Theodore R. And Thelma A. Gibson Charter School

2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	99%
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* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (43%) 2017-18: B (61%) 2016-17: F (31%)
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	
* 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 Dade 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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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)
Elementary School KG-5	Yes	93%

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	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

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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, through STEM and Socio-Emotional Learning 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
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
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 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.*

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.*

Total number of teacher positions allocated to the school

10

Total number of students enrolled at the school

142

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

2

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

4

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	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	

Date this data was collected or last updated

Tuesday 9/14/2021

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	14	21	19	27	26	17	17	0	0	0	0	0	0	141
Attendance below 90 percent	1	2	6	4	6	12	6	0	0	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	3	1	4	2	1	0	0	0	0	0	0	0	12
Course failure in Math	1	1	1	7	4	5	5	0	0	0	0	0	0	24
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	12	8	0	0	0	0	0	0	25
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	12	7	0	0	0	0	0	0	23

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	1	4	4	5	10	7	0	0	0	0	0	0	32

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	1	4	0	0	0	0	0	0	0	0	0	7
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	14	21	19	27	26	17	17	0	0	0	0	0	0	141
Attendance below 90 percent	1	2	6	4	6	12	6	0	0	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	3	1	4	2	1	0	0	0	0	0	0	0	12
Course failure in Math	1	1	1	7	4	5	5	0	0	0	0	0	0	24
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	12	8	0	0	0	0	0	0	25
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	12	7	0	0	0	0	0	0	23

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	1	4	4	5	10	7	0	0	0	0	0	0	32

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	1	4	0	0	0	0	0	0	0	0	0	7
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				48%	62%	57%	49%	62%	56%
ELA Learning Gains				53%	62%	58%	75%	62%	55%
ELA Lowest 25th Percentile				54%	58%	53%	67%	59%	48%
Math Achievement				42%	69%	63%	46%	69%	62%
Math Learning Gains				51%	66%	62%	68%	64%	59%
Math Lowest 25th Percentile				23%	55%	51%	75%	55%	47%
Science Achievement				27%	55%	53%	50%	58%	55%

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
03	2021					
	2019	24%	60%	-36%	58%	-34%
Cohort Comparison						
04	2021					
	2019	52%	64%	-12%	58%	-6%
Cohort Comparison		-24%				
05	2021					
	2019	61%	60%	1%	56%	5%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	24%	67%	-43%	62%	-38%
Cohort Comparison						
04	2021					
	2019	67%	69%	-2%	64%	3%
Cohort Comparison		-24%				
05	2021					
	2019	33%	65%	-32%	60%	-27%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	33%	53%	-20%	53%	-20%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Gibson uses i-Ready as the main progress monitoring assessments. These assessments are done 3 times a year. Gibson also uses the district baseline and mid-year assessments provided through performance matters to monitor science in 5th grade.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0%	15%	0%
	Economically Disadvantaged	0%	15%	0%
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7%	0%	20%
	Economically Disadvantaged	7%	0%	20%
	Students With Disabilities			
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14%	34%	30%
	Economically Disadvantaged	14%	34%	30%
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12%	6%	20%
	Economically Disadvantaged	12%	6%	20%
	Students With Disabilities			
	English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25%	21%	31%
	Economically Disadvantaged	25%	21%	31%
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8%	8%	17%
	Economically Disadvantaged	8%	8%	17%
	Students With Disabilities			
	English Language Learners			

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	10%	14%	23%
	Economically Disadvantaged	10%	14%	23%
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9%	22%	51%
	Economically Disadvantaged	9%	22%	51%
	Students With Disabilities			
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	13%	27%
	Economically Disadvantaged	0%	13%	27%
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	7%	12%
	Economically Disadvantaged	0%	7%	12%
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	0%	17%
	Economically Disadvantaged	0%	0%	17%
	Students With Disabilities			
	English Language Learners			

Grade				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27%	21%	25%
	Economically Disadvantaged	27%	21%	25%
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7%	27%	41%
	Economically Disadvantaged	7%	27%	41%
	Students With Disabilities			
	English Language Learners			

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	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				

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
ELL	50			40							
BLK	48	71		47	70		46				
HSP	54	83		46	67						
FRL	49	75	67	46	68	75	50				

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	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	185
Total Components for the Federal Index	6
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	26
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	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
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?

For the most part all subgroups in ELA, Math and Science went down in all school grade components with the exception of 5th and 6th grade ELA proficiency.

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

5th Grade science on-going progress monitoring along with the FCAT 2.0 assessment results is showing a huge decrease in student proficiency.

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

The greatest contributing factor has been a decrease and unstable attendance records for these 5th graders.

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

Our 4th grade cohort showed the most improvement in the proficiency section of the math component.

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

Master teacher was switched into this grade level. Topic tests/ chapter tests had a quicker turnaround time for grading and debriefing allowing the teacher to target specific students in her differentiated instruction groups.

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

Strategic differentiated instruction using i-Ready skills based assignment along with before school tutoring will need to be implemented in order to accelerate learning. We have also incorporated a part-time interventionist to work closely with the L25% ELA group.

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.

The professional development opportunities that have been provided or will be provided is program/ curriculum based professional learning days. Early release days are used to break-down data, update D.I groups as needed and identify students with further needs if a curriculum/program based PD hasn't already been scheduled. Teachers meet with admin. and students monthly to break down data, discuss barriers and see where support is needed.

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

In order to ensure sustainability of improvement in the next year and beyond, digital trackers have been created on a OneDrive file so that it is readily available to update and see for all stakeholders. Before school i-Ready tutoring starting in September rather than in January. Monthly attendance incentive program has also been created. The administration team pulls the absent students report daily and calls the homes of the students out for a status update/excuse for being absent.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Based on the data reviewed, scores in math dropped dramatically in all grade levels including all subgroups.
Measurable Outcome:	By June 2022, it is expected that 50% of our students will make learning gains, to include students in different subgroups as a result of embedded intervention time in their schedule and before school tutoring on i-Ready.
Monitoring:	i-Ready progress monitoring will be conducted throughout the year. Administration will have monthly data chats with the math team to discuss chapter and topic tests.
Person responsible for monitoring outcome:	Jamaal Fairley (jfairley@gibsoncharterschool.com)
Evidence-based Strategy:	i-Ready breaks down the data by different math 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 math 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:	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

- Use i-ready 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	Yaneisy Abreu (yabreu@dadeschools.net)

#2. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:	Based on the data reviewed, scores in ELA dropped by more than 10% for our Hispanic and ELL population.
Measurable Outcome:	By June 2022, it is expected that 50% of our ELL population will make learning gains.
Monitoring:	i-Ready progress monitoring will be conducted throughout the year. Administration will have monthly data chats with the ELA team to discuss student progress on curriculum based assessments and fluency tests.
Person responsible for monitoring outcome:	Valeska Miranda (vmiranda@gibsoncharterschool.com)
Evidence-based Strategy:	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. If the student is a lowest 35%, the student attends Reading Intervention throughout the day for 30 minutes. During the administrative data chats, as a team we correlate the i-ready reading scale scores 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:	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

- Use i-ready 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.
- Lowest 35% of students attend Reading Intervention for 30 minutes a day.

Person Responsible	Yaneisy Abreu (yabreu@dadeschools.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Proficiency scores for 5th grade science over the years have shown to be progressively declining. External factors such a tardiness and attendance for this group have shown to be a pattern and area of weakness.
Measurable Outcome:	By June 2022, it is expected that proficiency scores will increase from 17% to 30% of the 5th graders will be proficient on the FCAT 2.0.
Monitoring:	The teacher and administration will look at the data from the district created Baseline and Mid-Year assessments along with the science topic tests. Once data is available, the teacher will debrief with the students and reteach topics that are necessary.
Person responsible for monitoring outcome:	Jamaal Fairley (jfairley@gibsoncharterschool.com)
Evidence-based Strategy:	Implementation of 21st century learning by incorporating hands on STEM activities or lab days on a weekly basis. Labs/STEM activities will be documented and students will be expected to complete an assignment.
Rationale for Evidence-based Strategy:	It is evident that not all students learn the same. Providing hand on approaches and incorporating the reading/writing assignment will target all types of learners. The teacher will use curriculum based resources to address the labs/STEM activities.

Action Steps to Implement

-Professional Development on STEM for teachers
-Lesson Planning with Instructional Coach
-Labs and Demos

Person Responsible	Yaneisy Abreu (yabreu@dadeschools.net)

#4. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	This area of focus is essential and directly relates to student achievement. Research shows that students with truancy cases and other warning indicators create a negative impact on student achievement. Based on COVID-19 and attendance tracking from the 20-21 school year, it is evident that there was an increase in truancy reports.
Measurable Outcome:	By the end of the 21-22 school year, the school would like to decrease the amount of truancy packets submitted by 10%.
Monitoring:	The excel inhouse attendance tracker requires admin. to pull daily attendance and call the homes of absent or chronic tardiness, therefore making daily communication (if needed) with the home/parent will hopefully decrease the amount of times tardiness/absences.
Person responsible for monitoring outcome:	Ailyn Rodriguez (arodriguez@gibsoncharterschool.com)
Evidence-based Strategy:	Attendance tracking and truancy packets are initiated once the threshold is met, the admin. team and instructional coach monitor grades periodically and implement interventions as needed.
Rationale for Evidence-based Strategy:	Monitoring daily/Weekly is attendance and grade reporting is crucial instead of waiting for the end of each quarter. Resources used are Gradebook, i-Ready, concierge pad and an inhouse excel sheet that tracks daily average attendance.

Action Steps to Implement

1. Check for excessive absences weekly.
2. Pull attendance tracker for 10+ unexcused absences quarterly.

Person Responsible	Ailyn Rodriguez (arodriguez@gibsoncharterschool.com)

Monitor grades bi-weekly.

Person Responsible	Valeska Miranda (vmiranda@gibsoncharterschool.com)

Additional Schoolwide Improvement Priorities

Using the 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.

Gibson Charter School does not show up on safeschoolsforalex.org.

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.

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 culture and environment at the school.

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.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				$50,875.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		100-Salaries	2060 - Theodore R. And Thelma A. Gibson Charter	Title, I Part A		$50,875.00
			Notes: Liliana Ruiz, Math Teacher			

2	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				$49,725.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		100-Salaries	2060 - Theodore R. And Thelma A. Gibson Charter	Title, I Part A		$49,725.00
			Notes: Valeska Miranda, Instructional Coach			
3	III.A.	Areas of Focus: Instructional Practice: Science				$0.00
4	III.A.	Areas of Focus: Culture & Environment: Student Attendance				$4,370.94
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		100-Salaries	2060 - Theodore R. And Thelma A. Gibson Charter	Other		$4,370.94
			Notes: Attendance Clerk - Promoting, improving and enforcement of compulsory student attendance in cooperation with parents.			
					Total:	$104,970.94