

SCHOOL IMPROVEMENT PLAN 2007 - 2008

The Theodore R. and Thelma A. Gibson Charter School (2060)

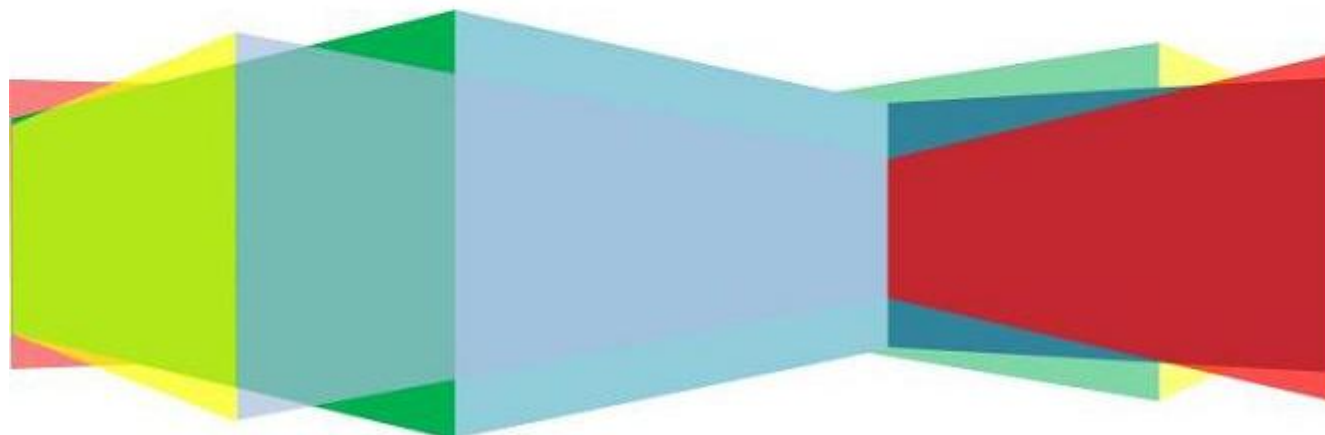
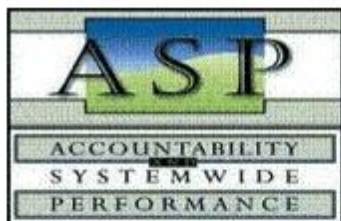
Feeder Pattern - Charter Centers

Regional Center IV

District 13 - Miami-Dade

Principal - Alina Lopez

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, the Gibson Charter School will institute an instructional program with a strong emphasis on Literacy in our sixth grade, reading materials with demonstrated success that will be employed at the school as well as supplemental materials and literacy intervention across the grade levels. A structured curriculum will be delivered through instruction that is driven by data and continuous assessment of student progress. A strong emphasis will be placed on monitoring the progress of students through a variety of assessments to include brief weekly assessments and quarterly assessments which will yield student performance data that will be carefully analyzed and used to focus instruction accordingly.

The Gibson Charter School, with a high focus in the development of the dramatic arts, will use this emphasis to supplement reading comprehension skills. All students are required to participate in drama productions which will require them to read and memorize scripts, offer them an opportunity to broaden their horizon, and increase vocabulary skills. The completion of three productions a year is required for satisfactory completion of the school year.

The Close Association of Curriculum delivery of Reading, Language Arts, Drama, and Social Studies will have a positive effect on the advancement of high achievement.

The Gibson Charter School recognizes that good instruction is the foundation that fosters learning. To address this priority high caliber professional development for teachers will be provided. Collaboration with neighboring schools and the local school district will ensure that Teachers professional development experiences are based on current, effective research that targets student's academic needs. The school administrator will be at the core of the professional development effort monitoring the services made available.

Given instruction using the Sunshine State Standards, competency based curriculum, and a school – wide emphasis on reading skills development, students in the 6th grade will improve their comprehension skills as evidenced by 58% of the students scoring at or above a Level three or higher on the 2008 FCAT Reading test.

Given instruction using the Sunshine State Standards, Competency based Curriculum, and a school – wide emphasis on mathematics skills development, students in grade 6 will improve their skills as evidenced by 62% of students scoring at or above a Level three on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, The Competency Based Curriculum, and a school-wide emphasis on writing, all students will continue to make gains throughout the year with regards to their writing skills. Due to the fact the all of the students for the 2007-2008 school year are 6th graders, they will not take the FCAT Writing + in 2008. We will continue to provide the students with instruction to help prepare them make gains in the FCAT Writing + in the 8th grade.

Given instruction using the Competency Based Curriculum and Sunshine State Standards, students will demonstrate an improvement in their science skills as evidenced by 10% gain in the number of students scoring 60% or higher on a school developed science post-test administered in the spring term of 2008 compared to the results of the pre-test administered in the fall of 2007.

Given the opportunities to volunteer, 72% of parents/guardians will complete the service requirements as per the parent contract.

The school will reduce the risk of school related injuries by 50%. Teachers will follow established procedures and guidelines established by the school district.

Given instruction using the FCAT Explorer and the Voyager Passport, student will increase their reading skills as documented by the scores of the 2007 FCAT Reading and Math test. 56% will make learning gains, and 56% will make adequate progress of the lowest 25% of the school.

Given instruction using the Sunshine State Standards and a school-wide emphasis on nutrition, students will demonstrate healthier eating choices as evidenced by a 10% increase in students eating district sponsored breakfast and lunch.

Gibson Charter School will offer electives in that will encourage students to pursue participation in the arts.

Gibson Charter School ROI percentile ranking will increase by at least one percentile point.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

2060 - THE THEODORE R. AND THELMA A. GIBSON CHARTER SCHOOL

VISION

The Vision of The Gibson Charter School is to provide an innovative challenging curriculum in an environment that furthers a philosophy of respect and high expectations for all students, parents, faculty and staff. We will provide a small school experience: classes will be small and the environment will be one in which all of the faculty know all of the students. Involvement of parents and the many resources in our community will be encouraged. We will strive to create a thirst for knowledge in all disciplines of the curriculum and enrich every student in their future educational endeavor.

MISSION

The mission of The Gibson Charter School is to prepare our students academically and socially for success in a global community with emphasis on the performing arts. The core philosophy and underlying purpose of The Gibson Charter School is reflected in the following concepts: High expectations for students and teachers, creative endeavors, as an integral part of the growth and development, increase of self-esteem through mechanisms that ensure the improvement of students self-image as learners. Student and teacher accountability and ownership of the ideal that success breeds success. These concepts are embodied in the school program and serve as a vehicle to increase learning opportunities with special emphasis on low performing students.

CORE VALUES



School Improvement Plan 2007-2008



We at Gibson Charter School believe student learning is a chief priority. Students learn best when they are actively engaged in the learning process.

Teachers, Administrations, Parents and the community share the responsibility for advancing the Gibson Charter School mission we strive for our students to become confident, self-directed, and responsible life-long learners.

School Demographics

The Gibson Charter School is temporarily located at 450 SW 4th Street in Miami Florida. The school started its first year in the Coconut Grove area in 2003 with twenty-two students in the fifth and sixth grades. In 2006-2007 the school found a temporary location due to the commencement of the new construction of the school.

In 2006-2007 there were 15 students enrolled in grades 6th through 8th due to the above-mentioned temporary change of location. The racial composition of the student body was 66% African-American, 27% Hispanic and 7% White. We anticipate an increase in enrollment for the 2007-2008 school year and a change in school demographics due to the demographics of the neighboring communities. The school served 3 specific learning disabled, and 12 standard curriculum students. The socioeconomic background of the surrounding community ranges from middle class to low as evidenced by approximately 95% of the students qualifying for free and reduced lunch.

The school uses Sunshine State Standards and Competency based Curriculum to guide the curriculum. Last year the school employed three staff members, of which one was a classroom teacher; an administrative assistant, and one part-time principal. The composition of the staff was 66% African American and 34% Hispanic. This year we hope to add a Reading Leader to increase our staff to four.

School Foundation

Leadership:

The Gibson Charter School is headed by one instructional leader, the principal. The school has a five member governing board which is composed of community leaders and parents. The Principal is responsible for the day-to-day operation of the school and providing an innovative and challenging curriculum. The Governing Board is responsible for the financial management of the school.

District Strategic Planning Alignment:

We are in the process of implementing all aspects of the secondary school reform model.

Stakeholder Engagement:

Stakeholders have input and decision-making power in various school-site decision. The EESAC encompasses a governing body of parents who meet monthly to discuss school concerns and give input.

Faculty & Staff:

Once again, Gibson Charter School has paired up with its sister school, Mater Academy East Charter Middle School. Our teachers will participate in collaboration and curriculum support with the teachers of Mater Academy East Charter Middle School. We will continue to receive guidance and support from their teachers and staff members. Our first year teachers will also be paired up with veteran teachers who will also give them support and guidance to prepare them to meet and exceed the standards established by the Gibson Charter School evaluation system. The Principal along with the Reading Leader will monitor this program.

Data/Information/Knowledge Management:

As part of our commitment to self-study and continuous improvement, we study all relevant data, thus empowering all staff to make informed decisions and curriculum adjustments based on such information.

Education Design:

The Governing Board of the school employs an instructional leader to oversee the day-to-day operation of the school and who remain responsible for the delivery of quality instruction. The Governing Boarding evaluates the work and success of the principal in ensuring the school makes consistent progress toward the goals set forth at inception of the school.

Performance Results:

Procedures at the school have decreased the tardiness and absence rate due to the school's policy of administering a referral for every unexcused absence. Constant monitoring of student absences and tardies is a priority of administrators and teachers.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning

- Different Innovative Approaches to Instruction
 - Reading (Strategies)
- Responsibility of Teaching Reading for Every Teacher
 - Reading (Strategies)
- Quality Professional Development for Teachers and Leaders
 - Reading, Math, Writing, Science, Discipline & Safety, Technology, Electives & Special Areas (Professional Development)
- Small Learning Communities (SLC)
 - Reading and Math (Strategies)
- Intensive Intervention in Reading and Mathematics
 - Reading and Math (Strategies)
- Course Choice Based on Student Goals / Interests / Talent
 - Electives & Special Areas (Goals)
- Master Schedules Based on Student Needs
 - Electives & Special Areas, Reading, Math, Writing, Science
- Parental Access and Support
 - Parental Involvement
- Applied and Integrated Courses
 - Electives & Special Areas
- Academic and Career Planning
 - Electives & Special Areas

Reading Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Reading Statement

Students at Gibson Charter School will make learning gains sufficient to acquire the knowledge, skills, and competencies to master state standards.

Needs Assessment

The results of the 2007 FCAT Reading Assessment provided through Student Performance Indicators (SPI) indicate that approximately 75% of the students in grade six, seven and eight are below grade level in Reading. Although there was an increase in the number of students that scored at or above a level 3 (from 23% to 25% in 2007), these scores indicate a great need exists to target reading instruction across the curriculum.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, competency based curriculum, and a school – wide emphasis on reading skills development, students in the 6th grade will improve their comprehension skills as evidenced by 58% of the students scoring at or above a Level three or higher on the 2008 FCAT Reading test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1.Utilize the competency – based curriculum as framework for instruction	Language Arts Teacher	8/20/2007	6/6/2008	Other/ Not Applicable	500
2.Implement a targeted reading tutoring program for students.	Language Arts Teacher	8/20/2007	6/6/2008	Continuous Improvement Model	1000
3. Continue implementation of Creating Independence Through Student Owned Strategies (CRISS), strategies across the curriculum to increase student's critical thinking abilities.	Language Arts Teacher, Administration	8/20/2007	6/6/2008	Other/ Not Applicable	0
4. Facilitate staff participation in FCAT reading in-services to improve student performance.	Language Arts Teacher, Administration	08/20/2007	6/6/2008	Other/ Not Applicable	0
5. Provide incentives for students who score at level three or above on the FCAT.	Language Arts Teachers, Administration	08/20/2007	6/6/2008	Other/ Not Applicable	300
6. Provide intensive reading for FCAT level 1 and 2 students.	Language Arts Teacher, Administration	08/20/2007	6/6/2008	Other/ Not Applicable	300
7. Utilize Reading Leader to implement a targeted reading program for each individual FCAT Level 1 and 2 students.	Administration, Reading Leader	8/20/2007	6/6/2008	Continuous Improvement Model	
8. Disaggregate and analyze data from MDCPS Quarterly Assessments to identify strengths and deficient area and develop and implement targeted benchmark instruction.	Administration, Reading Leader	8/20/2007	6/6/2008	Other/ Not Applicable	

Research-Based Programs

Expanded Voyager Program, K-12 Comprehensive Research-Based Reading Plan, CRISS, State adopted textbooks, FCAT Explorer, FCAT Simulator.

Professional Development

Provide professional development in the areas of CRISS, data analysis, FCAT Explorer, FCAT Simulation, Continuous Improvement Model, and Edusoft Training provided by MDCPS. Specific in-service workshops will be given to train teachers as to the implementation of programs used within the school (Voyager Passport, Voyager Journey, etc.)

Evaluation

Sunshine State Standards, Expanded Learning Voyager Program, Teacher informal/formal Assessments and the FCAT will be used to evaluate student achievement. We will also administer Quarterly Assessments that will also be incorporated to monitor progress throughout the year. The FCAT will be the final data of evaluation.

Mathematics Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

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Mathematics Statement

Students at Gibson Charter School will make learning gains sufficient to acquire the knowledge, skills, and competencies to master state standards.

Needs Assessment

Results of the 2007 FCAT Math Test provided through Student Performance Indicators (SPI), indicate that approximately 83% of the students in grades six, seven, and eight scored below level three. Although there was an increase in the number of students that scored at or above a level 3 (from 8% to 17% in 2007), these scores indicate that there is still a great need to target math instruction across the curriculum.

NCLB Subgroup Target

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, Competency based Curriculum, and a school – wide emphasis on mathematics skills development, students in grade 6 will improve their skills as evidenced by 62% of students scoring at or above a Level three on the 2008 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Integrate High Academic Standards and real world applications in all mathematics classes.	Math Teacher	8/20/2007	6/6/2008	Continuous Improvement Model	0
2. Administer a pre-test to gauge areas of weakness.	Math Teacher	8/20/2007	6/6/2008	Continuous Improvement Model	0
3. Conduct monthly assessments and an FCAT simulation prior to the FCAT test and review the results in mathematics classes.	Math Teacher	8/20/2007	6/6/2008	Other/ Not Applicable	
4. Provide after school targeted tutoring for students to improve FCAT performance.	Math Teacher, Administrator	8/20/2007	6/6/2008	Continuous Improvement Model	1000
5. Provide incentives for students who obtain a score at a Level 3 or higher in the FCAT.	Math Teacher, Administration	8/20/2007	6/6/2008	Other/ Not Applicable	300
6. Disaggregate and analyze data from MDCPS Quarterly Assessments to identify strengths and deficient area and develop and implement targeted benchmark instruction.	Administration, Teacher	8/20/2007	6/6/2008	Other/ Not Applicable	

Research-Based Programs

FCAT Explorer, FCAT Simulator, FCAT Tutoring and State-Adopted Textbooks.

Professional Development

Math Professional Development, in-service for Math teachers, Teaching and Learning Conferences.

Evaluation

This objective will be evaluated through structured analysis of the results of the 2008 FCAT Assessment. We will also administer Quarterly Assessments that will also be incorporated to monitor progress throughout the year.

Writing Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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Writing Statement

Given Instruction using the Competency Based Curriculum and Sunshine State Standards. Students at Gibson Charter School will achieve grade level mastery or beyond on the FCAT Writing Test.

Needs Assessment

Scores on the 2007 FCAT Writing + indicated that approximately 77% of the students in the eighth grade scored at or above FCAT level 3.5 or above.

NCLB Subgroup Target

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, The Competency Based Curriculum, and a school-wide emphasis on writing, all students will continue to make gains throughout the year with regards to their writing skills. Due to the fact the all of the students for the 2007-2008 school year are 6th graders, they will not take the FCAT Writing + in 2008. We will continue to provide the students with instruction to help prepare them make gains in the FCAT Writing + in the 8th grade.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Students will complete daily writing prompts for journals.	Language Arts Teacher	8/20/2007	6/6/2008	District-wide Literacy Plan	
2. Students will receive paragraph structure instruction.	Language Arts Teacher	8/20/2007	6/6/2008	Other/ Not Applicable	0
3. Expose students to different forms of writing and encourage student writing through essay contests.	Language Arts Teacher, Administration	8/20/2007	6/6/2008	Other/ Not Applicable	
4. Students will take monthly District-Developed Writing Assessments.	Language Arts Teacher, Administration	8/20/2007	6/6/2008	District-wide Literacy Plan	0
5. Provide staff development for process writing strategies, identifying pattern organization.	Language Arts Teacher	8/20/2007	6/6/2008	Other/ Not Applicable	

Research-Based Programs

Research-based texts will be used to deliver writing instruction during Language Arts and across the curriculum, CRISS strategies, and FCAT Explorer.

Professional Development

Provide professional development for Teachers in the areas of CRISS, data analysis, FCAT Explorer, Writing workshops and FCAT simulation.

Evaluation

The 2007 FCAT Writing Plus Subtest will be used to evaluate this objective as well as in-class teacher – made assessments and activities to include writing across the curriculum assignments.

Science Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

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Science Statement

Given instruction using the Competency Based Curriculum and Sunshine State Standards, our sixth grade students will be prepared to perform satisfactorily on the 8th grade FCAT Science Test.

Needs Assessment

As a result of work to expand and improve our Facility, certain space limitations have resulted in difficulties in providing laboratory time for our students to reinforce their conceptual knowledge through practice application opportunities.

Measurable Objective

Given instruction using the Competency Based Curriculum and Sunshine State Standards, students will demonstrate an improvement in their science skills as evidenced by 10% gain in the number of students scoring 60% or higher on a school developed science post-test administered in the spring term of 2008 compared to the results of the pre-test administered in the fall of 2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Train Teachers on the effective use of science demonstrations and laboratory facilities and equipment.	Administrator	8/20/2007	6/6/2008	Other/ Not Applicable	200
2. Develop and schedule professional growth activities in science for selected teachers that focus assessing teaching and learning using the Sunshine State Standards and Competency Based Curricula.	Administrator	8/20/2007	6/6/2008	Other/ Not Applicable	0
3. Provide professional growth activities for all Science staff to establish the scope and sequence of all science classes, and to improve the quality of teaching.	Administrator	8/20/2007	6/6/2008	Other/ Not Applicable	0
4. Implement and monitor the use of Sunshine State Standards and Competency Based Curricula relevant to science through classroom observations and collection, analysis, interpretation, and feedback of students' performance data on school practice tests.	Science Teacher	8/20/2007	6/6/2008	Other/ Not Applicable	
5. Develop and administer suitable pre- and post- tests for all science classes that can evaluate students' learning gains throughout the year.	Science Teacher, Administration	8/20/2007	6/6/2008	Other/ Not Applicable	
6. Develop and administer regular course tests to monitor progress towards objectives.	Science Teacher	8/20/2007	6/6/2008	Other/ Not Applicable	
7. Utilize pacing guides to ensure that all benchmarks are being taught to all students in a timely manner.	Teacher	8/20/2007	6/6/2008	Other/ Not Applicable	

Research-Based Programs

FCAT Simulator and FCAT Explorer.

Professional Development

Teaching and Learning Conferences, professional development for all science staff.

Evaluation

This objective will be evaluated by a school developed science pre- and post-test administered in the fall of 2007 and the spring term of 2008. Quarterly reports will provide formative assessments which will be used to monitor progress toward the stated objectives. Monthly assessments will also be incorporated as a progress monitor.

Parental Involvement Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

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Parental Involvement Statement

Increase parental involvement in school activities, student mentoring, and student academic awareness.

Needs Assessment

The level of involvement of parents will need to be highly focused on and well planned to maximize the efforts to generate increased student academic achievement, participation and support. Furthermore, with the implementation of all the new rules and regulations stipulated by law regarding the Jessica Lunsford Act, the challenge has become to handle the additional scrutiny of volunteers who have even minimal contact with children.

Measurable Objective

Given the opportunities to volunteer, 72% of parents/guardians will complete the service requirements as per the parent contract.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Develop annual parent contract requiring parents to complete 30 hours of volunteer service at the school.	Administration	8/20/2007	6/6/2008	Other/ Not Applicable	
2. Create update, and monitor parent volunteer registration log.	Administration	8/20/2007	6/6/2008	Other/ Not Applicable	0
3. Conduct Parent workshops.	Administration	8/20/2007	6/6/2008	Other/ Not Applicable	
4. Create opportunities for parents to volunteer.	Administration, Teacher	8/20/2007	6/6/2008	Other/ Not Applicable	0

Research-Based Programs

Parent Volunteer Contracts are signed and participation logs are kept.

Professional Development

Monthly parent meeting(s).

Evaluation

Document parental participation through volunteer logs and sign-in sheets.

Discipline & Safety Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Discipline & Safety Statement

Improve and utilize safety and discipline systems and guidelines to create a safe and nurturing environment for all students.

Needs Assessment

Decrease discipline referrals by 50%.

In light of the new Jessica Lunsford Act, Gibson Charter School needs to focus efforts on preventing unauthorized visitors having access to our students, and to facilitate awareness among students and parents of potential sexual predators.

Measurable Objective

The school will reduce the risk of school related injuries by 50%. Teachers will follow established procedures and guidelines established by the school district.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Administration and staff will review injury reports to correct possible problems.	Administration and Teacher	8/20/2007	6/6/2008	Other/ Not Applicable	0
2. Staff will participate in safety workshops provided by the district.	Administration	8/20/2007	6/6/2008	Other/ Not Applicable	0
3. Teachers will familiarize themselves and their students with the Code of Student Conduct.	Teacher	8/20/2007	6/6/2008	Other/ Not Applicable	0
4. Administration will make school plan available to students.	Administration	8/20/2007	6/6/2008	Other/ Not Applicable	0

Research-Based Programs

Research indicates that when children feel safe their receptiveness to learning is enhanced.

Professional Development

1. In-house discipline workshops for staff.
2. District safety workshops for staff.

Evaluation

Documentation of reduced number of discipline references. School safety report will indicate reduction in injuries.

Technology Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Technology Statement

Teachers at Gibson Charter School will regularly use Technology to enhance teaching and learning. Teachers will use technology to improve classroom management, communication, collaboration, and instruction.

Needs Assessment

1. Upgrade the quality of computers in the school.
2. Acquire software that will support instruction in all subject areas.

Measurable Objective

Given instruction using the FCAT Explorer and the Voyager Passport, student will increase their reading skills as documented by the scores of the 2007 FCAT Reading and Math test. 56% will make learning gains, and 56% will make adequate progress of the lowest 25% of the school.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Secure funding for computers.	Governing Board	8/20/2007	6/6/2008	Other/ Not Applicable	
2. Develop weekly schedule for students in computer lab.	Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	0
3. Incorporate Technology in all academic disciplines.	Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	
4. Train Teachers in the use of Edusoft.	Administration	8/20/2007	6/6/2008	Other/ Not Applicable	
5. Develop school website for use as an instructional tool.	Administration	8/20/2007	6/6/2008	Other/ Not Applicable	0

Research-Based Programs

FCAT Explorer
Voyager Passport

Professional Development

In-service workshop on the use of technology to enhance instruction. FCAT Explorer orientation workshop.

Evaluation

The evaluation component will include the FCAT as the final data of evaluation.

Health & Physical Fitness Goal

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Health & Physical Fitness Statement

To make students aware of the importance nutrition and exercise play in the maintenance of total Physical and Mental Health.

Needs Assessment

1. Incorporate a Physical Fitness program into the curriculum.
2. Include health and nutrition components as part of the Science and Social Studies curriculum.
3. Provide healthy nutritional meals as per the District School Lunch Program.

Measurable Objective

Given instruction using the Sunshine State Standards and a school-wide emphasis on nutrition, students will demonstrate healthier eating choices as evidenced by a 10% increase in students eating district sponsored breakfast and lunch.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Provide nutritionally balanced meals at lunch time.	Company Caterer	8/20/2007	6/6/2008	Other/ Not Applicable	0
2. Teachers will incorporate nutrition in weekly lessons when possible.	Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	0
3. Physical Fitness will be stressed in after-school programs.	Teacher	8/20/2007	6/6/2008	Other/ Not Applicable	0
4. Students will be taught and assessed on the functioning of the human body.	Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	0

Research-Based Programs

District School Lunch Program

Professional Development

District Health and Safety workshops for teachers.

Evaluation

Monthly Assessments

Electives & Special Areas Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Electives & Special Areas Statement

Gibson Charter School will offer students electives that will focus on the arts.

Needs Assessment

Presently, enrollment limits us to the variety of electives we can offer. An increase in enrollment will create a need for more elective offerings in the future. In addition elective courses need to be adjusted to fit current student demographic profiles.

Measurable Objective

Gibson Charter School will offer electives in that will encourage students to pursue participation in the arts.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Enroll students in the most rigorous academic program the students can handle including advanced language and higher level electives courses whenever the student's ability and class schedule permits.	Electives Teachers and students services.	8/20/2007	6/6/2008	Other/ Not Applicable	
2. Develop a new course request form in order to survey the student interest and disaggregate data and make modifications to the master schedule.	Administration	8/20/2007	6/6/2008	Other/ Not Applicable	
3. Analyze data and open new courses as appropriate within the master schedule.	Administration	8/20/2007	6/6/2008	Other/ Not Applicable	

Research-Based Programs

Sunshine State Standards will be utilized to deliver instruction in elective areas. State adopted texts will also be utilized.

Professional Development

Professional Development will be encouraged as necessary to further develop the professionalism of our special area and elective Teachers.

Evaluation

The evaluation component will include the results from the Student Interest Survey and the amount of elective courses opened for upcoming school year.

Return On Investment Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

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Return On Investment Statement

The Gibson Charter School will rank at or above the 50th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The Gibson Charter School did not receive a score ranking on the State of Florida ROI index publication. However, an increase of learning gains will in effect increase the return on investment.

Measurable Objective

Gibson Charter School ROI percentile ranking will increase by at least one percentile point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Use student data analysis results to find or construct more effective educational strategies that fit the needs of student and staff.	Principal	8/20/2007	6/6/2008	Other/ Not Applicable	0
2. Identify lowest quartile students early and provide additional assistance.	Principal	08/20/2007	6/6/2008	Other/ Not Applicable	0
3. Provide strategies to parents for their student's academic improvement.	Principal	8/20/2007	6/6/2008	Other/ Not Applicable	0
4. Continue to provide high quality teacher professional development and monitor its implementation.	Principal	8/20/2007	6/6/2088	Other/ Not Applicable	0
5. Reallocate school resources to better implement teaching, learning and class-size mandates; i.e., combine teacher aide positions into a teacher position.	Principal	8/20/2007	6/6/2008	Other/ Not Applicable	0
6. Purchase research-based materials and utilize the district warehouse for materials/supplies.	Principal	8/20/2007	6/6/2008	Other/ Not Applicable	0
7. Use purchased programs effectively and increase student participation.	Principal and Teacher	8/20/2007	6/6/2008	Other/ Not Applicable	0
8. Increase participation in programs provided by the Department of Education, such as FCAT Explorer and Florida Achieves.	Principal and Teacher	8/20/2007	6/6/2008	Other/ Not Applicable	0
9. Utilize school and district in-service training.	Principal and Teacher	8/20/2007	6/6/2008	Other/ Not Applicable	0

Research-Based Programs

See core subject area goals/objectives.

Professional Development

All staff developments that occur at Gibson Charter School will aid to increase the return investment.

Evaluation

Once the state of Florida ROI index publication comes out, Gibson Charter School will show progress toward reaching the 60th percentile.

Other Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

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Other Statement

Needs Assessment

Measurable Objective

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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Research-Based Programs

Professional Development

Evaluation

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

The EESAC Committee will be involved in most matter involving monetary expenditures. The committee will analyze expenditures regarding the school budget.

Training:

EESAC will recommend professional growth training and teacher in-service in support of the school performance excellence plan, the Sunshine State Standards, and the Competency based curriculum.

Instructional Materials:

The EESAC Committee recommends and advocates for the purchase of all instructional materials which support the school's goals and the School Improvement Plan.

Technology:

The EESAC Committee is in accordance with Infusion of Technology into all lessons. The Board of Directors/EESAC has made recommendations and approved the upgrade of the Computer Lab. EESAC is involved in the development of Goal 6 of the School Improvement Plan.

Staffing:

Board of Directors/EESAC are involved in the selection of school staff.

Student Support Services:

Board of Directors/EESAC are made aware of special services provide by the School District for our school population.

Other Matters of Resource Allocation:

The EESAC Committee supports all resources which provide benefits to students and teachers in accordance with the competency based curriculum, the Sunshine State Standards the FCAT Examination, The School Improvement Plan, and the No Child Left Behind Program.

Benchmarking:



School Improvement Plan 2007-2008



Board of Directors/EESAC are kept aware of specific curriculum issues concerning the school and deadlines for task completions.

School Safety & Discipline:

Board of Directors/EESAC were involved in the development of Goal 6 in the School Improvement Plan.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	2100
Mathematics	1300
Writing	0
Science	200
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	3600



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent