

Pinellas County Schools

Gibbs High School



2016-17 Schoolwide Improvement Plan

Gibbs High School

850 34TH ST S, St Petersburg, FL 33711

<http://www.gibbs-hs.pinellas.k12.fl.us>

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	61%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Pinellas County School Board on 9/27/2016.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Gibbs High School

DA Region and RED	DA Category and Turnaround Status
Southwest - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Gibbs High School has committed to celebrating the diversity of our student body by ensuring our Principal's Multi-cultural Advisory Committee (PMAC) plays an active role in helping our teachers and staff understand and value the cultural backgrounds of all students. Through the various activities that are offered by our active PMAC organization. They offer monthly events school-wide which are open to all students and teachers.

Literacy Leadership Team (LLT) activities that are developed by teachers and students to foster positive relationships through use of literacy. Furthermore, our Literacy Leadership Team develops culturally responsive literacy activities to further foster positive relationships between students and teachers of all cultures.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

By sharing student expectations and resources throughout the year. By offering continued guidance for students in need of assistance. By ensuring that processes are established and shared regarding school accessibility before, during and after school.

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.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

**Clear behavior expectations with a school-wide discipline plan that is communicated to students during cohort assemblies. Preschool training on culture building which consist of pre-established lesson plans that deliver a variety of ways to establish a positive classroom environment. School-wide discipline plan was revised during the summer to ensure fidelity to the district's discipline matrix and was shared with staff during preschool training. An Intervention team was established to monitor

students academic and behavior to intervene early to increase student success. **

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 training. A Cohort Intervention team monitors students' academic, behavior, and attendance to intervene early to increase student success

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

On site 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 clubs that address the various needs of all of our students. (ex. 5000 Role Models, Girlfriends, Robotics, etc.) Freshmen success classes address social-emotional topics that most freshmen experience.

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.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Because Gibbs High offers students block scheduling and 8 periods of instruction are possible on rotating A/B days, the school has developed and implemented “Freshmen, Sophomore, Junior and Senior Success” periods into which students are scheduled and supported in a curriculum that teaches students how to take ownership of their learning. If students fail a core academic semester, this success period can be converted to an immediate credit recovery period. Additionally, the school has committed to double-blocking Algebra for an entire year for a large proportion of lowest Level 1 9th grade students to provide extended time learning mathematics skills. The school regularly conducts data chats with students and teachers using real-time progress monitoring academic data.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

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, the school's Facebook page 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.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Through our Business Economics Technology Academy (BETA) magnet program and the Pinellas County Center for the Arts (PCCA) magnet program, Gibbs High School has been successful with building and sustaining partnerships with several community partners. We have partnered with several colleges and local businesses that provide enrichment opportunities for our students and families. These enrichment programs include speaking to students and families during parent engagement events, serving as guest speakers during student assemblies, and mentoring our students. Furthermore, our business and community partners provide valuable incentives and gifts to our students and teachers.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Hepburn, Reuben	Principal
Diaz, Michele	Assistant Principal
Machado, Michael	Assistant Principal
Vasallo, Michael	Assistant Principal
Hawthorne, Ija	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The administrative team oversee the instructional departments at Gibbs High School. The Team collaboratively attends and delivers instructional professional development to maintain consistency throughout the school. Walkthroughs are conducted individually and collectively to ensure that all instructional leaders are seeing the same things. Department PLC's are attended by the administrators to facilitate the sharing of data, to assist with the development of common planning and instructional techniques. The administrative team reviews school-wide data on a regular basis to ensure alignment to the strategic goals for highest student achievement within the district, area, and individual school.

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 instructional practices, 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.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Student Services supports for students in need of Tier 2 / 3 supports. Child Study Team (CST) meets 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.

Gibbs High School receives Title I funding from the federal government. The SBLT meets to determine the needs of the school and our students. The Title I funds for the 2016-2017 school year have been allocated to provide additional human resources to decrease the number of students in our core academic classes. Simultaneously, there is a decrease in the human resources and the services we can provide to our community.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Juliette McCullum	Parent
Reuben Hepburn	Principal
Elizabeth Adkinson	Parent
Daphne Lampley	Parent
Pam Holmes	Parent
Kevin Gordon	Business/Community
Renee Holt	Parent
Lisa Schweitzer	Parent
Donna skinner	Parent
Ray Mohrman	Parent
Linda Craig	Parent
Samantha Burke	Parent
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The School Advisory Council (SAC) is a team of parents, community members, and teachers representing various segments of the school-community. They work together to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget. Additionally, SAC receives funds "to be used at the discretion of the School Advisory Committee. A portion of the money should be used for implementing the school improvement plan." "The improvement plan shall include performance indicators which are measurable."

b. Development of this school improvement plan

The SIP was submitted to the SAC members. The plan was reviewed during a meeting, members were able to provide input prior to the final approval. With the transition to a zone school demographic requirement, Gibbs High School is actively recruiting a more diverse SAC. As a result of our recruitment efforts, our SAC membership includes a much greater diversity of community members. These members were responsible for the review and approval of our SIP.

c. Preparation of the school's annual budget and plan

SAC members have reviewed the school's needs assessment plan and have determined that the areas for funding shall include mini-teacher grants and school enrichment activities. Funding should be clearly earmarked for their use. These moneys may be expended only on programs or projects selected by the school advisory council. These moneys may not be used for capital improvements."

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

SAC approved several school improvement funds that focused on students achievement and college readiness. Each project varied from a minimum of \$50.00 to a maximum of \$500.00.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Hawthorne, Ija	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The literacy leadership team is designed to initiate and promote literacy goals that will enhance the academic, instructional needs of the school. This year specifically, the team will initiate, promote and monitor the Write Right Literacy Plan to ensure all areas of the school are aware of and instruct on the reporting categories for FSA. Collaboration from all stakeholders in this area will allow student academic success throughout the school and strengthen the instructional delivery.

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.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

All content areas are provided a weekly common planning time. This time is considered to be a form of professional development, since its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in lesson quality, instructional effectiveness, and student achievement. These PLC's allow for the creation of common lesson planning, common assessments and data sharing.

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.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Strategies for recruitment and retention align to components of our Teacher Mentoring program and consist of genuinely committing to our core values. New teachers have peer mentor and new teacher meetings are held throughout the year to support these developing professionals.

Periodically teachers are recognized for their hard work and accomplishments and acknowledged before their peers. Teachers receive accolades in the form of letters, notes, emails, public and private praise.

We make a point to find out and tap into the strengths of our teachers and use their talents to facilitate growth, development and leadership opportunities. Social gatherings both on campus and off are coordinated to create an atmosphere of collegiality. Team building activities are held at the start of the year to further foster a unified workplace. Teacher input is gathered through the use of surveys and input is used to improve our way of work.

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.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Teachers who are new to the profession are paired with veteran teachers within the same content area (whenever possible), and provided with a minimum of 30 minutes of face-to-face mentoring support per week. Teachers who are new to the facility are offered the support of a "collaborative partnership" with a veteran teacher, who acts in the capacity of a "teaching buddy" and provides guidance on site-specific policy, classroom management and lesson planning suggestions, and general support. There is a scheduled monthly meeting, with a pre-determined agenda that has been supplied by the district, which will include topics selected to support both mentors and mentees. Our administrative team conducts an initial meeting with all new teachers to help acclimate them to the "Gibbs" way of work and district expectations, which include the appraisal process.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

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.

GHS has implemented the district’s rigorous Standards Based Curriculum Guides and year-long pacing calendars.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

All of our students are also participating in an extended school day extending the school day 30 minutes longer each day. The additional instructional time is used to provide additional classroom instruction to students to allow time for remediation and enrichment to students. With the additional time, Gibbs in on a modified block schedule where classes meet for 90 minutes on a rotating schedule. This allows teachers the time necessary to go more in depth with differentiated classroom instruction in the form of rotations and small group instruction. Data is used to invite targeted students to the various Extended Learning Program ELP opportunities outside of the regular school day. The ELP programs allow for homework assistance, study groups, test preparation and enrichment opportunities to support students academic success.**

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.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 19,800

ELP after school tutoring for all core classes, foreign language, and industry certifications. To track the number of students participating in our ELP tutoring students log in electronically. Certified teachers for the core subjects facilitate the program to support struggling students. Peer tutors are also available to assist students. Each six weeks the teachers are given an opportunity to provide anecdotal feedback regarding the students' progress. Random spot checks are also done to add an additional element to student accountability and ongoing progress.**

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.

Strategy Rationale

During our ELP, provision is made through the following support:

After school tutoring for all core classes, foreign language, and industry certification.

Each teacher is certified in the taught content area and are our most proficient.

Therefore, they are able to differentiate the support needed while providing content specific curriculum. This allows students to have the opportunity to receive "walk in" tutoring twice a week. The support provided is totally student driven based on self identified areas of difficulties.

Courses offered – Algebra 1, Geometry, Algebra 2, Pre-Calculus, Biology, Chemistry, Earth Science, Physics, English 1, English 2, English 3, English 4, World History, US History, World Geography, Psychology, Economics, Government
Tuesday and Thursday, two hours per day.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Diaz, Michele, diazm@pcsb.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

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 post secondary 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.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Gibbs High School has established partnerships with Pinellas Technical College, SPC, Bethune Cookman University, Florida A&M University, Oklahoma City University and Keiser University. These collegiate partnerships have enabled our students to receive early acceptance status, scholarships and internships. In addition to our collegiate partnership, Gibbs High School has established business partnerships with American Express, Achieva Credit Union, and Fifth-third Bank. These partnerships have provided our students with opportunities that extend beyond secondary education.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Below is a list of pathways and the industry certification that can be earned.

Business Supervision and Management
Digital Media Technology
Networking Support Services
Digital Design Pathways
Gaming and Design Pathways
Food Science Safety Technology
Early Childhood Development

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Through the use of interdisciplinary teams we are able to integrate career and technical education with academic courses. The focus this year will be teaming our career and technical education teachers with our reading teachers. The intent behind this teaming concept is to increase the reading skills of our students through the teaching and learning of career and technical education.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Below are a list of strategies that are being employed by Gibbs High School this year.

- 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** History Goal: 55% of all 11th grade students will reach proficiency level by the Spring of 2017 as measured by their performance on US History EOC assessment.
- G2.** Science Goal: 50% of all Biology students will reach proficiency level by the Spring of 2017 as measured by their performance on Biology EOC assessment.
- G3.** Mathematics Goal: 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.
- G4.** ELA/Reading Goal: 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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. History Goal: 55% of all 11th grade students will reach proficiency level by the Spring of 2017 as measured by their performance on US History EOC assessment. 1a

G084858

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	55.0

Targeted Barriers to Achieving the Goal 3

- Eleventh grade attendance is a barrier.

Resources Available to Help Reduce or Eliminate the Barriers 2

- 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.

Plan to Monitor Progress Toward G1. 8

This Goal will be monitored through the Social Studies Dept. & MTSS Team

- Classroom Walkthroughs
- Data Chats
- Bi-Weekly PLC meetings and minutes
- Bi-Weekly Review of Lesson Plans

Person Responsible

Michael Vasallo

Schedule

Biweekly, from 8/10/2016 to 6/1/2017

Evidence of Completion

There should be an increase in the attendance rate of eleventh grade students. Also, we should see an increase performance on the U.S. History Cycle Assessments.

G2. Science Goal: 50% of all Biology students will reach proficiency level by the Spring of 2017 as measured by their performance on Biology EOC assessment. 1a

G084859

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	50.0

Targeted Barriers to Achieving the Goal 3

- Students inability to read the material is a result of the number of Level 1 and 2 Readers enrolled in Biology.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development Training is needed for teachers.

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Michael Machado

Schedule

Weekly, from 8/10/2016 to 6/1/2017

Evidence of Completion

The evidence can be found in the Classroom Walk Through Data, and PLC Meetings.

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Michael Machado

Schedule

Semiannually, from 8/1/2016 to 6/1/2017

Evidence of Completion

Sign in Sheets/District LMS records

G3. Mathematics Goal: 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. 1a

G084860

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	32.0
Geometry EOC Pass Rate	32.0
Algebra II EOC Pass Rate	32.0

Targeted Barriers to Achieving the Goal 3

- Additional time needed for remediation and reteaching.

Resources Available to Help Reduce or Eliminate the Barriers 2

- 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.
- 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.

Plan to Monitor Progress Toward G3. 8

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 developed scales for the standards and the individual student tracking forms for the standards of each chapter of instruction.

Person Responsible

Michele Diaz

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Evidence will be collected through Classroom Walk Throughs and classroom observations.

G4. ELA/Reading Goal: 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 **1a**

G084861

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal **3**

- Students inability to read the material is a result of the number of Level 1 and 2 Readers enrolled in ELA courses.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- 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

Plan to Monitor Progress Toward G4. **8**

- Teachers will utilize a common short response writing rubric.
- GHS English department will assess all students using a common essay.

Person Responsible

Ija Hawthorne

Schedule

Quarterly, from 8/10/2016 to 6/1/2017

Evidence of Completion

An increase number of students passing the FSA ELA assessment.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. History Goal: 55% of all 11th grade students will reach proficiency level by the Spring of 2017 as measured by their performance on US History EOC assessment. **1**

 G084858

G1.B1 Eleventh grade attendance is a barrier. **2**

 B225635

G1.B1.S1 Offer after school tutoring and Saturday school to students that need to make up time out of class and additional support. **4**

 S238023

Strategy Rationale

For students who need a little more time to learn due to excessive absences.

Action Step 1 **5**

Use FOCUS to identify eleventh grade students that are chronically absent.

Person Responsible

Michael Machado

Schedule

Quarterly, from 10/19/2016 to 6/2/2017

Evidence of Completion

We will see the eleventh grade attendance rate increase from 90% to 95%.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

This process will be monitored through our MTSS Team.

Person Responsible

Michael Machado

Schedule

Biweekly, from 10/25/2016 to 6/2/2017

Evidence of Completion

We should find evidence of this process in the minutes for the MTSS Team.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

MTSS will monitor targeted students and apply appropriate interventions.

Person Responsible

Michael Machado

Schedule

Biweekly, from 10/25/2016 to 6/1/2017

Evidence of Completion

Improved attendance for 11th graders which should in turn increase academic success

G2. Science Goal: 50% of all Biology students will reach proficiency level by the Spring of 2017 as measured by their performance on Biology EOC assessment. 1

G084859

G2.B1 Students inability to read the material is a result of the number of Level 1 and 2 Readers enrolled in Biology. 2

B225636

G2.B1.S1 Teachers will attend district and school-based professional development and TDE training to assist students that struggle with reading and develop lesson plans utilizing concept enhancement routines. 4

S238026

Strategy Rationale

To improve the delivery of biology standards.

Action Step 1 5

Teachers will select articles of appropriate lexile levels aligned to each of their course standards for students to read in class.

Person Responsible

Michael Machado

Schedule

Quarterly, from 8/10/2016 to 6/2/2017

Evidence of Completion

Evidence of the implementation of this Action Step will be found in the minutes of PLCs and in the increase performance of students on the Biology Cycle Assessment.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

This Action Step will be monitored through the Science Dept. and MTSS Team.

Person Responsible

Michael Machado

Schedule

Quarterly, from 8/10/2016 to 6/2/2017

Evidence of Completion

Minutes from the Science Dept. PLCs and MTSS Team.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The MTSS Team will monitor the effectiveness of this Action Plan. Through the review of the Biology Cycle Assessments.

Person Responsible

Michael Machado

Schedule

Quarterly, from 8/10/2016 to 6/2/2017

Evidence of Completion

MTSS Team Minutes will serve as evidence of this effectiveness.

G3. Mathematics Goal: 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. 1

G084860

G3.B1 Additional time needed for remediation and reteaching. 2

B225637

G3.B1.S1 Teachers will attend weekly common planning PLC to review student work, disaggregate achievement data, and plan for rigorous engaging lessons. 4

S238027

Strategy Rationale

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.

Action Step 1 5

To continue to have the math coach work with teachers on creating lessons for highest student achievement.

Person Responsible

Michele Diaz

Schedule

Weekly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Attendance for weekly PLC meetings and the minutes from those meetings.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Teachers will track student progress on benchmark assessments and have students develop a plan of action for success.

Person Responsible

Michele Diaz

Schedule

Quarterly, from 8/10/2016 to 6/2/2017

Evidence of Completion

Students will be involved in tracking their own progress toward meeting their individual goals.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

The MTSS Team will be monitoring the student achievement data associated with math department.

Person Responsible

Michele Diaz

Schedule

Quarterly, from 8/10/2016 to 6/2/2017

Evidence of Completion

Meeting minutes from the MTSS Team will include a review of the plan for math and the plan's effectiveness.

G4. ELA/Reading Goal: 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 **1**

 G084861

G4.B1 Students inability to read the material is a result of the number of Level 1 and 2 Readers enrolled in ELA courses. **2**

 B225638

G4.B1.S1 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. **4**

 S238028

Strategy Rationale

To improve the reading proficiency level of ALL students attending Gibbs High School.

Action Step 1 **5**

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

Person Responsible

Ija Hawthorne

Schedule

Weekly, from 8/10/2016 to 6/2/2017

Evidence of Completion

Individual teacher's lesson plans should reflect this action step.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 **6**

The ELA/Reading Dept. PLC meetings will monitor the implementation of this strategy.

Person Responsible

Ija Hawthorne

Schedule

Biweekly, from 8/10/2016 to 6/2/2017

Evidence of Completion

Minutes from the bi-weekly PLC meetings.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

The MTSS Team will monitor the action step for effectiveness.

Person Responsible

Ija Hawthorne

Schedule

Biweekly, from 8/10/2016 to 6/2/2017

Evidence of Completion

MTSS minutes will reflect the monitoring of the action step.

G4.B1.S2 To implement the Core Connections Rigorous Standards Based Lessons by teachers to ensure students are exposed to the complex text and rigorous tasks while being supported during the learning process before they must perform individually on the state exam. 4

 S238029

Strategy Rationale

To improve the reading proficiency level of ALL students attending Gibbs High School.

Action Step(s) Missing for Goal #4, Barrier #1, Strategy #2
Complete one or more action steps for this Strategy or de-select it

G4.B1.S3 To use Write Score data to determine appropriate interventions to be implemented during the intensive Walk to Intervention Program in the English classroom 4

 S238030

Strategy Rationale

To improve the reading and writing proficiency level of ALL students attending Gibbs High School.

Action Step(s) Missing for Goal #4, Barrier #1, Strategy #3
Complete one or more action steps for this Strategy or de-select it

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M314392	This Goal will be monitored through the Social Studies Dept. & MTSS Team - Classroom...	Vasallo, Michael	8/10/2016	There should be an increase in the attendance rate of eleventh grade students. Also, we should see an increase performance on the U.S. History Cycle Assessments.	6/1/2017 biweekly
G2.MA1 M314395	To allow more traditional students the opportunity to increase science literacy, teachers will...	Machado, Michael	8/10/2016	The evidence can be found in the Classroom Walk Through Data, and PLC Meetings.	6/1/2017 weekly
G2.MA2 M314396	Increase Training in Content Enhancement for Teachers: Teachers will attend district and...	Machado, Michael	8/1/2016	Sign in Sheets/District LMS records	6/1/2017 semiannually
G3.MA1 M314399	To increase teacher and student understanding of the standards and the steps required for mastery...	Diaz, Michele	8/10/2016	Evidence will be collected through Classroom Walk Throughs and classroom observations.	6/1/2017 monthly
G4.MA1 M314402	• Teachers will utilize a common short response writing rubric. • GHS English department will...	Hawthorne, Ija	8/10/2016	An increase number of students passing the FSA ELA assessment.	6/1/2017 quarterly
G1.B1.S1.MA1 M314390	MTSS will monitor targeted students and apply appropriate interventions.	Machado, Michael	10/25/2016	Improved attendance for 11th graders which should in turn increase academic success	6/1/2017 biweekly
G3.B1.S1.A1 A307992	To continue to have the math coach work with teachers on creating lessons for highest student...	Diaz, Michele	8/10/2016	Attendance for weekly PLC meetings and the minutes from those meetings.	6/1/2017 weekly
G1.B1.S1.MA1 M314391	This process will be monitored through our MTSS Team.	Machado, Michael	10/25/2016	We should find evidence of this process in the minutes for the MTSS Team.	6/2/2017 biweekly
G1.B1.S1.A1 A307990	Use FOCUS to identify eleventh grade students that are chronically absent.	Machado, Michael	10/19/2016	We will see the eleventh grade attendance rate increase from 90% to 95%.	6/2/2017 quarterly
G2.B1.S1.MA1 M314393	The MTSS Team will monitor the effectiveness of this Action Plan. Through the review of the...	Machado, Michael	8/10/2016	MTSS Team Minutes will serve as evidence of this effectiveness.	6/2/2017 quarterly
G2.B1.S1.MA1 M314394	This Action Step will be monitored through the Science Dept. and MTSS Team.	Machado, Michael	8/10/2016	Minutes from the Science Dept. PLCs and MTSS Team.	6/2/2017 quarterly
G2.B1.S1.A1 A307991	Teachers will select articles of appropriate lexile levels aligned to each of their course...	Machado, Michael	8/10/2016	Evidence of the implementation of this Action Step will be found in the minutes of PLCs and in the increase performance of students on the Biology Cycle Assessment.	6/2/2017 quarterly
G3.B1.S1.MA1 M314397	The MTSS Team will be monitoring the student achievement data associated with math department.	Diaz, Michele	8/10/2016	Meeting minutes from the MTSS Team will include a review of the plan for math and the plan's effectiveness.	6/2/2017 quarterly
G3.B1.S1.MA1 M314398	Teachers will track student progress on benchmark assessments and have students develop a plan of...	Diaz, Michele	8/10/2016	Students will be involved in tracking their own progress toward meeting their individual goals.	6/2/2017 quarterly
G4.B1.S1.MA1 M314400	The MTSS Team will monitor the action step for effectiveness.	Hawthorne, Ija	8/10/2016	MTSS minutes will reflect the monitoring of the action step.	6/2/2017 biweekly
G4.B1.S1.MA1 M314401	The ELA/Reading Dept. PLC meetings will monitor the implementation of this strategy.	Hawthorne, Ija	8/10/2016	Minutes from the bi-weekly PLC meetings.	6/2/2017 biweekly
G4.B1.S1.A1 A307993	GHS will implement the principles of Universal Design for Learning in reading classes to provide...	Hawthorne, Ija	8/10/2016	Individual teacher's lesson plans should reflect this action step.	6/2/2017 weekly

V. Professional Development Opportunities

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

G2. Science Goal: 50% of all Biology students will reach proficiency level by the Spring of 2017 as measured by their performance on Biology EOC assessment.

G2.B1 Students inability to read the material is a result of the number of Level 1 and 2 Readers enrolled in Biology.

G2.B1.S1 Teachers will attend district and school-based professional development and TDE training to assist students that struggle with reading and develop lesson plans utilizing concept enhancement routines.

PD Opportunity 1

Teachers will select articles of appropriate lexile levels aligned to each of their course standards for students to read in class.

Facilitator

School-Based and District-Wide Training

Participants

All Science Teachers

Schedule

Quarterly, from 8/10/2016 to 6/2/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Use FOCUS to identify eleventh grade students that are chronically absent.	\$0.00
2	G2.B1.S1.A1	Teachers will select articles of appropriate lexile levels aligned to each of their course standards for students to read in class.	\$0.00
3	G3.B1.S1.A1	To continue to have the math coach work with teachers on creating lessons for highest student achievement.	\$0.00
4	G4.B1.S1.A1	GHS will implement the principles of Universal Design for Learning in reading classes to provide students with a voice and choice.	\$0.00
Total:			\$0.00