Pinellas County Schools

Gibbs High School

2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics 3

Purpose and Outline of the SIP 4

School Information 7

Needs Assessment 11

Planning for Improvement 16

Positive Culture & Environment 28

Budget to Support Goals 28

Gibbs High School

850 34TH ST S, St Petersburg, FL 33711

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

Demographics

Principal: Barry Brown

Start Date for this Principal: 5/14/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (47%) 2017-18: C (49%) 2016-17: C (48%) 2015-16: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

Table of Contents

Purpose and Outline of the SIP 4

School Information 7

Needs Assessment 11

Planning for Improvement 16

Title I Requirements 0

Budget to Support Goals 28

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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	97%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

We will continue to strive for 100% of our students to achieve post-secondary readiness and become active and contributing members of society.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Brown, Barry	Principal	As the principal, I lead teachers and staff, set goals and ensure students meet their learning objectives. I oversee the school's day-to-day operations which means addressing disciplinary matters, managing a budget, proving adequate resources to students and staff, and overseeing the personnel issues of our staff.
Diaz, Michele	Assistant Principal	Mrs. Diaz is responsible for the school's curriculum. She supports Mr. Hepburn's leadership and acts as a principal in his absence. She oversees the math department and the school's counseling staff.
Johnson, Nicole	Assistant Principal	Mrs. Johnson is the assistant principal who oversees the B.E.T.A. Magnet Program. Her duties include recruiting and marketing the B.E.T.A. Magnet Program, and ensuring that the fundamental aspects of the program are implemented with fidelity. Mrs. Johnson, supervises the ELA/Reading Departments. She provides teachers with support and guidance as we continue to strive towards excellence.
Machado, Michael	Assistant Principal	Mr. Machado, is the assistant principal of athletics. He is primarily responsible for directing and coordinating all activities of the athletic department. Mr. Machado, is also responsible for other administrative duties at the high school. He is accountable to the principal. Mr. Machado, ensures the education of athletes is in alignment with the FHSAA and NCAA guidelines. Mr. Machado, supervises the science, P.E. and JROTC departments.
Patrick, Dejuan	Assistant Principal	Mr. Patrick is the assistant principal who oversees the Freshmen Resource Center. His primary duties entail overseeing the successful transition of our ninth grade students into high school. Under his guidance the ninth grade class as a Freshmen Resource Center to assist them with their transition. Mr. Patrick, supervises the Social Studies and ESE Departments.
Weston, Derek	Assistant Principal	Mr. Weston is the Program Director for the Pinellas County Center for the Arts and supervises the arts department, foreign language department, and oversees safety, security, and the healthcare clinic.

Demographic Information

Principal start date

Thursday 5/14/2020, Barry Brown

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Total number of teacher positions allocated to the school

72

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (47%) 2017-18: C (49%) 2016-17: C (48%) 2015-16: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	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	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 6/24/2020

Prior Year - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	315	282	246	257	1100
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	97	105	96	127	425
One or more suspensions	0	0	0	0	0	0	0	0	0	42	40	20	22	124
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	208	166	155	159	688
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	126	121	91	64	402

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	122	113	89	104	428

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	315	282	246	257	1100
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	97	105	96	127	425
One or more suspensions	0	0	0	0	0	0	0	0	0	42	40	20	22	124
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	208	166	155	159	688
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	126	121	91	64	402

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	122	113	89	104	428

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	42%	56%	56%	38%	49%	53%
ELA Learning Gains	42%	51%	51%	43%	48%	49%
ELA Lowest 25th Percentile	28%	43%	42%	34%	41%	41%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	31%	45%	51%	31%	46%	49%
Math Learning Gains	42%	44%	48%	40%	44%	44%
Math Lowest 25th Percentile	42%	41%	45%	35%	38%	39%
Science Achievement	41%	64%	68%	68%	63%	65%
Social Studies Achievement	53%	71%	73%	52%	67%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	45%	54%	-9%	55%	-10%
	2018	44%	53%	-9%	53%	-9%
Same Grade Comparison		1%				
Cohort Comparison						
10	2019	41%	53%	-12%	53%	-12%
	2018	42%	54%	-12%	53%	-11%
Same Grade Comparison		-1%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	43%	62%	-19%	67%	-24%
2018	48%	63%	-15%	65%	-17%

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-5%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	60%	70%	-10%	70%	-10%
2018	61%	70%	-9%	68%	-7%
Compare		-1%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	21%	55%	-34%	61%	-40%
2018	19%	57%	-38%	62%	-43%
Compare		2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	40%	56%	-16%	57%	-17%
2018	40%	56%	-16%	56%	-16%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	32	38	27	21	34	39	22	17		89	22
BLK	19	32	27	14	34	38	20	34		89	42
HSP	62	54		41	44		58	93		96	72
MUL	58	56		50						82	
WHT	79	55		70	57		79	92		96	82
FRL	30	36	27	22	40	39	29	38		87	45

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	44	38	20	37	47	42	45		81	35
BLK	19	34	33	13	31	49	25	44		79	48

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
HSP	64	49		48	44		59	69		91	71
MUL	58	50		60	50		82			86	42
WHT	84	63		68	54	35	88	92		93	79
FRL	29	40	33	20	36	48	38	53		75	44

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	9	31	22	9	29	38	30	23		63	21
BLK	17	35	33	15	34	34	42	35		79	39
HSP	63	32		56	48		83	74		100	69
MUL	54	50		47	40			77			
WHT	83	67		61	45		89	87		96	77
FRL	26	40	34	22	35	33	59	41		80	46

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	468
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	76
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Algebra EOC (SY 2018/2019) - Inconsistent Instructional staff, lack of cohesion/collaboration within the department and high transient rate of math teachers and coaches; entering 9th graders are below proficiency at a rate higher than the district average

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

Biology - Science/Biology showed the largest decline from the prior year. One contributing factor was the inability to implement and execute Culturally Relevant Teachings strategies. In addition, based on the review of our school , it demonstrates the need to improve conditions for learning, standards based planning, student centered instructions, climate and culture has impacted the achievement of our students in Science.

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

Biology - Science/Biology showed the largest decline from the prior year. One contributing factor was the inability to implement and execute Culturally Relevant Teachings strategies. In addition, based on the review of our school , it demonstrates the need to improve conditions for learning, standards based planning, student centered instructions, climate and culture has impacted the achievement of our students in Science.

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

Our graduation rate showed the most improvement. We increased our grad rate by 7%. The monitoring systems was in place and we checked in with seniors every two weeks. Individualized success plans were in place for all seniors.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Attendance
Discipline

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

1. Continuing to strengthen school-wide AVID initiatives (Interactive Notebook, Focused Note-taking and Collaborative Structures)
2. Equity with Excellence for ALL
3. Culturally Relevant Teaching
4. Implementing processes and procedures to promote social and emotional learning for all scholars
5. Increasing the number the AA scholars enrolled in accelerated courses

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale:	Our current level of performance is 53% as evidenced in the US History EOC data. We expect our performance level to be 60% by May 2021 on the US History EOC. The problem/gap is occurring because 11th grade students have the highest absentee rate of all grade levels and require intense remediation.
Measurable Outcome:	The proficiency rate on the US History EOC will increase from 53% to 60% by May 2021.
Person responsible for monitoring outcome:	Dejuan Patrick (patrickd@pcsb.org)
Evidence-based Strategy:	GHS teachers will engage scholars in culturally responsive instructional (CRI) practices that support movement, collaboration, and accountable talk using the WICOR learning support to raise achievement levels and close the achievement gap in social studies.
Rationale for Evidence-based Strategy:	Learning gains and proficiency data reflect the need to implement the above mentioned strategy.

Action Steps to Implement

1. Teachers meet in monthly PLC's to review student data (collected from multiple sources, including common assessment and/or quarterly district progress monitoring assessments) and plan action steps related to identified areas of strength or areas identified as needing improvement; or to develop lessons that meet the rigor of the course benchmarks.
2. Teachers conduct frequent data chats with students to offer support for student achievement and individualized goal set
3. Teachers include AVID CRT strategies into daily lesson plans that support students at all levels. (To include Focus on Five remediation)
4. Administrator will monitor all action steps for implementation, provide feedback and prescribe retraining and/or coaching as needed.
5. Strengthening school-wide AVID initiatives to include Focused Note-taking (FNT), Collaborative Structures (with accountability for all students) and Interactive Notebooks.

Person Responsible	Dejuan Patrick (patrickd@pcsb.org)

#2. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale:	Our current level of performance is 56% (from the 2018-19 school profile) as evidenced by the number of students passing AP exams, passing dual-enrollment courses, and/or earning industry certifications.
Measurable Outcome:	Gibbs High School will increase accelerated performance levels from 56% to 61% by the end of this school year as evidenced by AP exam scores, dualenrollment grades, and industry certification exams.
Person responsible for monitoring outcome:	Derek Weston (westond@pcsb.org)
Evidence-based Strategy:	Maintain monthly PLC's for AP teachers to increase capacity for teaching and learning through culturally-responsive pedagogy and usage of the new AP resources from College Board.
Rationale for Evidence-based Strategy:	Gibbs High School is committed to eliminating the opportunity gap for students to take accelerated coursework. PSAT scores will be used to determine students who need to enroll in these courses (especially Advanced Placement). Co-enrollment with AVID will support these students as they prepare for AP classes.

Action Steps to Implement	
Ensure that all AP teachers have attended the summer institute within 3 years.	
Person Responsible	Derek Weston (westond@pcsb.org)
Continue and enhance monthly AP PLC's to focus on teaching and learning.	
Person Responsible	Barry Brown (brownba@pcsb.org)
Increase enrollment opportunities (and decrease the opportunity gap) by encouraging students to enroll in AP courses and supplementing with AVID.	
Person Responsible	Derek Weston (westond@pcsb.org)
Increase enrollment opportunities with Pinellas Technical College so 100% of students can earn dual enrollment, industry certification, or AP credit.	
Person Responsible	Nicole Johnson (johnsonni@pcsb.org)
Increase ELP opportunities for students to prepare for AP and industry certification exams.	
Person Responsible	Michele Diaz (diazm@pcsb.org)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Our current proficiency is 42%, and our learning gains are 42% as evidenced in FSA ELA data. We expect our proficiency and learning gains to be 47% by May 2021 on FSA ELA. The problem/gap is occurring because our scholars need updates on their progress and strategy implementation to increase their learning gains based on data chats. Another gap is the faculty's fidelity of implementation of professional development to support student growth.
Measurable Outcome:	The percent of all students reaching proficiency and making learning gains on the FSA ELA will increase from 42% to 47% as measured by FSA ELA data for May 2021.
Person responsible for monitoring outcome:	Nicole Johnson (johnsonni@pcsb.org)
Evidence-based Strategy:	Support teachers to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy:	Learning gains and proficiency data reflect a need to implement the above mentioned strategy.

Action Steps to Implement

1. and reading teachers PLC together around data such as Formative Assessments within Performance Matters, Write Score, Reading Plus, Cycle Assessments and the FSA to determine school-wide trends, areas in need of improvement, and next steps.
2 ELA and Reading teachers work together to conduct data chats with students (using data from Formative Assessments within Performance Matters, Write Score, Reading Plus, Cycle Assessments and the FSA) in order to support students with setting and monitoring progress towards learning goals; create action plans and next steps; adjust instruction.
4.. Strengthening school-wide AVID initiatives to include Focused Note-taking (FNT), Collaborative Structures (with accountability for all students) and Interactive Notebooks.
5. Reading teachers will use data from reading programs and student tracking sheets to adjust instruction and guide development of action steps in PLCs.
6..Reading teachers conduct weekly data and goal setting chats with students regarding reading cycle assessments and progress.

Person Responsible	Nicole Johnson (johnsonni@pcsb.org)

#4. ESSA Subgroup specifically relating to African-American	
Area of Focus Description and Rationale:	Our current level of performance is 19% proficiency as demonstrated on the FSA ELA. Our goal is to increase to 30%. The problem/gap is occurring because standards base planning and equitable student centered instruction with rigor for African American Students is not occurring. If standards base planning and equitable student centered instruction with rigor for African American Students would occur, proficiency would be increased by 12% for AA Students across all content areas.
Measurable Outcome:	Our current level of performance is 19% proficiency as demonstrated on the FSA ELA. Our goal is to increase to 30%.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Our L25 9th and 10th grade scholars were strategically places in English 1 and 2 Honors.
Rationale for Evidence-based Strategy:	This strategy is being executed to accelerate and decrease the literacy deficiencies of our 9th and 10th graders.

Action Steps to Implement

1. Appropriate utilization of state and district curriculum resources, pacing, standards, goals and scale
2. Proper utilization of district secondary resources and professional development opportunities.
3. Through common planning content specific instructors will employ standards base, student centered instruction.
4. Continuing to strengthen school-wide AVID initiatives (Interactive Notebook, Focused Note-taking and Collaborative Structures)
5. Implementing instructional best practices to promote social and emotional learning for all scholars
6. Increase the number of AA scholars in advance courses, AP, courses, and dual enrollment courses.

Person Responsible	[no one identified]

#5. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Our current level of proficiency is 41%, as evidenced in our Biology EOC scores. We expect our performance level to be 50%, by using content enhancement routines; monthly facilitative planning; coaching support; and professional development. The problem/gap is occurring because of a lack of culturally relevant learning experiences. If culturally relevant teaching experiences were increased, the achievement gap would be reduced by (63%) 10% and student learning gains would increase by 10% (35%).
Measurable Outcome:	The percent of all students enrolled in Biology classes will increase from 50% to 60% as measured by Biology E.O.C. scores.
Person responsible for monitoring outcome:	Michael Machado (machadom@pcsb.org)
Evidence-based Strategy:	Support staff to utilize data to organize scholars to interact with content in manners which differentiate/scaffold instruction to meet the needs of every scholar.
Rationale for Evidence-based Strategy:	proficiency data reflect the need to implement the above mentioned strategy.

Action Steps to Implement

Action Step #1 – Appropriate utilization of state and district curriculum resources, pacing, standards, goals and scales.
Action Step #2 – Proper utilization of district secondary resources and professional development opportunities.
Action Step #3 – Through common planning content specific instructors will employ standards base, student centered instruction.
Action Step #4 – Continuing to strengthen school-wide AVID initiatives (Interactive Notebook, Focused Note-taking and Collaborative Structures)
Action Step #5 – Implementing instructional best practices to promote social and emotional learning for all scholars

Person Responsible	Michael Machado (machadom@pcsb.org)

#6. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our current level of proficiency is 31%, as evidenced in FSA EOC Math Data. We expect our performance level to be 40% by May 2021 in FSA EOC Math Testing. The problem/gap is occurring because teachers must improve their ability to monitor student learning and make real time instructional adjustments.
Measurable Outcome:	The percentage of students achieving proficiency will increase from 31% to 40% as measured on the FSA Math EOCs of Algebra 1 and Geometry.
Person responsible for monitoring outcome:	Michele Diaz (diazm@pcsb.org)
Evidence-based Strategy:	Support staff to utilize data to organize scholars to interact with content in manners which differentiate/scaffold instruction to meet the needs of every scholar.
Rationale for Evidence-based Strategy:	Learning gains and proficiency reflect the need to implement the above-mentioned strategy.

Action Steps to Implement

1. Appropriate utilization of state and district curriculum resources, pacing, standards, goals and scales.
2. Teachers engage in professional learning around instructional shifts, course standards, state assessments and tracking student data based on the instructional needs identified through progress monitoring assessments.
3. Through common planning content specific instructors will employ standards base, student centered instruction.
4. Implementing instructional best practices to promote social and emotional learning for all scholars.
5. Teachers will integrate SAT and ACT practice into all mathematics classes.
6. Administrator will monitor all action steps for implementation, provide feedback and prescribe retraining and/or coaching as needed.
7. Strengthening school-wide AVID initiatives to include Focused Note-taking (FNT), Collaborative Structures (with accountability for all students) and Interactive Notebooks.

Person Responsible	Michele Diaz (diazm@pcsb.org)

#7. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Our current level of proficiency is 41%, as evidenced in our Biology EOC scores. We expect our performance level to be 50%, by May 2021. The problem/gap is occurring because of a lack of culturally relevant learning experiences. If culturally relevant teaching experiences were increased, the achievement gap would be reduced and student achievement would increase by 10%.
Measurable Outcome:	We expect our proficiency level to increase from 41% to 50%, by May 2021.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Use of content enhancement routines; monthly facilitative planning; coaching support; and professional development.
Rationale for Evidence-based Strategy:	Proficiency data reflect the need to implement the above mentioned strategy.

Action Steps to Implement

1. Teachers will use district curriculum resources, including suggested pacing, learning targets, goals and scales.
2. Teachers will attend Content Enhancement and ADI PD and implement appropriate resources. Teachers will monitor the effectiveness and make adjustments to these Content Enhancement and ADI lessons through evaluate student work products in PLCs.
3. Teachers will use common planning and PLCs to identify critical content, plan rigorous standards-based common lessons, evaluate student work products, and plan common formative and summative assessments.
4. Teachers will implement school-wide AVID initiatives to include Interactive Notebook, Focused Note-taking and Collaborative Structures with accountability for all students.
5. Teachers will analyze common assessment and cycle data to plan reteaching opportunities.
6. Administrator will monitor all action steps for implementation, provide feedback and prescribe retraining and/or coaching as needed.
7. Strengthening school-wide AVID initiatives to include Focused Note-taking (FNT), Collaborative Structures (with accountability for all students) Interactive Notebooks.

Person Responsible	Michael Machado (machadom@pcsb.org)

#8. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	The referral risk (percentage of students receiving ODRs) of all students receiving referrals will decrease from 945 to 756 referrals (20%), as measured by end of the year data from the school profile dashboard.
Measurable Outcome:	The referral risk (percentage of students receiving ODRs) of all students receiving referrals will decrease from 2,506 to 2,005 referrals (20%), as measured by end of the year data from the school profile dashboard.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Re-vamping and strengthening our MTSS program.
Rationale for Evidence-based Strategy:	The problem or gap is occurring because GHS Administration and Faculty and staff require more Equity,CRT, and Restorative Practice training. The increase in these training and the implementation of best practices from the training will reduce the GHS discipline referrals by 20%.

Action Steps to Implement

1.Ongoing professional development for CRT, Restorative Practices and Equity. (be more specific - facilitator and dates)
2.100% of the Administrative team has been Equity trained.

See Culture & Climate goal and action steps.

Person Responsible	[no one identified]

#9. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Our current level of proficiency is 32%, as evidenced in FSA ELA. We expect our performance level to be 42% by the end of the 2020-2021 school term. The problem/gap is occurring because standards-based planning and student center instruction with rigor for ESE students is not occurring. If standards-based planning and student-centered instruction with rigor for ESE Students would occur, proficiency would be increased by 10%.
Measurable Outcome:	The percent of ESE students below ELA proficiency will increase from 32% to 42%, as measured by FSA ELA Data.
Person responsible for monitoring outcome:	Dejuan Patrick (patrickd@pcsb.org)
Evidence-based Strategy:	Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs.
Rationale for Evidence-based Strategy:	The problem/gap is occurring because standards-based planning and student-centered instruction with rigor for ESE students is not occurring.

Action Steps to Implement

1. Implement a process for placing students requiring ESE services in master schedules first in order to optimize service delivery.
2. Provide for ongoing collaboration with all stakeholders including general education teachers, administrators, parents and school-based staff that support the student.
3. Teach rules and expectations and then provide opportunities for students to show understanding by monitoring own behavior and/or by responding to positive behavior supports and interventions.
4. Plan intentionally for specially designed instruction to address IEP goals and grade level standards.
5. Strengthening school-wide AVID initiatives to include Focused Note-taking (FNT), Collaborative Structures (with accountability for all students) and Interactive Notebooks.
6. Administrator will monitor all action steps for implementation, provide feedback and prescribe retraining and/or coaching as needed.

Person Responsible	Dejuan Patrick (patrickd@pcsb.org)

#10. Other specifically relating to Conditions for Learning - Climate and Culture	
Area of Focus Description and Rationale:	At the end of the 19-20 school year our risk ratio for Black/African American students for in-school suspension (ISS) was 4.15 as evidenced by the School Profiles Behavior Dashboard. The gap is occurring because there is a cultural mismatch between students and staff. If staff establish and maintain positive relationships with all students, the problem would be reduced to an ISS Risk Ratio for Black/African American students to less than 2.50.
Measurable Outcome:	Our current risk ratio for African American students for in-school suspension was 4.15.The gap is occurring because there is a cultural mismatch between students and staff. If staff establish and maintain positive relationships with all students, the problem would be reduced to an ISS Risk Ratio for Black/African American students to less than 2.50.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Expectations and rules are developed and effective procedures for dealing with discipline are established. Expectations are clearly defined, taught, and reinforced Establish and maintain positive relationships with students
Rationale for Evidence-based Strategy:	Strategies and actions are based on research and evidence-based nationally recognized programs (PBIS and Restorative Practices). The specific strategies and actions within our SIP were selected to match our school-specific needs based on our review of data utilizing an equity problem-solving process

Action Steps to Implement

1. Principal will distribute behavioral curriculum lesson plans to teach common area expectations from the behavior matrix that use a variety of teaching strategies. SBLT will conduct walkthroughs during the first 10 days of school to monitor delivery of these lesson plans.
2. During the first 10 days of school, students will engage in lessons on common area expectations from the behavior matrix with emphasis on changes in expectations and rules related to COVID-19. SBLT will monitor teacher delivery of these lesson plans.
3. Strengthen the GHS MTSS process to include educating our teachers about out multi-tiered supports for academics and behavior.
4. Weekly data analysis of attendance, academics and behavior will drive next steps and student interventions.
5. Administrator will monitor all action steps for implementation, provide feedback and prescribe retraining and/or coaching as needed.

Person Responsible	Barry Brown (brownba@pcsb.org)

#11. Other specifically relating to Family and Community Engagement	
Area of Focus Description and Rationale:	Family engagement is essential for supporting the success of all students. When the focus is on building trusting relationships and connecting family engagement to student learning, and when it builds the capacity of educators and families to work together, family engagement can lead to a school-family partnership that can positively impact student outcomes and close achievement gaps.
Measurable Outcome:	2) The family/student satisfaction evaluation increases from the beginning of the year to the end of the year by 10%
Person responsible for monitoring outcome:	Barry Brown (brownba@pcsb.org)
Evidence-based Strategy:	Families will feel confident talking with teachers and administrators and will advocate for all students; teachers will reach out to every family and will be comfortable workings as partners; administrators will provide leadership and support for family engagement and will assure families are partners in supporting student achievement; students will know their families are welcome and will feel their heritage and their families respected at school; staff will know they are valued by school administration for their role in engaging families and will take initiative to welcome families; and the greater community will feel they are an integral part of the school family/community.
Rationale for Evidence-based Strategy:	Educators use one directional broadcast communication, along with two-way communication with families, to share student's progress and school processes/practices

Action Steps to Implement

• Classroom teachers use Class Dojo, student agendas, online platforms and/or emails to regularly communicate with families
• Classroom teachers will input data promptly in FOCUS so that families may see timely student information
• Parent-Teacher Conferences will be held on a regular basis- set expectation for number
• Use School Messenger calls from Principal with school and district updates- set expectation for number
• Use Peachjar flyers as another way to communicate with families
• Keep website updated with pertinent dates, resources, information
• Use School Social Media to keep families informed, possibly even having Facebook Live events at the grade or classroom level
• Implement a policy that family inquiries (email, phone, other) are responded to within 1 business day
• All communication from the school recognizes the diverse languages of the families and is delivered appropriately

Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Gibbs High School will effectively communicate with families about their students' progress and school processes/practices. Purposefully involving families with opportunities for them to advocate for their students academic and social needs. While also, intentionally building positive relationships with families, community partners, and all stakeholders.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Social Studies	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Career & Technical Education	$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: African-American	$0.00
5	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
6	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
7	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
8	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	$0.00
9	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
10	III.A.	Areas of Focus: Other: Conditions for Learning - Climate and Culture	$0.00
11	III.A.	Areas of Focus: Other: Family and Community Engagement	$0.00
		Total:	$0.00