WELCOME TO
change

School Improvement Plan
2016-17

Gibbs High School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

Vision and Direction

School Profile

Principal:	Reuben Hepburn	SAC Chair:	Cassandra Jackson

School Vision	100% of our students to achieve post-secondary readiness and become active and contributing members of society.

School Mission	Foster cooperative relationships within our school community and create a collaborative environment in which all students graduate

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1330	1.1%	62.2%	8.0%	3.7%	25.0%	%

School Grade	2016: I	2015: C	2014: C	Title 1 School?	☒ Yes ☐ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	35	37	16	25	41	49	50	54	46		82	82
Learning Gains All	39		25									
Learning Gains L25%	26		38									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Reuben	Hepburn	FT	1-3 years
Asst Principal	Michele	Diaz	FT	1-3 years
Asst Principal	Holcombe	Nicole	FT	Less than 1 year
Asst Principal	Ija	Hawthorne	FT	4-10 years
Asst Principal	Michael	Machado	FT	1-3 years
Asst Principal	DeJuan	Patrick	FT	Less than 1 year
Asst Principal	Michael	Vasallo	FT	4-10 years
MTSS Coach	Robert	Stickney	FT	11-20 years
Inst. Coach (Literacy)	Janet	Harris	Itinerant	Less than 1 year
Inst. Coach (Math)	Lauren	Johnson	Itinerant	Less than 1 year
Select Role				
Select Role				
Total Instructional Staff: 105		Total Support Staff: 28		

School Culture for Learning

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

> *This year Gibbs High School will be implementing **restorative practices** to proactively prevent problems like bullying and violence. Research shows that restorative approaches can transform student behavior and build healthy school communities. We believe that the implementation of restorative practices along with **PBIS** will transform our school and create a positive, proactive, and preventive system.*

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

> *Clear behavior expectations with a school-wide discipline plan are communicated to all stakeholders through **student/cohort assemblies**. Pre-school training on culture building which include lesson planning that delivers a variety of ways to establish a positive classroom environment. School-wide discipline plan is revised annually ensure fidelity to the district's discipline matrix and is shared with staff during **pre-school trainings**. A **Cohort Intervention team** monitors students' academic, behavior, and attendance to intervene early to increase student success*

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

> *Counseling referrals with follow up is provided by members of our **Student Services team** (School Social Worker, School Psychologist, Teen Parent Counselor, the Guidance Department but not limited to Administrators and Teachers). We also have a variety of athletic teams and clubs that address the various needs of all student.*

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

> ***Student Services** supports for students in need of Tier 2 / 3 supports. **Child Study Team (CST)** meet twice monthly to monitor student data to increase or reduce interventions based on review of school data sources to include, but not limited to student services, school nurse recommendations, grades and discipline. **Site-Based Leadership Team (SBLT)** meets bi-weekly and utilizes DATA Warehouse, FOCUS, class-room walkthrough feedback, Discipline referrals, attendance, academics (grades) and focus groups (PLC, FSA results) to identify gaps between our campus' expected and actual current student outcomes across TIERs 1, 2, and 3. The SBLT reviews and analyzes these multiple data sources to monitor, manage, and track interventions and present a summary of data for staff and parents as appropriate.*

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

*Expectations are established through pre-school professional development activities. **Data training, SBLT, CST, and department PLC meetings** collectively and separately resulting in bi-weekly sessions for various data points. Continuing **professional development** on campus strategic goals, benchmarks, NGSSS.*

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Our school ensures that all staff members, monitor and report the achievement of school goals

⬡ **School Culture / SWBP / Key Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: *Reduce the number of discipline referrals in grades 9-12*	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Reduce disruptive referrals through classroom reintegration meetings, restorative practices, peer-to-peer mentoring, and classroom/campus culture educational opportunities for students. Reduce avoidance referrals through daily attendance calls for absences, tier 2 check-ins, and daily attendance anomalies. Provide a safe, secure and healthy learning environment where optimal student success is the focus	Holcombe
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Goal: Reduce the percentage of discipline referrals and learning gaps between Black and Non-Black students by 50%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Weekly progress monitoring of referrals and students earning 3 or more D's and/or F's Use community resources to support the students Assign peer and adult mentors Monitor data weekly	Holcombe
Optional Goal: Describe any other goal you may have related to school culture or behavior. Use only if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Standards-Based Instruction for Learning

Connections: **District Strategic Plan** ●**Goals 1,2,4,5**
Marzano Leadership ●**Domain 1,2,3,4**

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Curriculum standards alignment will be achieved through the implementation exemplar lessons which will be implemented in grade levels, modeled, co-planned with instructional coaches to increase the level of rigor in reading classroom.

In regular content-specific PLCs, teachers will analyze assessment data (Algebra EOC, US History EOC, Biology EOC, Algebra II EOC, Geometry EOC, Walkthrough Data, Carnegie FSA ELA, FSA Writing, and EOC Cycle Assessments) to emphasize standards in which students are deficient.

Teachers will also develop classroom scales, learning targets, and lesson plans collaboratively in PLCs.

The ELA department will conduct a "Walk to Intervention," targeting deficient standards for FSA writing, Emphasis will be placed on LAFS Standard 9, Analyze seminal U.S. documents of historical and literary significance.

Staff will participate in school-based and district wide professional development centered-around goals and scales, identifying critical content, and increasing rigor.

GHS will implement the principles of Universal Design for Learning in reading classes to provide students with a voice and choice to improve student engagement and ownership of learning in reading classes.

Staff will utilize pacing guides and administrators will monitor the fidelity of their implementation.

Science teachers will use the 5E instructional model, Collaboration with Instructional Coaches for Science, Math, and Literacy. Growth opportunities exist in all EOC and FSA assessed courses.

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8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Particular areas of emphasis for 2016-2017 include: Mathematics (to grow from 16% proficiency to 21%), and increasing rigor in all classes

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers will work collaboratively to assess all students using a common essays and rubrics within departments. Students will track their own progress on learning targets, goals and scales, curriculum maps, and on EOC cycle assessments. Teachers will conduct **data chats** informing students of their, FSA, EOC, and cycle assessment data. Data Chats will be formatted so students can track their personal progress in ongoing cycle assessments and target areas for growth. Teachers will analyze student mastery of learning targets in PLCs and administrators will monitor progress through **classroom walkthroughs**. Administrators and counselors will track student progress toward graduation by utilizing the GHS Academic Achievement Triangle, which will be reviewed bi-weekly by the graduation team and updated for students quarterly with the report card distribution.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Freshmen transition opportunities include: Freshman orientation night, PCCA and BETA Orientations, creation of Four-year plans, and restorative practice circles with targeted incoming 9th graders. Ongoing transitional supports in all grade levels include: cohort assemblies for all graduation cohorts, tracking individual student progress toward graduation on the GHS Academic Achievement Triangle, Khan Academy, AVID program, Saturday School, ELP, Grad Point, and Summer Bridge. Senior transition opportunities include: senior meetings focused on postsecondary preparation, Future Plans, Bright Futures meetings, Financial Aid Night, College Night, Articulation agreements with Florida A&M, Oklahoma City and SPC,

partnering with PTC to allow students to take college and career courses during the school day, establishing the City of St. Petersburg Career Center at Gibbs High School to further job opportunities in the Police and Fire departments, and ensuring that all students have access to accelerated coursework earning a college credit through AP, Dual Enrollment or Industry Certification.

⬡ **Standards-Based Instruction / Key Strategies**

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
To have the math coach work with math teachers on creating lessons for highest student achievement. Teachers will break down the standards for clarity in understanding. Scales will be developed for the standards to define levels of progress towards the goal of mastery on the standard.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teachers will track student progress on benchmark assessments and individual standards. Students will track their own progress towards understanding each standard. Progress monitoring data will be reviewed regularly by teachers and students.	Diaz

Instructional Strategy 2	
Increase rigor in science classes by utilizing the "engage," "explore," and "elaborate" phases of the 5E instructional model to provide students with common lab experiences. Teachers will collaborate with the science coach during weekly PLC sessions to develop scales with learning targets of increasing cognitive complexity aligned to their course standards. Teachers will collaborate with the science coach during weekly PLC sessions to purposefully select formative assessments that support. During lab investigations, teachers will provide the opportunity for students to make claims, test them, and defend their results with evidence.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teachers will support students as they monitor their progress mastering learning targets through data chats, checks for understanding, and differentiated instruction. Teachers will provide students with the scales they developed for their course standards.	Machado

Instructional Strategy 3	
Implement the LAFS exemplar lesson(s) which will be implemented grade levels, modeled, co-planned with the literacy coach to increase the level of rigor in reading classroom. Emphasize LAFS Standard 9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts across all curriculums.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Implementation of LAFS standards will be monitored in classroom walkthroughs, lesson plan submission, and student achievement on cycle assessments.	Hawthorne

Collaboration for Professional Growth

Connections: District Strategic Plan   ●Goals 1,2,4,5
Marzano Leadership   ●Domain 2, 4

11. Describe your school's efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

A strong professional culture supports teacher learning and shared commitments to the vision and goals through the development of shared understanding, capacities, and commitment to high expectations for all students and closing achievement gaps.

12. Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

School leaders guides and supports job-embedded, standards-based professional development that improves teaching and learning and meets diverse learning needs of every student. Through common planning periods, teachers have the opportunity to collaborate creating PLCs for the purpose of improving student achievement

⬢ Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

School leaders provide support, time, and resources for teachers and staff to examine their own beliefs, values, and practices in relation to the vision and goals for teaching and learning. Furthermore, with ongoing feedback using data, assessments, and evaluation methods that improve practice teachers are able to effectively monitor students' performance. Lastly, school leaders monitors individual professional development plans and progress for continuous improvement of teaching and learning.

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Restorative Practice Classroom Management	Summer	9th Grade Team	Create a positive culture
Math – Curriculum Writing ELA – Curriculum Writing	Summer	Math Teachers ELA Teachers	Increase student achievement - EOC
Engaging students through Technology Increasing Rigor - WICOR	Pre-school	GHS Faculty	Increase engagement and rigor
Reading Strategies – USH EOC Advanced Placement PD	Spring Year-long	US History Teachers AP Teachers	Increase student achievement

Site based behavior management – Survival Skills	Fall 2016	All teachers	Increased engagement and reduction in office referrals

Family and Community Engagement

Connections: **District Strategic Plan ●Goals 1,3,6,7**
Marzano Leadership   ●Domain 4, 5, 6

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

> *Positive collaboration and relationships between school, family, and the community are critical to the school's success. Gibbs High School builds stronger relationships with families and community members by continuously reaching out to them through Connect Ed messages from the principal, phone calls, emails, monthly newsletters, flyers, and the school website. Parents and community members are welcome to visit our campus and are included as a vital part of our learning community.*

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

> *Parents, along with their students, are consistently encouraged to monitor student progress. Parents will be trained on how to maneuver through FOCUS and interpret student data in the first Parent University with follow-up occurring at upcoming universities. Gibbs has also implemented Restorative Practice Circles, which parents participate, as a means to also monitor student progress.*

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	☐	☐	☒	☐
Families who regularly log onto PORTAL to check student grades / progress	☐	☒	☐	☐
Families who are in regular contact with teachers in person or by phone, text or email	☐	☒	☐	☐

Families who regularly visit the campus for meetings, conferences or school events	☐	☒	☐	☐
Families who report feeling welcome when visiting the campus or contacting the school	☐	☐	☐	☒

*Note: Please use your own school data resources or best estimates in completing this inventory.

⬡ Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?

Goal: *Provide a welcoming environment for families and invite them to participate as equal partners in the education of their children.*	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The school environment is clean and attractive and signage is available to help parents navigate the school campus	Patrick

Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?

Goal: *Provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school.*	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Parents participate in Parent University classes to strengthen their capacity to support learning at home	Holcombe

Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.

Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

⬡ {Section 2}– School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY?

- Count
- Percentage
- Percentage Increase
- Percentage Decrease

- All Students
  OR
- Gender
- Grade Level
- Subgroup

Content Area &
- Collaborate to…
- Complete a portfolio or performance…
- Demonstrate a behavior…
- Demonstrate a proficiency…

Select date using calendar

Narrative Box

Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	Goal Manager: Hawthorne
50% of all 9th and 10th grade students will reach proficiency level by the Spring of 2017 as measured by their performance on FSA ELA assessment	

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
• *To implement the LAFS exemplar lesson(s) which will be implemented grade levels, modeled, co-planned with the literacy coach to increase the level of rigor in reading classroom.* • *GHS will implement the principles of Universal Design for Learning in reading classes to provide students with a voice and choice.* • *To implement the use of the short response rubric in all 9th and 10th grade classes at GHS.* • *To utilize fluency and comprehension resources regularly with reading classes.* • *To emphasize standard 9 analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts*. • Teachers will utilize a common short response writing rubric. • GHS English department will assess all students using a common essay. • Teacher will receive on-going training for The Collections program. • Students will participate in Walk to Intervention during the spring semester to prepare for FSA Writing. • The English department will purchase new reading materials for classroom libraries. • Students will engage consistently on basic keyboarding practice in Freshmen Experience classes as well as AVID classes	*Teacher observation, teacher-made rubrics, scales and assessment. Write Score Data will also be a measure 3xs per year.* *Walkthrough data* *PLC meetings and minutes*
To improve the reading proficiency level of ALL students attending Gibbs High School.	*RI (Reading Inventory) will be done for progress monitoring 3 xs per year.*

Mathematics Goal	Goal Manager: *Diaz*
32% of all Algebra I, Geometry, and Algebra II students will reach proficiency level by the Spring of 2017 as measured by their performance on Algebra I, Geometry, and Algebra II EOC assessments.	

Actions / Activities in Support of Math Goal	Evidence to Measure Success
• To continue to have the math coach work with teachers on creating lessons for highest student achievement. • Teachers will track student progress on benchmark assessments and have students develop a plan of action for success.	*To increase teacher and student understanding of the standards and the steps required for mastery of each standards as demonstrated by proficiency on the cycle assessment as monitored through the teacher*

• Teachers will provide students with FSA Practice EOC Review Books, Carnegie Skills Practice Books, and Calculators. • Family night will be scheduled at the beginning of the school year and after Christmas break. • Administration will provide smaller class sizes (20:1) Student/Teacher ratio.	*developed scales for the standards and the individual student tracking forms for the standards of each chapter of instruction.*
• *Teachers will attend weekly common planning PLC to review student work, disaggregate achievement data, and plan for rigorous engaging lessons.*	*To increase opportunities for teachers to productively collaborate in analyzing student data and planning lessons to interact with new content or deepen the understanding of the content as documented by the PLC minutes and the work evidence of the teacher lesson plans.*

Science Goal	Goal Manager: Machado
50% of all Biology students will reach proficiency level by the Spring of 2017 as measured by their performance on Biology EOC assessment.	

Actions / Activities in Support of Science Goal	Evidence to Measure Success
• The Science Coach, Administrative Team and APC have developed a collaborative plan to change the course progression in the traditional program for Earth Space Science, Environmental Science and Biology. • In Collaboration with the Office of Professional Development and Gibbs High School, we will increase the Professional Development Training in Content Enhancement for all science teachers. • Teachers and administrators will conduct individual data chats with students during each of the grading periods following the cycle assessments.	*To allow more traditional students the opportunity to increase science literacy, teachers will select articles of appropriate lexile levels aligned to each of their course standards for students to read in class* *Classroom Walkthroughs* *Data Chats* *PLC meetings and minutes* *Review of Lesson Plans*
Increase Training in Content Enhancement for Teachers	*Teachers will attend district and school-based professional development and TDE training to develop lesson plans utilizing concept enhancement routines.*

⬡ Other School Goals*

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: US History	Goal Manager: Vasallo

53% of all 11th grade students will reach proficiency level by the Spring of 2017 as measured by their performance on US History EOC assessment.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
• *Teachers will routinely engage students in reading complex text while integrating vocabulary instruction.* • Teachers will engage students in DBQ practice that emphasizes data collection and analysis with written interpretive summaries. • Students will clearly understand course standards and benchmarks to develop clear learning goals that will assist them in differentiating and scaffolding their learning. • Teacher will guide students in tracking their own progress toward mastery of course standards through the use of learning target scales to increase student cognitive complexity in their written work. • To establish a summer reading list that is aligned to the standards of the course they will be taking in the fall.	*To increase opportunities for students to engage in complex texts and increase vocabulary instruction* *To allow more traditional students the opportunity to increase the level of literacy, teachers will select articles of appropriate lexile levels aligned to each of their course standards for students to read in class* *Classroom Walkthroughs* *Data Chats* *PLC meetings and minutes* *Review of Lesson Plans*
Students will track their progress on cycle assessments and set personal goals based on their achievement.	*Increase student awareness of progress and personalize learning.*

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Advanced Placement	**Goal Manager:** Vasallo
57% of all Advanced Placement students will reach a level 3 or higher in the May of 2017 as measured by their performance on their Advanced Placement Exams	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
• Have assemblies to educate students and parents on the benefits of AVID, AP & DE courses. • Use FOCUS reports to target students to academically counsel into AVID, AP & DE courses. • Bring awareness to AVID and the support it offers to students in college credit courses. • Offer Saturday school to students for additional support. • Use Future Plans results to academically counsel students.	*To increase opportunities for students to engage in complex texts and increase vocabulary instruction.* *We should experience an increase in the number of students enrolled in AP, AVID and DE Courses.* *We should experience an increase in the number of students earning college credits.*
Students will track their progress on cycle assessments and set personal goals based on their achievement.	*Increase student awareness of progress and personalize learning.*

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)

Goal Name: *Healthy School*	Goal Manager: *Machado*
Work toward Bronze Level recognition with the Alliance for a Healthier Generation	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
In 2015-16, school was eligible for national recognition in <u>2 out of 6</u> Alliance for a Healthier Generation's Healthy Schools Program Assessment modules. For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016. Target for 2016-17, is to become eligible for national recognition in <u>3 out of 6</u> Alliance for a Healthier Generation's Healthy School Program Assessment Modules.	By April 1, 2017, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

⬡ Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager: Hepburn
• Improve black student achievement in each tested area to minimize gaps, specifically decreasing proficiency gap in ELA from 34% to less than 25% and in Algebra from 46% to less than 35%. • Eliminate graduation rate gap between black and non-black students (5% in 2016).	

Actions / Activities in Support of Black Goal	**Evidence to Measure Success**
• Conduct specialized tutoring for black students in reading, writing, science and math. This will occur through ELP/Homework Club and Grade Level pullouts. • Emphasize relationships over content to motivate students to succeed including the use of individual mentors (Check & Connect). • Implementation of Restorative Practice Circles as a means of building relationships and establishing a positive culture in the classroom. • Counselors will conduct college and career data chats with all black students once per semester. • Invite Historically Black Colleges & Universities to visit our campus and speak with our Black students about the college experience. • Use of at least three school wide professional learning activities with staff from the AVID Culturally Relevant Teaching resource.	*Decrease in the number of Black students failing required courses* for graduation Decrease the Black and non-Black graduation gap Increase the number of Black students graduating and attending a four-year college.
Monthly data chats with Black students.	*Awareness of progress*.

Subgroup Goal (ELL)	Goal Manager:

Actions / Activities in Support of ELL Goal	Evidence to Measure Success

Subgroup Goal (ESE)	Goal Manager: Patrick
Our Goal is to increase the ESE graduation rate by 3%.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Bi-Weekly Cohort Intervention Team/MTSS to monitor achievement	Decrease in the number of failed courses
• *Ensure all ESE students receive accommodations for national and state ACT and SAT administrations* • *ESE Case Managers will ensure completed IEP's with up to date transition goals for every student.* • *Counselors, ESE Department Head and VE Specialist will ensure proper placement of students to provide most support possible in general education classes.*	*Review accommodations for all ESE students, submit request for appropriate accommodations to the national testing center to ensure timely approval of accommodations.* *Measure of each achievement gap at each cycle assessment* *On time IEP completion rate* *Career based programs available to students* *Counselor progress monitoring* reports

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 9th	Grade 10th	Grade 11th	Grade 12th	Grade	School #	School %
Students scoring at FSA Level 1 (ELA or Math)	143	115				258	19
Students with attendance below 90 %	83	97	110	71		361	27
Students with excessive referrals**	73	78	50	18		219	10
Students with excessive course failures**	0	0	0	0		0	0
Students exhibiting two or more indicators	19	46	52	27		144	11

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
Students' attendance will increase to 95% by the end of the school year.	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
Bi-Weekly Cohort Intervention Team/MTSS to monitor achievement.	*Decrease in the number of absences.*
School Messenger – Attendance Call Outs	*Decrease in the number of absences.*

EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Gibbs High School will implement a Restorative Practice System in our Ninth Grade Team.	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
Bi-Weekly Cohort Intervention Team/MTSS to monitor ach.	*Decrease in the number of referrals.*
Bi Weekly Meeting with our Restorative Practice Team	*Decrease in the number of referrals*

Discipline Goal – Other (as needed) Please ensure that your goal is written as a SMART goal.	
Specify	
Continued use of PBIS	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Bi-Weekly Cohort Intervention Team/MTSS to monitor achievement	Decrease in the number of referrals.
Bi Weekly Meeting with our Restorative Practice Team	Decrease in the number of referrals.

EWS – Academic Intervention

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

In the past, Gibbs High School has implemented the Homework Club (Extended Learning) to provide students with academic support. The Homework Club provides tutoring, academic assistance, and a chance for credit recovery. One important lesson learned is the need to structure our Homework Club for optimum outcome. Too many students often leads to other students losing their focus.

Early Intervention / Extended Learning Goal Please ensure that your goal is written as a SMART goal
Goal: To increase the number of students taking advantage of the ELP.

Actions / Activities in Support of Goal	**Evidence to Measure Success**
Gibbs High School will monitor our ELP daily and bi-weekly.	To increase students attendance in ELP

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	80	% with advanced degrees	40
% receiving effective rating or higher		% first-year teachers	10
% highly qualified (HQT)*	0	% with 1-5 years of experience	22.5
% certified in-field**	100	% with 6-14 years of experience	30
% ESOL endorsed	15	% with 15 or more years of experience	11.2

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S.

Describe your school's efforts to recruit and retain a highly qualified instructional staff.

All first year teachers are invited to weekly New Teacher Meetings. During those sessions teachers receive on-going support from administration and mentors in areas of curriculum, classroom management, and school policy.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Juliette	McCullum	Black	Parent
Elizabeth	Adkinson	White	Parent
Daphne	Lampley	Black	Parent
Pam	Holmes	White	Parent
Kevin	Gordon	Black	Business/Community
Renee	Holt	Black	Parent
Lisa	Schweitzer	White	Parent
Donna	Skinner	Black	Parent
Ray	Mohrman	White	Parent
Linda	Craig	White	Parent
Reuben	Hepburn	Black	Principal
Samantha	Burke	White	Parent

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

☐ Yes	☒ No *(Describe the measures being taken to meet compliance below.)*
	With the transition to a zone school demographic requirement, Gibbs High School is actively recruiting a more diverse SAC.

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☒ Yes ☐ No	Committee Approval Date: 10/17/2016

SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

☒ Yes ☐ No	Chairperson: Robert Stickney

State Days / Intervals that Team meets below.
The MTSS team meets the 1st and 3rd Tuesday of each month

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

ACT and SAT vouchers--$4000 Teacher Mini-Grants--$3000

Use this space to paste budget, if desired.