

# School Performance Plan

School Name  
Gibson, Robert O MS

Address (City, State, Zip Code, Telephone):  
3900 W Washington Ave  
Las Vegas, NV 89107-2038, (702) 799-4700

Superintendent/Assistant Chief: Pat Skorkowsky / Brenda Larsen-Mitchell

For Implementation During The Following Years: 2016-2017

**The Following MUST Be Completed:**

**Title I Status:** Served

**Designation:** Focus School

**Grade Level Served:** Middle School

**Classification:** 3 Star

**NCCAT-S:** Initial

**\*1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request  Use of Core Instructional Materials  Scheduling  Model School Visits

**Members of Planning Team \* ALL Title I schools must have a parent on their planning team that is NOT a district employee.**

Name of Member	Position	Name of Member	Position
Jennifer Jaeger	Principal	Rachel Samuel	Assistant Principal
Susan Atwell	Dean	Kristin Miller	Learning Strategist
Karen Konrad	Counselor	Peter Brown	Teacher
Robert Cohen	Teacher	Jessica Fasulo	Teacher
James Greig	Teacher	Richard Parina	Teacher
Verona Robinson	Teacher	Angela Truitt	Teacher
Jackie Chacon	Office Manager	Katie Barnes	Student

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Janet Scherer Barnes	Parent		
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## COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Teacher/Administrator Observation Data	Teacher/Administrator Observation Data	Teacher/Administrator Observation Data
Stakeholder information	Placement (Proficiency Levels)	Special Ed Policies and Procedures
Nevada Comprehensive Audit Tool for Schools (NCCAT-S)	NA	NA
NA	NA	NA
Other: STAR Testing (Reading and Math)	Other: STAR Testing (Reading and Math)	Other: STAR Testing (Reading and Math)
Other: Infinite Campus Discipline Data	Other:	Other: Infinite Campus Discipline Data

#### Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

Robert O. Gibson Middle School is a 3-star school, earning 60.67 total index points. During the spring of 2014, Gibson MS participated in the Smarter Balanced Field Test for 7th Grade mathematics. The median growth percentile (MGP) for math in sixth and eighth grade decreased from 47.0 to 44.0. The MGP for English language arts (ELA) decreased from 52.0 to 51.0, which is still above the state rate of 50.0. In looking at grade level growth summary from 6th to 7th to 8th grade, MGP scores in ELA consistently increased from 2012-2014. Eighth grade math MGP was the only measure that decreased from 54.0 to 51.0. Overall, eighth grade ELA scores increased by 7%, and eighth grade math scores increased by 5%. Sixth grade ELA scores decreased by 2%, and sixth grade math scores increased by 2%. Seventh grade ELA scores remained constant to the year prior. Response to Instruction (RTI) programs continue to be developed, enhancing Tier II instruction. In the 2013/2014 school year, Gibson began full implementation of Springboard curriculum in both ELA and math. Additionally, Gibson MS students earned high school credits for Algebra I, Spanish I, and French I. Furthermore, the first year full implementation of science technology engineering and math (STEM) curriculum led to a 15% increase eighth grade science proficiency scores.

Three-year trend data from 2012 to 2014 in ELA showed an increase from 3% to 8% of the IEP sub-population scoring at/above proficiency. The English language learners (ELL) sub-population increased from 3% to 11% scoring at/above proficiency in ELA, and the free and reduced lunch (FRL) sub-population increased from 50% to 57% scoring at/above proficiency in ELA. Three-year trend data from 2012 to 2014 in math showed a decrease from 10% to 8% of the IEP sub-population scoring at/above proficiency. The ELL sub-population decreased from 16% to 4% scoring at/above proficiency in math, and the FRL sub-population decreased from 63% to 35% scoring at/above proficiency in math. When looking at whole school data, the three-year trend demonstrated an increase from 49% to 58% scoring at/above proficiency in ELA and a decrease from 60% to 38% scoring at/above proficiency in math. However, both ELA and math proficiency levels fall below district and state averages.

STAR Reading assessment data showed an increase in reading scores in all grade levels in SY 15 as follows: sixth grade increased from 5.0 to 5.8; seventh grade increased from 5.5 to 6.4; and eighth grade increased from 6.5 to 7.3. STAR Math assessment data demonstrated an increase in math scores in all grade levels in SY 15 as follows: sixth grade increased from 5.0 to 5.8; seventh grade increased from 5.5 to 6.2; and eighth grade increased from 6.4 to 6.9.

Seventy-seven Gibson MS students earned high school credits for Algebra I (49 students), Spanish I (25 students), and French I (3 students).

Discipline data indicates an increase in overall suspensions over the last three years. In 2012-13 there were 125 suspensions; in 2013-14 that number rose to 169; and in the 2014-15 school year, the number of suspensions increased to 171.

## HOPE 2 Intervention

### Focus of Intervention:

Gibson Middle School proposes a proactive approach to reducing the number of incidents resulting in suspensions, behavior school referrals, and expulsions. This would be addressed through targeted staff development efforts designed to strengthen the community/culture on our campus. Specifically, professional learning opportunities would focus on establishing positive relationships between staff and students, promoting excellence in regard to behavior/citizenship, maintaining a high level of personal accountability, and establishing a culture of discipline, manners, and respect. The Educator Training Program at the Ron Clark Academy (RCA) in Atlanta, Georgia incorporates their mission statement throughout their teacher training program: "To deliver the highest quality educational experience where global citizens are born through advanced rigor, engaging teaching methods, and a passionate climate and culture." This focus on a "passionate climate and culture" aligns perfectly with our staff development goals. Additionally, the implementation of a rigorous curriculum/high expectations and engaging instructional practices promote student involvement in their own instructional experience, which can result in a reduction in disciplinary issues. During the 2015/2016 school year, through HOPE2 and Focus/1003(a) funding, we were able to send three teams to attend the RCA Educator Training Program. This allowed us to ensure that over 50% of our licensed staff participated in RCA professional development. Our goal is to have 100% of our staff attend RCA's intensive two day training, with the expectation that all staff members work to actively implement school-wide expectancies based on the RCA model. Additionally, Gibson Middle School staff will be expected to reach out to schools in our feeder alignment to share their experiences and begin to develop consistency within our performance zone. Furthermore, we will host visiting CCSD schools to observe the implementation of RCA strategies on our campus. We are currently working to fund a trip to RCA for the 2016/2017 school year through Focus/1003(a) monies. Funding one additional trip to RCA through HOPE2 funds would provide for 84% participation of all licensed staff. Two trips (fall & spring semester) funded through HOPE2 funding, would allow us to have 100% of our licensed staff trained in RCA pedagogy by the end of the 2016-2017 school year. In conjunction with RCA attendance, we also propose a book study based on Teach like a Champion by Doug Lemov and Norman Atkins. This book aligns well with the philosophy and techniques incorporated at RCA and provides strategies/activities that teachers can immediately implement within their programs to increase student engagement, promote academic achievement, and strengthen behavioral responsibility. Additionally, we propose hiring out-of-district consultants (RCA Teachers) to work directly with our staff as we implement school-wide initiatives based on RCA's educator training program: school rules/procedures, instructional strategies, house reward system, etc. These coaches will observe/provide feedback, deliver first-hand information on best practices/potential pitfalls, and work with Gibson staff to identify and plan for next steps. Lastly, we will continue to develop a close working relationship between the deans' and counseling offices, with a focus on providing targeted counseling to any student receiving a suspension for behaviors exhibited on school campus. The goal would be to ensure that students work with their counselor to identify and incorporate appropriate behaviors and avoid repeated disciplinary consequences. The associated costs with our proposals are as follows: RCA Training: \$44,800.00 2 Teams/Trips of twelve staff members each Cost per trip- \$22,400.00 Tuition- \$10,200.00 Travel (airfare, hotel, ground transportation, per diem)- \$9,500.00 Substitutes- \$2,700.00 Book Study: \$1,784.00 80 books Cost per book: \$22.30 Out-of-District Consultants: \$7,500 Full day training and travel expenses Targeted Counseling: \$0.00 Total Proposal: \$54,084.00

### Monitoring Plan:

Our efforts to strengthen the community/culture on our campus by establishing positive relationships between staff and students, promoting excellence in regard to behavior/citizenship, maintaining a high level of personal accountability, and establishing a culture of discipline, manners, and respect will contribute to the reduction of suspension, behavior program referrals, and expulsions. Additionally, our focus on providing counseling services in conjunction with any issued suspension will result in fewer students repeating behaviors and receiving subsequent suspensions.

### Evaluation Plan:

We will utilize primarily disciplinary statistics to track the effectiveness of this initiative: deans' referrals, RPC's, suspensions, behavior program/expulsion referrals. We will also track additional data sources to evaluate the overall impact on student achievement: attendance, grade distribution, promotion/retention, etc.

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

<b>Based on the CNA, identify all that apply:</b>	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 1:**

Reduce the overall achievement gap percentage points between highest performing and lower performing ethnic/racial subgroups in reading.

**Root Causes:**

Tier I instruction being implemented by all teachers remains inconsistent, due in part to low teacher retention. The instructional shift required by NVACS contributes to the reading proficiency gap. The assessment focus has been directed mainly toward mathematics and English language arts. Targeted, effective professional development in literacy strategies is absent in other core content areas (social studies, science, etc.)

**Measurable Objective 1:**

Reduce the overall achievement gap percentage points between highest performing and lower performing ethnic/racial subgroups in reading from 22.4 to 19.6 by 2017 as measured by state assessments.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>1.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 1.3, 1.4, 1.7</b>	

<p>Continue the use of effective engagement strategies: Kagan structures, Ron Clark Academy (RCA) instructional strategies, collaborative grouping, etc. Licensed staff, who have attended the RCA Educator Training, will increase from 51% to 100%. Instructional coaches and peer collaboration will promote literacy strategies throughout all content areas.</p>	<p>Staffing- Literacy strategist (Title I - \$75,000); class size reduction ELA (Title I - \$75,000); certified temporary tutor for AVID instruction (Title I - \$8,976). PLC and Staff Development- RCA fall trainings (HOPE2 - \$44,800); RCA spring training (1003(a) - \$22,309); out-of-district consultants/RCA teacher trainers (HOPE2 - \$7,500); substitutes for professional development and PLC -(Title I Set aside); Teach Like a Champion book study (HOPE2 - \$1,784); extra duty planning time (Title I - \$2,860 &amp; 1003(a) - \$1,364). Instructional &amp; Technology Supplies- Read 180/System 44 materials for RTI/resource ELA classes (Title I - \$4,4351); iPad cart (Title I - \$1900). Licensed Prep buy out: (Title I Set aside)</p>	<p>Informal/formal observations, professional development agendas, PLC meeting notes, participation records, staff/community surveys, walk-through/peer observation data</p>	<p>PD trainings (fall 2016 and spring 2017) - administration; weekly PLC/peer collaboration - department chairs, administration; RCA training (fall 2016 and spring 2017) - administration; book study (fall 2016) - administration, instructional coaches; certified temporary tutor - magnet coordinator; Read 180/System 44 implementation - administration, SEIF</p>	<p>N/A</p>
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<p><b>1.2 Family Engagement (Required)</b></p>		<p><b>Continuation From Last Year: No</b></p>	<p><b>NCCAT-S Indicators: 1.8, 1.9, 3.1</b></p>	
<p>Build and develop a sense of community and positive culture through implementation of RCA strategies (Gibson school wide rules/expectations &amp; house reward system). Continue to enhance family engagement through the Parent Involvement Committee and Parent Advisory Committee meetings and workshops.</p>	<p>Staffing- Licensed extra duty pay for Tamale Night (Title I - \$1,320); support staff extra duty pay for Tamale Night (Title I - \$500). Instructional &amp; Technology Supplies- Audio-visual equipment for parent meetings (Title I - \$1,486.60); instructional materials for parents (Title I - \$500). Parent Involvement- Website maintenance (Title I - \$3,600); Refreshments for monthly parent meetings (Title I - \$400)</p>	<p>Sign-in sheets, agendas, parent surveys (translated into Spanish), Infinite Campus Portal usage, committee meeting minutes/goals/timelines</p>	<p>Tamale Night (September 2016) - administration; RCA trainings (fall 2016 and spring 2017) - administration; PAC meetings (monthly) - administration</p>	<p>N/A</p>

Comments:

<p><b>1.3 Curriculum/Instruction/Assessment (Required)</b></p>		<p><b>Continuation From Last Year: Yes</b></p>	<p><b>NCCAT-S Indicators: 2.1-2.4</b></p>	
<p>RCA strategies of high expectations, engagement, and strong sense of community will be modeled and reinforced campus-wide. Continue to utilize purposeful and targeted common formative and summative assessment data to differentiate and improve instruction for all learners. Continue to employ the use of technology to increase engagement and to practice online test-taking for SBAC administration. Incorporation of class size reduction ELA teacher and learning strategist/coach/mentor to address the achievement gap in the IEP, FRL, and ELL subgroups.</p>	<p>Staffing- Literacy strategist (Title I - \$75,000); class size reduction ELA (Title I - \$75,000). Assessment- STAR Math and Reading (Title I - \$12,301). Instructional &amp; Technology Supplies- iPad cart (Title I - \$1900).</p>	<p>Lesson plans, administration observations, assessment results, STAR Math and Reading data, technology schedules, coaching/mentoring schedules</p>	<p>RCA implementation/data collection - administration, house leaders; Star data collection - instructional coaches; technology incorporation - administration, department chairs, instructional coaches</p>	<p>N/A</p>

Comments:

<p><b>1.4 Other (Optional)</b></p>	<p><b>Continuation From Last Year: Yes</b></p>	<p><b>NCCAT-S Indicators:</b></p>
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				N/A
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Comments:

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

<b>Based on the CNA, identify all that apply:</b>	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 2:**

Reduce the overall achievement gap percentage points between highest performing and lower performing ethnic/racial subgroups in math.

**Root Causes:**

Tier I instruction being implemented by all teachers remains inconsistent, due in part to low teacher retention. Teachers may be resistant to the rigorous pacing of Springboard Framework. The instructional shift required by NVACS contributes to the math proficiency gap. There is a lack of access to targeted, effective professional development in analyzing and interpreting data and math strategies across all content areas. A lack of Tier I, Tier II, and Tier III vocabulary emphasis is evident.

**Measurable Objective 1:**

Reduce the overall achievement gap percentage points between highest performing and lower performing ethnic/racial subgroups in math from 38.4 to 34 by 2017 as measured by state assessments.

<b>Monitoring Status</b>
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>2.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>  Yes	<b>NCCAT-S Indicators: 1.3, 1.4, 1.7</b>	

Improve Tier I instruction by reducing class sizes and increasing rigor with the continued focus on NEPF standards and indicators (Instructional Practices Standard 2). Continue to increase student engagement through the use of Kagan structures and RCA strategies. Foster peer collaboration/PD between math and other content areas to drive instruction.	Staffing- Math strategist (Title I - \$75,000); class size reduction math and science teachers (Title I - \$150,000). PLC and Staff Development- RCA fall trainings (HOPE2 - \$44,800); RCA spring training (Title I Set Aside); out-of-district consultants/RCA teacher trainers (HOPE2 - \$7,500); substitutes for professional development and PLC (1003(a) - \$10,800, Title I Set aside; Teach Like a Champion book study (HOPE2 - \$1,784), extra duty planning time (Title I - \$2,860 & 1003(a) - \$1,364). Instructional & technology Supplies- iPad cart (Title I - \$1900).	Informal/formal observations, professional development agendas, PLC meeting notes, participation records, staff/community surveys, walk-through/peer observation data	PD trainings (fall 2016 and spring 2017) - administration; weekly PLC/peer collaboration - department chairs, administration; RCA training (fall 2016 and spring 2017) - administration; book study (fall 2016) - administration, instructional coaches	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>2.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 1.8, 1.9, 3.1</b>	
Build and develop a sense of community and positive culture through implementation of RCA strategies (Gibson school wide rules/expectations & house reward system). Continue to enhance family engagement through the Parent Involvement Committee and Parent Advisory Committee meetings and workshops.	Staffing- Licensed extra duty pay for Tamale Night (Title I - \$1,320); support staff extra duty pay for Tamale Night (Title I - \$500). Instructional & Technology Supplies- Audio-visual equipment for parent meetings (Title I - \$1,486.60); instructional materials for parents (Title I - \$500). Parent Involvement- Refreshments for monthly parent meetings (Title I - \$400)	Sign-in sheets, agendas, parent surveys (translated into Spanish), Infinite Campus Portal usage, committee meeting minutes/goals/timelines	Tamale Night (September 2016) - administration; RCA trainings (fall 2016 and spring 2017) - administration; PAC meetings (monthly) - administration	N/A

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 2.1-2.4</b>	
RCA strategies of high expectations, engagement, and strong sense of community will be modeled and reinforced campus-wide. Continue to utilize purposeful and targeted common formative and summative assessment data to differentiate and improve instruction for all learners. Continue to employ the use of technology to increase engagement and to practice online test-taking for SBAC administration. Incorporation of class size reduction math and science teachers and learning strategist/coach/mentor to address the achievement gap in the IEP, FRL, and ELL subgroups. Provide access to credit retrieval and tutoring opportunities.	Staffing- Math strategist (Title I - \$75,000); class size reduction math and science teachers (Title I - \$150,000); prep buyouts for class size reduction and/or credit retrieval (Title I - \$20,000 & Title I Set aside); tutoring (Title I - \$3,960) Assessment- STAR Math and Reading (Title I - \$12,301). Instructional & Technology Supplies iPad cart (Title I - \$1900).	Lesson plans, administration observations, assessments and assessment results, STAR Math and reading data, technology schedules, coaching/mentoring schedules, tutoring sign-in sheets/class lists, credit retrieval lists	RCA implementation/data collection - administration, house leaders; Star data collection - instructional coaches; technology incorporation - administration, department chairs, instructional coaches	N/A

Comments:

<b>2.4 Other (Optional)</b>	<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>
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				N/A
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Comments:

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

<b>Based on the CNA, identify all that apply:</b>	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 3:**

Increase the percentage of school-based personnel trained in cultural competency.

**Root Causes:**

School-based personnel have not been trained in cultural competency and, therefore have a lack of understanding of cultural competency's impact on instruction.

**Measurable Objective 1:**

By June 2017, a majority of school staff will participate in mandatory cultural competency training as measured sign in sheets.

### Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Site administrators and staff will participate in Cultural Competency Training.	Cultural Responsiveness Framework Workshops through CCSD, facilitated by Equity and Diversity in partnership with National Academic Educational Partners and other community based organizations provided during the 2016-2017 school year.	Administrators and staff will attend workshops as part of cohort groups assigned by the Instructional Unit. Participation will be verified through Pathlore transcripts and documented successful completion of online modules.	Responsible Department: CCSD Equity and Diversity Department. Timeline: Workshops Schedule: TBD throughout the 2016-2017 school year.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>3.2 Family Engagement (Optional)</b>		<b>Continuation From Last Year: No</b>	<b>NCCAT-S Indicators:</b>	

				N/A
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Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		Continuation From Last Year: No	NCCAT-S Indicators:	
				N/A

Comments:

3.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Interventions

**Based on the CNA, identify all that apply:**

3. Strengthening the school's instructional program

**Root Causes:**

The three-year trend analysis indicates that teachers were not meeting the needs of the sub-populations due to inconsistent implementation of Tier I instruction. Engagement strategies required for school turnaround are inconsistently implemented as indicated by disciplinary data.

**Measurable Objective 1:**

The number of staff trained in Ron Clark Academy (RCA) strategies will increase from 51% to 100% by SY 17.

**Measurable Objective 2:**

100% of staff will implement and monitor RCA strategies and school-wide expectations by SY 17.

**Measurable Objective 3:**

The number of overall school suspensions will decrease by 10% from SY 16 to SY 17.

**Monitoring Status**

N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>4.1 Professional Development (Required)</b>		<b>Continuation From Last Year: No</b>	<b>NCCAT-S Indicators: 1.4, 1.5, 1.8, 3.1, 3.2, 3.4</b>	

<p>RCA provides targeted staff development designed to strengthen the sense of community and build a shared social trust among stakeholders, as well as advancing academic rigor and high standards through engaging teaching methods. RCA's intensive 2-day training is designed to build teacher skills, which will be implemented school-wide, resulting in increased student engagement and academic growth. Follow-up RCA training and whole staff mini-training sessions will be provided. In addition, a book study of Teach like a Champion will compliment teacher training through staff presentations and peer discussions. This book aligns with the RCA principles or "pillars" and provides strategies/activities that teachers can immediately implement within their programs to build relationships, increase student engagement, and promote academic growth. Furthermore, instructional coaches will address the achievement gap in the IEP, FRL, and ELL subgroups.</p>	<p>Staffing- Literacy/math strategists (Title I - \$150,000) PLC and Staff Development- RCA fall trainings (HOPE2 - \$44,800); RCA spring training (1003(a) - \$22,309); out-of-district consultants/RCA teacher trainers (HOPE2 - \$7,500); substitutes for professional development and PLC (1003(a) - \$10,800; Teach Like a Champion book study (HOPE2 - \$1,784); extra duty planning time (Title I - \$2,860 &amp; 1003(a) - \$1,364).</p>	<p>Participation records, lesson plans, discipline statistics, grade distribution, promotions/retentions, attendance data, meeting sign-ins/agendas</p>	<p>PD trainings (fall 2016 and spring 2017) - administration; weekly PLC/peer collaboration - department chairs, administration; RCA training (fall 2016 and spring 2017) - administration; book study (fall 2016) - administration, instructional coaches, problem-solving meetings (monthly) school, designated district staff; 90-day monitoring/status update meetings - school and designated district staff</p>	<p>N/A</p>
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>4.2 Family Engagement (Optional)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
				N/A

Comments:

<b>4.3 Curriculum/Instruction/Assessment (Optional)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
				N/A

Comments:

<b>4.4 Other (Optional)</b>	<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>
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				N/A
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Comments:

## COMPONENT III: Budget Plan

**COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS:** Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title I	\$420,660.00	Class size reduction teachers, learning strategists, prep buyouts, certified temporary tutor, Read 180/System 44 materials, extra duty pay, web site maintenance, technology supplies	Goals 1 and 2
1003(a)	\$41,503	PD substitutes, Star Math/Reading & Accelerated Reader, RCA training & travel, extra duty pay	Goals 1 and 2
Hope2	\$54,084.00	RCA training & travel, out-of-district consultants, PD substitutes, book study	Goals 1 and 2
Title I Set Aside	\$95,500	Licensed prep buy out, Licensed substitutes, Professional Development	Goals 1 and 2

## COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

### **1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.**

By promoting a positive school climate and having high expectations for staff and students, highly qualified and motivated teachers will want to teach at Gibson Middle School. In addition, our magnet program will continue to draw these individuals to the Gibson MS community. Gibson MSI will also continue to provide mentoring and coaching to teachers whenever needed. The implementation of the Ron Clark Academy trainings will provide professional learning opportunities, while establishing a culture of discipline, manners, and respect. Gibson MS will, consequently offer a positive work environment and a culture that is rooted in increased student achievement focusing on a passionate climate and culture.

### **2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.**

By continuing to recognize and appreciate the contributions of people from all cultures and ethnicities, while recognizing the unique needs and characteristics of magnet students, parent involvement will continue to grow. Various evening and morning events will be conducted in Spanish to meet the needs of the community. Parentlink calls will continue to be made in English and Spanish. Gibson MS will also maintain its Parent Involvement Committee to help support learning from home.

### **3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).**

5th grade to 6th grade: Gibson MS will implement a counselors' breakfast, an electives registration video, fifth grade orientation night, and Summer Scot camp. 8th grade to High School: Students will participate in high school visits, and high school presentations will be held at lunch and during assemblies. Gibson mS will provide assistance to parents on how to read high school transcripts and the Infinite Campus Parent Portal to ensure credit sufficiency. Gibson MS will also provide counseling opportunities to all eighth grade students, so that they will have a better understanding of high school requirements for graduation and elective choices.

### **4. Identify the measures that include teachers in decisions regarding the use of academic assessments.**

Gibson MS has a leadership team that meets monthly. Academic decisions are usually made at this meeting. If the decision requires the department consensus, the leadership liaison will take the topic back to department for a departmental discussion. Departments are tasked with determining how best to assess student growth and mastery of standards. Departments are required to use district mandated assessments, formative department end of unit assessments, and Pre/Post teacher-made assessments for weekly content to monitor student growth and drive instructional decisions.

### **5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts**

School improvement efforts are decided through the collaboration of administration, the leadership team, various school committees, staff/community surveys, PAC meetings, and student leadership. Monies are used to provide additional staffing, extra duty compensation, sub coverage, and professional development in order to enhance Tier I-III instruction and to build a strong shared social trust among parents, students, teachers, and all school community stakeholders.

## APPENDIX A - Professional Development Plan

### 1.1

Continue the use of effective engagement strategies: Kagan structures, Ron Clark Academy (RCA) instructional strategies, collaborative grouping, etc. Licensed staff, who have attended the RCA Educator Training, will increase from 51% to 100%. Instructional coaches and peer collaboration will promote literacy strategies throughout all content areas.

#### Goal 1 Additional PD Action Step (Optional)

### 2.1

Improve Tier I instruction by reducing class sizes and increasing rigor with the continued focus on NEPF standards and indicators (Instructional Practices Standard 2). Continue to increase student engagement through the use of Kagan structures and RCA strategies. Foster peer collaboration/PD between math and other content areas to drive instruction.

#### Goal 2 Additional PD Action Step (Optional)

### 3.1

Site administrators and staff will participate in Cultural Competency Training.

#### Goal 3 Additional PD Action Step (Optional)

### 4.1

RCA provides targeted staff development designed to strengthen the sense of community and build a shared social trust among stakeholders, as well as advancing academic rigor and high standards through engaging teaching methods. RCA's intensive 2-day training is designed to build teacher skills, which will be implemented school-wide, resulting in increased student engagement and academic growth. Follow-up RCA training and whole staff mini-training sessions will be provided. In addition, a book study of Teach like a Champion will compliment teacher training through staff presentations and peer discussions. This book aligns with the RCA principles or "pillars" and provides strategies/activities that teachers can immediately implement within their programs to build relationships, increase student engagement, and promote academic growth. Furthermore, instructional coaches will address the achievement gap in the IEP, FRL, and ELL subgroups.

#### Intervention Additional PD Action Step (Optional)

## APPENDIX B - Family Engagement Plan

### 1.2

Build and develop a sense of community and positive culture through implementation of RCA strategies (Gibson school wide rules/expectations & house reward system). Continue to enhance family engagement through the Parent Involvement Committee and Parent Advisory Committee meetings and workshops.

#### Goal 1 Additional Family Engagement Action Step (Optional)

### 2.2

Build and develop a sense of community and positive culture through implementation of RCA strategies (Gibson school wide rules/expectations & house reward system). Continue to enhance family engagement through the Parent Involvement Committee and Parent Advisory Committee meetings and workshops.

#### Goal 2 Additional Family Engagement Action Step (Optional)

### 3.2

#### Goal 3 Additional Family Engagement Action Step (Optional)

### 4.2

#### Intervention Additional Family Engagement Action Step (Optional)

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 1

**Priority Need/Goal 1:**

Reduce the overall achievement gap percentage points between highest performing and lower performing ethnic/racial subgroups in reading.

**Measurable Objective(s):**

- Reduce the overall achievement gap percentage points between highest performing and lower performing ethnic/racial subgroups in reading from 22.4 to 19.6 by 2017 as measured by state assessments.

Status
N/A

**Comments:**

**1.1 Professional Development:**

**1.2 Family Engagement:**

**1.3 Curriculum/Instruction/Assessment:**

**1.4 Other:**

	Mid-Year	End-of-Year
1.1	Continue the use of effective engagement strategies: Kagan structures, Ron Clark Academy (RCA) instructional strategies, collaborative grouping, etc. Licensed staff, who have attended the RCA Educator Training, will increase from 51% to 100%. Instructional coaches and peer collaboration will promote literacy strategies throughout all content areas.	N/A
Progress		
Barriers		
Next Steps		
1.2	Build and develop a sense of community and positive culture through implementation of RCA strategies (Gibson school wide rules/expectations & house reward system). Continue to enhance family engagement through the Parent Involvement Committee and Parent Advisory Committee meetings and workshops.	N/A
Progress		

Barriers		
Next Steps		
1.3	RCA strategies of high expectations, engagement, and strong sense of community will be modeled and reinforced campus-wide. Continue to utilize purposeful and targeted common formative and summative assessment data to differentiate and improve instruction for all learners. Continue to employ the use of technology to increase engagement and to practice online test-taking for SBAC administration. Incorporation of class size reduction ELA teacher and learning strategist/coach/mentor to address the achievement gap in the IEP, FRL, and ELL subgroups.	N/A
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 2

**Priority Need/Goal 2:**

Reduce the overall achievement gap percentage points between highest performing and lower performing ethnic/racial subgroups in math.

**Measurable Objective(s):**

- Reduce the overall achievement gap percentage points between highest performing and lower performing ethnic/racial subgroups in math from 38.4 to 34 by 2017 as measured by state assessments.

Status
N/A

**Comments:**

**2.1 Professional Development:**

**2.2 Family Engagement:**

**2.3 Curriculum/Instruction/Assessment:**

**2.4 Other:**

	Mid-Year	End-of-Year
2.1	Improve Tier I instruction by reducing class sizes and increasing rigor with the continued focus on NEPF standards and indicators (Instructional Practices Standard 2). Continue to increase student engagement through the use of Kagan structures and RCA strategies. Foster peer collaboration/PD between math and other content areas to drive instruction.	N/A
Progress		
Barriers		
Next Steps		
2.2	Build and develop a sense of community and positive culture through implementation of RCA strategies (Gibson school wide rules/expectations & house reward system). Continue to enhance family engagement through the Parent Involvement Committee and Parent Advisory Committee meetings and workshops.	N/A
Progress		

Barriers		
Next Steps		
2.3	RCA strategies of high expectations, engagement, and strong sense of community will be modeled and reinforced campus-wide. Continue to utilize purposeful and targeted common formative and summative assessment data to differentiate and improve instruction for all learners. Continue to employ the use of technology to increase engagement and to practice online test-taking for SBAC administration. Incorporation of class size reduction math and science teachers and learning strategist/coach/mentor to address the achievement gap in the IEP, FRL, and ELL subgroups. Provide access to credit retrieval and tutoring opportunities.	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 3

**Priority Need/Goal 3:**

Increase the percentage of school-based personnel trained in cultural competency.

**Measurable Objective(s):**

- By June 2017, a majority of school staff will participate in mandatory cultural competency training as measured sign in sheets.

Status
N/A

**Comments:**

**3.1 Professional Development:**

**3.2 Family Engagement:**

**3.3 Curriculum/Instruction/Assessment:**

**3.4 Other:**

	Mid-Year	End-of-Year
3.1	Site administrators and staff will participate in Cultural Competency Training.	
Progress		
Barriers		
Next Steps		
3.2		
Progress		

Barriers		
Next Steps		
3.3		
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Interventions

**Priority Need/Interventions:**

3. Strengthening the school's instructional program

**Measurable Objective(s):**

- The number of staff trained in Ron Clark Academy (RCA) strategies will increase from 51% to 100% by SY 17.
- 100% of staff will implement and monitor RCA strategies and school-wide expectations by SY 17.
- The number of overall school suspensions will decrease by 10% from SY 16 to SY 17.

Status
N/A

**Comments:**

**4.1 Professional Development:**

**4.2 Family Engagement:**

**4.3 Curriculum/Instruction/Assessment:**

**4.4 Other:**

	Mid-Year	End-of-Year
4.1	RCA provides targeted staff development designed to strengthen the sense of community and build a shared social trust among stakeholders, as well as advancing academic rigor and high standards through engaging teaching methods. RCA's intensive 2-day training is designed to build teacher skills, which will be implemented school-wide, resulting in increased student engagement and academic growth. Follow-up RCA training and whole staff mini-training sessions will be provided. In addition, a book study of Teach like a Champion will compliment teacher training through staff presentations and peer discussions. This book aligns with the RCA principles or "pillars" and provides strategies/activities that teachers can immediately implement within their programs to build relationships, increase student engagement, and promote academic growth. Furthermore, instructional coaches will address the achievement gap in the IEP, FRL, and ELL subgroups.	
Progress		
Barriers		
Next Steps		
4.2		

Progress		
Barriers		
Next Steps		
4.3		
Progress		
Barriers		
Next Steps		
4.4		
Progress		
Barriers		
Next Steps		