



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Gibbons Street Elementary School

1860 GIBBONS ST E

Bartow, FL 33830

863-534-7430

<http://schools.polk-fl.net/gibbons>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 83%
Alternative/ESE Center No	Charter School No	Minority Rate 68%

School Grades History

2013-14 C	2012-13 D	2011-12 C	2010-11 B	2009-10 C
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	17
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	23
Part III: Coordination and Integration	34
Appendix 1: Professional Development Plan to Support Goals	35
Appendix 2: Budget to Support Goals	36

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	3	Ella Thompson

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Gibbons Street Elementary School

Principal

Michelle Browning

School Advisory Council chair

Elizabeth Quirk

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Elizabeth Quirk	Assistant Principal
James M. Edwards	Math Coach

District-Level Information

District

Polk

Superintendent

Kathryn Leroy

Date of school board approval of SIP

9/24/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC is in effect for the duration of each school year. 51% of the School Advisory Council membership will be composed of parents who are elected to the School Advisory Council by parents. In the event that the elections do not constitute a membership that is balanced by ethnicity, race, socioeconomic status of the student population, the principal may appoint member. The SAC chairperson provides an orientation for new members during the first meeting of the year. A chairperson and co-chairperson conduct the business of the meetings with the assistance of the principal.

Involvement of the SAC in the development of the SIP

School Advisory Councils assists in the preparation, implementation, and evaluation of the School Improvement Plan, approval of the school's budget, lottery allocation and recognition funds. The Council makes recommendations and assists the school administration in all areas of school improvement. These functions are performed through participatory decision-making by parents, educators, school staff, business people, and other community members who are stakeholders in the school.

Activities of the SAC for the upcoming school year

Our by-laws are reviewed annually and are used as a guide for all SAC meetings. The Council meets quarterly at 3:30 pm in the Administration Building. The principal submits a report each month to communicate school activities, business and recommendations while encouraging SAC members' involvement. The meetings are publicized on our school marquee, and our secretary mails meeting notices as well as providing a courtesy phone reminder to all members prior to meetings.

Projected use of school improvement funds, including the amount allocated to each project

SAC funds will be used for student achievement and incentives. Amount TBD.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Michelle Browning

Principal

Years as Administrator: 6

Years at Current School: 1

Credentials

Degrees:
 B.S. Elementary Education
 M.Ed. Educational Leadership
 Certifications:
 Elementary Education 1-6
 English 5-9
 Reading Endorsement
 ESOL Endorsement
 Educational Leadership All Levels
 School Principal All Levels

Performance Record

Gibbons Street Elementary School 2012-2013:
 School Grade D, Percentage meeting high standards in reading 32%, math 47%, writing 25%, science, 41%, % learning gains: reading 49%, math 65%, adequate progress of lowest %: 43% reading, 57% math.

Boone Middle School 2011-2012:
 School Grade F, Percentage meeting high standards in reading 33%, math 26%, writing 67%, science 17%, % learning gains: reading 50%, math 51%, adequate progress of lowest %: 44% reading, 59% math, (no AYP data due to waiver).

Stambaugh Middle 2010-2011: School Grade C, Percentage meeting high standards in reading 52%, math 46%, writing 75%, science 29%, % learning gains: reading 54%, math 56%, adequate progress of lowest %: 66% reading, 66% math, AYP 79%.

Stambaugh Middle 2009-2010: School Grade C, Percentage meeting high standards in reading 55%, math 54%, writing 87%, science 31%, % learning gains: reading 63%, math 66%, adequate progress of lowest 25%: 65% reading, 63% math, AYP 79%.

Stambaugh Middle 2008-2009: School Grade B, Percentage meeting high standards in reading 57%, math 54%, writing 89%, science 34%, % learning gains: reading 61%, math 68%, adequate progress of lowest 25%: 68% reading, 72% math, AYP 82%.

Stambaugh Middle 2007-2008: School Grade C, Percentage meeting high standards in reading 57%, math 51%, writing 89%, science 30%, % learning gains: reading 60%, math 65%, adequate progress of lowest 25%: 65% reading, 69% math, AYP 77%.

Elizabeth Quirk

Asst Principal

Years as Administrator: 9

Years at Current School: 9

Credentials

Degrees:
 B.S. Elementary Education
 M.S. Elementary Education
 M.S. Educational Leadership
 Certifications:
 Early Childhood Education (Nursery/Kindergarten)
 Elementary Education 1-6
 ESOL Endorsement
 Educational Leadership All Levels

Performance Record

Gibbons Street Elementary School
 2012-2013:
 School Grade D, Percentage meeting high standards in reading 32%, math 47%, writing 25%, science, 41%, % learning gains: reading 49%, math 65%, adequate progress of lowest %: 43% reading, 57% math.
 2011-2012:
 Grade: C; Reading Mastery 33%, 68% of the students made learning gains and 75% of the bottom quartile made learning gains in Reading. Math mastery 40%, 59% of the students made learning gains and 46% of the bottom quartile made learning gains in Math. Writing mastery (3.0 or higher) 79%. Science mastery 42%. No AYP data due to waiver.
 2010-2011:
 Grade: B Reading Mastery: 63%, 61% of the students made a year's worth of Reading Progress and 67% of struggling students made a year's worth of progress in reading. Math mastery: 64%, 57% of the students made a year's worth of progress in math and 70% of struggling math students made a year's worth of gains. Writing mastery: 83%, Science Mastery: 46%. AYP: 92%, Economically Disadvantaged students did not make AYP in Reading or Math.
 2009-2010:
 Grade: C Reading Mastery: 61%, Math mastery: 61%, Writing mastery: 83%, Science Mastery: 39%. AYP: 79%, White, Black, and Economically Disadvantaged students did not make AYP in Reading or Math.
 2008-2009:
 Grade: B Reading Mastery: 73%, Math mastery: 73%, Writing mastery: 81%, Science Mastery: 34%. AYP: 97%, All sub groups made AYP in math. Black did not make AYP in reading.
 2007-2008:
 Grade: A Reading Mastery: 75%, Math mastery: 73%, Writing mastery: 76%, Science Mastery: 41%. AYP: 97%, All subgroups met AYP criteria, AYP was missed due to writing.
 2006-2007
 Grade: A Reading Mastery: 67%, Math mastery: 70%, Writing mastery: 70%, Science Mastery: 40%. AYP: 90%, Black students and SWD students did not make AYP in reading and math.

2005-2006

Grade: C Reading Mastery: 52%, Math mastery: 59%, Writing mastery: 80%. AYP: 79%, Black, Economically Disad. and SWD did not make AYP in math and reading.

2004-2005

Grade: B Reading Mastery: 63%, Math mastery: 73%, Writing mastery: 83%. AYP: 83%, Black. and SWD did not make AYP in math and reading.

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Kimberly Lumbra

Full-time / School-based

Years as Coach: 6

Years at Current School: 9

Areas

Reading/Literacy

Credentials

Degrees:

B.S. Elementary Education

Certifications:

Elementary Education K-6

Reading Endorsement

ESOL Endorsement

ESE K-12

Media Specialist K-12

Performance Record

James Edwards

Full-time / School-based

Years as Coach: 0

Years at Current School: 0

Areas

Mathematics

Credentials

Bachelors of Science-Math/Science Education

Match 6-12

General Science 5-9

Educational Leadership-All Levels

Performance Record

Classroom Teachers

of classroom teachers

28

receiving effective rating or higher

24, 86%

Highly Qualified Teachers

100%

certified in-field

26, 93%

ESOL endorsed

15, 54%

reading endorsed

2, 7%

with advanced degrees

11, 39%

National Board Certified

1, 4%

first-year teachers

4, 14%

with 1-5 years of experience

5, 18%

with 6-14 years of experience

16, 57%

with 15 or more years of experience

3, 11%

Education Paraprofessionals

of paraprofessionals

10

Highly Qualified

10, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Professional Learning Communities - Leadership Team
2. Common planning time for grade levels at least one day a week - Leadership Team

3. RHS System - Administration

4. Vertical teaming to facilitate collaboration among grade levels - Leadership Team

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Kim Lumbra and Elizabeth Quirk will mentor New Teachers. Based on years of experience they will assist new teachers with: Curriculum Development, Classroom Management, Parent/Teacher conferences, and Elegrade/Progress Monitoring

School Based Leadership Team will mentor Struggling Teachers. Based on years of experience they will assist struggling teachers with: Curriculum Development, Classroom Management, Parent/Teacher conferences, and Elegrade/Progress Monitoring

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The PS/Rtl Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The PS/Rtl Leadership Team will meet every other week (or more frequently as needed) to engage in the following activities:

- o Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- o Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
- o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal: (Required Member) The principal provides a common vision for the use of data-based decision –making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of PS/Rtl; ensures that the school-based team is implementing PS/Rtl; conducts assessment of PS/Rtl skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support PS/Rtl implementation; develops a culture of expectation with the school staff for the implementation of PS/Rtl school wide; ensures resources are assigned to those areas in most need; and communicates with

parents regarding school-based PS/RtI plans and activities.

Assistant Principal: Assists principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of PS/RtI, further assists the principal in the assessment of PS/RtI skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning PS/RtI plans and activities.

Selected General Education Teachers: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials/ instruction in tiered interventions; collaborates with general education teachers.

Reading and Math Contact: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk," assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation data-based decision making activities.

PS/RtI Behavior Representative (PBS): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.

Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

Parent Engagement Facilitator: School-to-home liaison. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Monthly Problem Solving Leadership Team meetings are held to analyze the progression of the school's MTSS and SIP. Minutes from the meetings are kept and disseminated to all team members.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Tier 1: We will use STAR to establish a recreational reading level, FAIR for Reading K-5, Discovery for Math and Science in Third through Fifth Grade, district created assessments for K-2 science, and district created prompts for writing.

Tier 2:

Tier 3: K-Bit evaluations are used in both reading and math. IDEAs will be used to retrieve data and Excel will be used for summary purposes as needed.

Teacher provided information for student behavior.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be provided during the teachers’ common planning time and sessions will occur throughout the year. The District has other mini-modules that will be provided throughout the year. The PS/Rtl Leadership Team will evaluate additional staff professional development needs during the monthly PS/Rtl Leadership Team meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students
Minutes added to school year: 30

In addition to the core curriculum, all students receive an additional 60 minutes of extended reading instruction and 30 minutes of intensive instruction intervention in the areas of reading and/or math daily.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected formally three times each year (FAIR/Discovery) and analyzed by the Leadership Team and teachers to determine students strengths/weaknesses and align curriculum and instruction. Additionally, informal data will be shared/analyzed monthly by the Leadership Team and teachers for the purpose of MTSS.

Who is responsible for monitoring implementation of this strategy?

The Leadership Team will oversee all data collection and PLCs.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Michelle Browning	Principal
Elizabeth Quirk	Assistant Principal
Lori Music	Title I Facilitator
Kimberly Lumbrá	Reading Coach
Robin Hummel	Math Coach

How the school-based LLT functions

The LLT for Gibbons Street Elementary meets monthly to discuss student data and determine what strategy changes need to be made in the classroom to ensure success for all students.

Major initiatives of the LLT

Improvement in Reading with an emphasis on creating a foundation by building background prior to introducing any new topic with a specific focus on effective strategies for teaching vocabulary and Higher Order Thinking skills.

Every Teacher Contributes to Reading Instruction**How the school ensures every teacher contributes to the reading improvement of every student**

N/A

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Gibbons Street Elementary has several programs to assist preschool children in transition from early childhood programs to elementary programs that are supervised by the Assistant Principal. This school year Gibbons Street Elementary will have 2 Head Start units.

GSE Kindergarten Round-Up allows parents and children to

- register for school
- learn about the things that parents can do to prepare their children for kindergarten
- receive necessary information

At the August orientation

- parents meet the teacher
- tour the school
- receive supply lists and other information
- students take a brief screening test

Parents are notified about the transitional programs by

- notices sent home with all elementary school students
- flyers that are put in all local daycare centers/ apartments/ churches
- notices sent to newspapers and radio stations
- GSE Parent Outreach Facilitator

Two Head Start classrooms are located on Gibbons Street Elementary Schools campus in an effort to prepare students for entering Kindergarten. 85% of the students matriculating from the GSE Pre-Kindergarten program are zoned for and attend other K-5 schools. The relevant data from the COR, Ages and Stages, and High Scope assessments for those children is distributed to the respective schools for their use. Most of GSEs Kindergarten population enters the school without having taken prior achievement inventories, and therefore, for GSE's incoming Kindergarteners, there is minimal information to disaggregate. As a method of evaluating the overall success of the transition from Preschool to Kindergarten, Kindergarten students are given the FLKRS test within the first 30 days of school to provide teachers, as well as other key personnel, valuable indicators of academic readiness and needs. The principal and assistant principal review these results.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	47%	32%	No	52%
American Indian				
Asian				
Black/African American	33%	16%	No	40%
Hispanic	45%	36%	No	51%
White	56%	40%	No	60%
English language learners	25%	33%	Yes	33%
Students with disabilities	31%	13%	No	38%
Economically disadvantaged	45%	29%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	15	15%	39%
Students scoring at or above Achievement Level 4	17	17%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		65%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	50	49%	54%
Students in lowest 25% making learning gains (FCAT 2.0)	44	43%	49%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		50%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	[data excluded for privacy reasons]		33%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			50%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	44%	47%	Yes	50%
American Indian				
Asian				
Black/African American	33%	38%	Yes	40%
Hispanic	45%	54%	Yes	51%
White	49%	47%	No	54%
English language learners	33%	47%	Yes	40%
Students with disabilities	22%	25%	Yes	30%
Economically disadvantaged	42%	43%	Yes	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	27	26%	52%
Students scoring at or above Achievement Level 4	19	18%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		60%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	67	65%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	59	57%	61%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		47%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		
Participation in STEM-related experiences provided for students	5	18%	

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	46	17%	12%
Students retained, pursuant to s. 1008.25, F.S.	34	13%	8%
Students who are not proficient in reading by third grade	8	17%	12%
Students who receive two or more behavior referrals	20	14%	9%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	34	13%	8%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Students are actively engaged in standards-based curriculum and instruction on a daily basis.
- G2.** Increase purposeful writing across all content areas.

Goals Detail

G1. Students are actively engaged in standards-based curriculum and instruction on a daily basis.

Targets Supported

Resources Available to Support the Goal

- Learning Structures
- Instructional Coaches
- Collaborative Planning
- C-PALMS

Targeted Barriers to Achieving the Goal

- Teachers lack an understanding of how to teach and assess the Florida Standards
- Lack of high expectations for all students to demonstrate mastery of the Florida Standards.

Plan to Monitor Progress Toward the Goal

Student Work Samples, Progress Monitoring Data

Person or Persons Responsible

Administration, Instructional Coaches

Target Dates or Schedule:

ongoing

Evidence of Completion:

Data should evidence student achievement toward grade level standards.

G2. Increase purposeful writing across all content areas.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- CTE

Resources Available to Support the Goal

- Reading Wonders
- 120 minute Literacy Block plus additional hour of reading allotted in master schedule
- Instructional Coaches
- Additional human capital support: Americorps tutors and Reading Pals (United Way)
- District Learning Schedules/Curriculum maps
- Collaborative planning provided within master schedule
- PLC meetings scheduled weekly

Targeted Barriers to Achieving the Goal

- Students lack grade level writing skills.
- Lack of teacher training in developing grade level lessons as well as scaffolding to support cross-curricular writing.

Plan to Monitor Progress Toward the Goal

Collection and analysis of student writing data will evidence an increase in student writing proficiency.

Person or Persons Responsible

Administration, Instructional Coaches

Target Dates or Schedule:

ongoing

Evidence of Completion:

Student writing samples, writing rubrics

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students are actively engaged in standards-based curriculum and instruction on a daily basis.

G1.B1 Teachers lack an understanding of how to teach and assess the Florida Standards

G1.B1.S1 Communication of expectations including roles and tasks for collaborative planning

Action Step 1

Implementation of pre-planning tool to facilitate teacher preparedness for collaborative planning

Person or Persons Responsible

Administration will communicate expectations to instructional staff through PLC, Instructional Coaches & Administration will develop pre-planning tool

Target Dates or Schedule

Pre-planning sheet developed by 1/17/14, communicated to staff on 1/22/14 to be implemented on 1/27/14. Ongoing for 2014-2015 school year.

Evidence of Completion

pre-planning tool, PLC agenda

Action Step 2

Weekly grade level, collaborative planning sessions will be scheduled

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Weekly as determined by instructional coaches

Evidence of Completion

weekly calendar submitted to administration, coaches' logs, sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Coaches will require sign-in sheets at all collaborative planning sessions, teachers will bring a hard copy of the pre-planning tool to the planning sessions and submit an electronic copy to administration

Person or Persons Responsible

Administration/Instructional Coaches

Target Dates or Schedule

weekly

Evidence of Completion

sign-in sheets, pre-planning sheets

Plan to Monitor Effectiveness of G1.B1.S1

Classroom Observations, Lesson Plans, Student Work Samples

Person or Persons Responsible

Administration, Instructional Coaches

Target Dates or Schedule

weekly/ongoing

Evidence of Completion

Data should evidence grade level curriculum and instruction

G1.B1.S2 Communicate expectations of Instructional Delivery

Action Step 1

Review the instructional framework from District's K-12 Literacy Plan and adopt/adapt framework to address school's needs.

Person or Persons Responsible

Administration

Target Dates or Schedule

1/29/14

Evidence of Completion

Reading and Math Instructional Framework

Action Step 2

Communicate expectations of framework to instructional staff

Person or Persons Responsible

Administration

Target Dates or Schedule

PLC 2/03/14. Ongoing for 2014-2015 school year.

Evidence of Completion

PLC Agenda

Plan to Monitor Fidelity of Implementation of G1.B1.S2

monitor pre-planning tool and lesson plans for implementation of framework, classroom walkthrough

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

pre-planning tools, lesson plans

Plan to Monitor Effectiveness of G1.B1.S2

Conduct classroom walk throughs with feedback to determine implementation of instructional framework

Person or Persons Responsible

Adminstration

Target Dates or Schedule

weekly/ongoing

Evidence of Completion

classroom walk through data

G1.B1.S3 Implement coaching cycle for planning and delivery of standards-based instruction

Action Step 1

Instructional coaches will model planning and instructional delivery for classroom teachers

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

ongoing

Evidence of Completion

coach's log, coach's anecdotal notes

Action Step 2

Instructional coaches will provide professional development to increase teacher knowledge and application of Florida Standards.

Person or Persons Responsible

Instructional coaches

Target Dates or Schedule

monthly

Evidence of Completion

Agendas, PowerPoints/Materials from PD, Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Coach's Logs will be monitored monthly to determine implementation of coaching cycle, Artifacts from PD will be monitored to determine implementation of PD trainings

Person or Persons Responsible

Administration/Instructional Coaches

Target Dates or Schedule

monthly

Evidence of Completion

Coach's Log, PD artifacts

Plan to Monitor Effectiveness of G1.B1.S3

Implementation of PD

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly/ongoing

Evidence of Completion

Classroom walkthrough data should evidence implementation of strategies delivered through PD and coaching cycle support

G1.B1.S4 Develop a system of data collection, analysis and monitoring of students' progress toward mastery of Florida Standards.

Action Step 1

Create progress monitoring tool for Florida Standards

Person or Persons Responsible

Administration, Instructional Coaches

Target Dates or Schedule

August 2014

Evidence of Completion

Progress monitoring tool

Action Step 2

Communicate expectations/purpose of progress monitoring tool to instructional staff

Person or Persons Responsible

Administration, Instructional Coaches

Target Dates or Schedule

August 2014

Evidence of Completion

PLC Agenda

Action Step 3

Train teachers on the collection, analysis and disaggregation of data to provide differentiated student support

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2014

Evidence of Completion

PD artifacts and calendar

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Monthly data chats will be conducted with teachers to determine need for differentiated support

Person or Persons Responsible

MTSS Team

Target Dates or Schedule

monthly

Evidence of Completion

MTSS log, teacher data collection/documentation form

Plan to Monitor Effectiveness of G1.B1.S4

Classroom observation during whole group and small group instruction with feedback

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2014, ongoing

Evidence of Completion

classroom walkthrough data and feedback

G1.B2 Lack of high expectations for all students to demonstrate mastery of the Florida Standards.

G1.B2.S1 Analyze student trend data (gender, ethnicity, ELL, ESE) to reach and teach all students equitably.

Action Step 1

Analyze and share trend data during monthly PLCs to plan for next steps

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2014, ongoing/monthly

Evidence of Completion

PLC agenda, trend data, next step plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Review of monthly PLC trend data and next steps

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2014, ongoing

Evidence of Completion

PLC calendar, trend data, next steps plans, classroom walkthrough calendar

Plan to Monitor Effectiveness of G1.B2.S1

Classroom observations will be conducted to ensure equitable learning opportunities are being provided to all students.

Person or Persons Responsible

Administration, Instructional Coaches

Target Dates or Schedule

August 2014, ongoing

Evidence of Completion

CWT data , Student Work Samples

G2. Increase purposeful writing across all content areas.

G2.B1 Students lack grade level writing skills.

G2.B1.S1 Use of literacy block, extra reading and iii time to provide scaffolding and necessary support to increase student achievement and writing proficiency.

Action Step 1

Analyze student writing samples and develop differentiated instructional activities to address individual students' strengths and weaknesses

Person or Persons Responsible

Grade Level Teachers, Instructional Coaches

Target Dates or Schedule

During collaborative planning sessions

Evidence of Completion

Differentiated instructional activities will be observable during classroom observations as well as documented in teachers' lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Monitor lesson plans and conduct classroom observations to ensure writing instruction is occurring in all classrooms

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans, student writing samples, classroom walk through data

Plan to Monitor Effectiveness of G2.B1.S1

Student work samples will evidence grade level writing skills as compared to grade level rubrics

Person or Persons Responsible

Administration, Instructional Coaches

Target Dates or Schedule

weekly

Evidence of Completion

Student writing artifacts, writing rubrics

G2.B2 Lack of teacher training in developing grade level lessons as well as scaffolding to support cross-curricular writing.

G2.B2.S1 Provide professional development to increase teacher knowledge and application of researched-based writing strategies in all content areas.

Action Step 1

Provide professional development on appropriate grade level writing strategies.

Person or Persons Responsible

Instructional coaches

Target Dates or Schedule

August 2014, ongoing

Evidence of Completion

PD calendar, agenda, artifacts

Action Step 2

Teachers will bring student writing artifacts to grade level PLCs to analyze, discuss and compare to anchor sets to determine the quality of student writing in all content areas

Person or Persons Responsible

Administration, Instructional Coaches

Target Dates or Schedule

Monthly PLCs, ongoing

Evidence of Completion

Anchor sets, student writing artifacts, data, writing rubrics

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Observation/participation in professional development trainings and PLCs

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2014, ongoing

Evidence of Completion

Sign-in sheets, PD calendar, PD artifacts, Data sheets

Plan to Monitor Effectiveness of G2.B2.S1

Student writing samples, classroom walk throughs and lesson plans will evidence effective implementation of appropriate grade level writing strategies.

Person or Persons Responsible

Administration, Instructional Coaches

Target Dates or Schedule

weekly

Evidence of Completion

Lesson plans, student writing samples, classroom observations

G2.B2.S2 Provide support through the coaching cycle (planning, modeling, one-to-one coaching, observations with feedback.)

Action Step 1

Facilitation of weekly grade level planning sessions

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Weekly, ongoing

Evidence of Completion

Sign-in sheets, planning agenda, lesson plans

Action Step 2

Use of coaching cycle to support teachers

Person or Persons Responsible

Instructional coaches

Target Dates or Schedule

ongoing

Evidence of Completion

Coach's Logs, Coach's calendar, direct observation of coaching cycle

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Monitor coaches' schedule to ensure utilization of coaching cycle.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas, Coach's Logs/Calendars, direct observation

Plan to Monitor Effectiveness of G2.B2.S2

Classroom observations will be conducted to evaluate effectiveness of coaching support.

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly/ongoing

Evidence of Completion

Classroom walk through data will evidence implementation of research-based writing strategies.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Title I, Part A, funds school-wide services to Gibbons Street Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

Title I, Part C- Migrant

Migrant students enrolled in Gibbons Street Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. At Gibbons Street, these funds will be used to provide substitutes, or Special Activities Pay, to facilitate curriculum development.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Gibbons Street Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

This school is a location for a summer feeding program for the community.

Housing Programs

Students with housing needs are referred to the Homeless Student Advocate.

Head Start

Head Start is located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Students are actively engaged in standards-based curriculum and instruction on a daily basis.	\$59,251
G2.	Increase purposeful writing across all content areas.	\$26,157
Total		\$85,408

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Title One - School-based	\$85,408	\$85,408
Total	\$85,408	\$85,408

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Students are actively engaged in standards-based curriculum and instruction on a daily basis.

G1.B1 Teachers lack an understanding of how to teach and assess the Florida Standards

G1.B1.S1 Communication of expectations including roles and tasks for collaborative planning

Action Step 2

Weekly grade level, collaborative planning sessions will be scheduled

Resource Type

Personnel

Resource

Title One Program Facilitator/Science Coach

Funding Source

Title One - School-based

Amount Needed

\$59,251

G2. Increase purposeful writing across all content areas.

G2.B2 Lack of teacher training in developing grade level lessons as well as scaffolding to support cross-curricular writing.

G2.B2.S1 Provide professional development to increase teacher knowledge and application of researched-based writing strategies in all content areas.

Action Step 1

Provide professional development on appropriate grade level writing strategies.

Resource Type

Personnel

Resource

Reading Coach

Funding Source

Title One - School-based

Amount Needed

\$26,157