Theodore R. And Thelma A. Gibson Charter School

2023-24

Schoolwide Improvement Plan (SIP)

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Theodore R. And Thelma A. Gibson Charter School

450 NW 14TH STREET, Miami, FL 33136

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation 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.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The SIP was developed by all stakeholders throughout meetings. Staff and students and all stakeholders are involved at the EESAC Meeting, where data is discussed and disaggregated.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored 3 times a year after Progress Monitoring is completed on both i-Ready and the FAST. Comparing what the data is telling us versus our goals, we intend the make accommodations to the students not progressing or showing the largest gap by increasing intervention and beginning after or before school tutoring.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	99%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	2	6	5	3	3	3	0	0	0	22
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	1	1	2	1	0	0	0	0	5
Course failure in Math	0	1	0	2	0	3	0	0	0	6
Level 1 on statewide ELA assessment	3	20	19	12	8	9	0	0	0	71
Level 1 on statewide Math assessment	3	21	19	11	7	8	0	0	0	69
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	20	19	12	8	9	0	0	0	71

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	21	21	11	8	7	0	0	0	71

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	1	0	6	0	0	0	0	0	10
Students retained two or more times	0	0	0	2	1	0	0	0	0	3

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	5	5	6	5	2	8	1	0	0	32
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	2	2	2	4	1	1	2	0	0	14
Course failure in Math	3	4	1	7	2	8	0	0	0	25
Level 1 on statewide ELA assessment	0	0	0	11	7	13	8	0	0	39
Level 1 on statewide Math assessment	0	0	0	10	5	16	10	0	0	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	2	2	11	7	13	8	0	0	45

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	4	7	11	4	15	7	0	0	52

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	0	0	9	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	5	5	6	5	2	8	1	0	0	32
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	2	2	2	4	1	1	2	0	0	14
Course failure in Math	3	4	1	7	2	8	0	0	0	25
Level 1 on statewide ELA assessment	0	0	0	11	7	13	8	0	0	39
Level 1 on statewide Math assessment	0	0	0	10	5	16	10	0	0	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	2	2	11	7	13	8	0	0	45

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	4	7	11	4	15	7	0	0	52

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	0	0	9	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	25	60	53	31	62	56	28		
ELA Learning Gains				67			46		
ELA Lowest 25th Percentile				91					
Math Achievement*	24	66	59	28	58	50	31		
Math Learning Gains				59			32		
Math Lowest 25th Percentile				82			30		
Science Achievement*	6	58	54	0	64	59	18		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	58	63	59						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	24
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	120
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	358
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	22	Yes	1	1
ELL	31	Yes	1	1
AMI				
ASN				
BLK	16	Yes	2	1
HSP	38	Yes	1	
MUL				
PAC				
WHT				
FRL	24	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	44			
AMI				
ASN				
BLK	36	Yes	1	
HSP	50			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
MUL				
PAC				
WHT				
FRL	51			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22**	**C & C Accel 2021-22**	**ELP Progress**
All Students	25			24			6					58
SWD	25			19							2	
ELL	18			18							3	58
AMI												
ASN												
BLK	17			25							3	
HSP	36			21							3	58
MUL												
PAC												
WHT												
FRL	26			25			6				5	55

2021-22 ACCOUNTABILITY 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**	**ELP Progress**
All Students	31	67	91	28	59	82	0					
SWD	25	67		15	60							
ELL	27	60		18	70							
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	21	69		26	62		0					
HSP	45	65		31	57							
MUL												
PAC												
WHT												
FRL	30	67	91	27	58	82	0					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	28	46		31	32	30	18					
SWD	36			27								
ELL	36			57								
AMI												
ASN												
BLK	25	38		26	31		9					
HSP	36	64		44	36							
MUL												
PAC												
WHT												
FRL	28	46		31	32	30	18					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School- District Comparison	State	School- State Comparison
05	2023 - Spring	47%	56%	-9%	54%	-7%
04	2023 - Spring	25%	58%	-33%	58%	-33%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	29%	50%	-21%	47%	-18%
03	2023 - Spring	7%	52%	-45%	50%	-43%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	59%	58%	1%	54%	5%
03	2023 - Spring	23%	63%	-40%	59%	-36%
04	2023 - Spring	31%	64%	-33%	61%	-30%
05	2023 - Spring	18%	58%	-40%	55%	-37%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	6%	50%	-44%	51%	-45%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science achievement showed the lowest performance in last year's results. Contributing to this is the pace and fluency at which our students read limiting their ability to finish the test or even read thoroughly to get the right answer.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA Achievement showed the greatest and only decline compared to the year prior. We believe that again, our students fluency and vocabulary skills hinder their ability to break down the text in a fluent manner.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that has the greatest gap when compared to the state average is our 5th grade science achievement scores. Our student's struggle with fluency and vocabulary skills, thus hindering their ability to break down the text in a fluent manner.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement is Math Achievement. Our school used Instructional Focus Calendars to make sure that we were on the right track for end of year testing. Students were also pulled out daily by administration to provide additional support.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

When reviewing the EWS data, a major concern is the number of students that scored a level 1 on both math and ELA.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Achievement levels from grades 3-5 in both math and reading
2. Science Achievement levels in 5th grade
3. Teacher Retention

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teacher retention for us was very high this year and we would like to continue our efforts in recruiting and retaining team members for the long haul.

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 2023-2024 school year, all current Gibson teachers will plan to stay for the 24-25 school year with 90% retention of the staff 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 first year 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

With the support and guidance of our team to include professional
development for categories such as curriculum, behavior management, with our Resilience curriculum 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 Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: Valeska Miranda (vmiranda@gibsoncharterschool.com)

By When: Quarterly

#2. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the data reviewed, our Black/African American subgroup tends to score lower on ELA achievement that on math and compared to other subgroups they have achieved the lower scores.

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 2023-2024 school year, our Black/African American students will achieve higher results on the FAST ELA by 10% in comparison to the 2022-2023 data.

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 and comparing the subgroups.

Person responsible for monitoring outcome:

Jamaal Fairley (jfairley@gibsoncharterschool.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: Quarterly

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In reviewing the science achievement data, science was considerably low in comparing to the state.

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 2023-2024 school year, 30% of students in the 5th grade would have showed proficiency in the science content that is measured by the FCAT 2.0 with an achievement level of 3 or higher.

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. Fluency in science passages will also be monitored and measured. These assessments will be closely monitored and will be followed by administrative data chats.

Person responsible for monitoring outcome:

Valeska Miranda (vmiranda@gibsoncharterschool.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The assessments help break down the big ideas. Throughout frequent testing and monitoring students can be targeted by specific standards. Students will take the Topic tests found on Performance matters to determine level of effectiveness throughout each skill taught.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: Quarterly

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

As a school identified as ATSI, our Area of Focus is on our Black/African American students who have scored the lowest of all subgroups. Our school's process to review the school improvement funding allocations and ensure that resources are allocated based on needs is through the disaggregation of data meeting administration has once scores are released and prior to the school year starting. Gibson Charter School students are in a very impoverished neighborhood and require lots of resources. We make sure that the resources purchased or the money that is allocated goes directly to benefit our students.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 22-23 school year, 48% of students in grades K-2nd showed not making adequate progress on i-Ready's AP3, with either 1-2 grade levels behind. Our plan for the 23-24 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 related to Reading/ELA

Data reflects that for the 22-23 school year, only 26% of students in grades 3-6th scored a level 3 or higher on the statewide assessment. Our plan for the 23-24 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 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 Measurable Outcomes

By the end of the 2024 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 Measurable Outcomes

By the end of the 2024 school year, using the Reading Horizons progress monitoring system along with i-Ready, 36% of the 3rd - 5th population will score a proficiency score on the statewide, standardized ELA assessment.

Monitoring

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 impact student achievement outcomes.

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

Description:
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:
Explain the rationale for selecting 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 evidence-based 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 continous 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.	Miranda, Valeska, vmiranda@gibsoncharterschool.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

At Gibson Charter School we provide multiple opportunities to disseminate the SIP to our stakeholders. During our Annual Title I meeting, our administration discusses the SIP and shows the parents where the plan can be found at the school and via the web. During EESAC meetings and parent nights, administration refers back to our vision/mission and goals for the year as stated on our SIP and ways we are working towards those goals. The SIP can also be found via our website at any time and in our Title I Parent Resource center located inside the conference room.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Gibson Charter School plans to build positive relationships with parents, families and other community stakeholders in many ways. The first vehicle that we will use to is to create a strong PARENT CLUB (PAWS) that will allow families to be involved in community service in the school. It is important for families to be able to attend EESAC meetings, parent nights, STEM nights and other activities. We will continue to partner with community stakeholders such as AT&T, Global Stem Academy, University of Florida, University of Miami, the Florida Marlins and many others for our academic enrichment in Science, Technology, Engineering, Arts and Math. We will also use the Parent Academy to provide opportunities for the parents to be able to support student learning at home. Topics will include the dangers of social media, building self-esteem, and supporting academics. We will begin each year by

meeting with each parent one on one with the results from the i-Ready diagnostics. Not only will each family receive the data, but they will receive explicit instruction on how to work to close learning deficits or how to improve among students who are high achievers. Parents will continue to receive information about students' progress through grading portals, DOJO, phone calls, and parent meetings. We will continue to partner with the City of Miami Police Department to build our character education program. Students will be nominated for the character trait of the month to support our Positive Behavior Support System, which is our school-wide initiative to continually create a positive school culture. Students will receive a certificate, t-shirt, pizza, and Marlins tickets as a reward. EESAC meetings will serve as an opportunity to families to be involved and made aware of school upcoming events.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Gibson Charter will continue to use a multifaceted approach to helping students increase the amount of quality learning. Intervention will be used to close the gap in the learning gains of struggling students. These students will work in small groups and focus on targeted instruction in ELA and Mathematics. Students will be charted in their performance on Topic Tests from Performance Matter to compare student item analysis of questions. These reports will be used as a guide to reteach and reinforce educational content. The school will use cross curricular teaching to provide opportunities for learning in different subjects. We purchased an indoor LU Playground that gives a digital play experience for our students. They are able to play group games that will reinforce multiplication, addition, subtraction and division concepts. Teachers will have weekly meetings with the Curriculum Resource Teacher to plan for the week. This time will be used to coach and mentor teachers. Teachers will learn valuable skills in executing lessons, following pacing guides, and keeping students engaged. Teachers will continue to work with a strategic bell to bell approach with delivering instruction. Students will be given credentials to access all books digitally for home learning. Accelerated learners will be given an opportunity through differentiated instruction to perform higher order thinking tasks and projects. The Leadership Team will work toward disaggregating data and providing additional opportunities to challenge all students regardless of their proficiency levels.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Gibson Charter School with our partnership with the University of Florida IFAS Extension Program provides a 6-week interactive nutrition course for all students. Students receive education, learning healthy eating habits, and even get the opportunity to create their own sustainable gardens. Gibson also works with the Community Action and Human Services Department to provide opportunities for our families on need. The Family and Community Services Division Provides assistance with families falling behind in rent and utilities. We also work with local Head Start Programs (YWCA, Jackson Dade Head Start, Culmer Head Start) to provide learning opportunities for parents and for staff. We provide training to their staff to support Kindergarten Readiness. Our school works with the Parent Academy and the City of Miami Police Department to provide resources for violence prevention programs. Gibson also works with Project UP-START. Project UP-START is the Education Program for Children and Youth Living in Transition in Miami-Dade. The program assists schools with the identification, enrollment, and attendance of students in transition to help ensure their successful academic achievement. Project UP-START services are available to students enrolled in Miami-Dade County Public Schools from Head Start through 12th grade who are experiencing unstable housing. Efforts are made to expedite psycho-educational evaluations for children who may be gifted or who are experiencing academic or behavioral difficulties. Project UP-START also works to increase advocacy on behalf of students through the

distribution of information to school-based personnel on issues related to unstable housing and available community resources.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

N/A

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

At Gibson, we create an open door policy with staff, students and families to ensure that we are always readily available to meet the needs of our students and staff. These include creating a system where students are responsible for their behavior and actions in the classrooms or throughout the day. We work with a progressive discipline plan and discuss with the students and parents the levels of consequences.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Gibson Charter School hosts annual "Bulldog for a Day" where the students from nearby early learning centers take a fieldtrip to our school and act as a Kindergartener for a day. This encourages students to attend "big kid" school and eases the worry of students transitioning into a larger setting.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	$0.00

3	III.B.	Area of Focus: Instructional Practice: Science	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No