Fire Department participates in walkthroughs of our building, school presentations as well as Field Day. The City of Miami provides an ice cream truck as a reward for our students who have made Honor Roll and those that are Character Trait Winners.