Hillsborough County Public Schools

Gaither High School

2020-21 Schoolwide Improvement Plan

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Gaither High School

16200 N DALE MABRY HWY, Tampa, FL 33618

[no web address on file]

Demographics

Principal: Thomas Morrill   Start Date for this Principal: 11/19/2013

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	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	57%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: B (55%) 2016-17: C (53%) 2015-16: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* 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 Hillsborough 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.

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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	No	59%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Gaither High School will provide innovative and rigorous instruction in a collaborative environment to prepare all students to be productive citizens and ensure college and career readiness.

Provide the school's vision statement.

Gaither High School's instructional practices will provide rigor, knowledge, and skills necessary for students to become responsible citizens and essential components of the community.

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
Morrill, Thomas	Principal	
Wickham, Rebecca	Assistant Principal	Assistant Principal for Curriculum
Weeks, Kelleigh	SAC Member	SAC Chair, responsible for conducting meetings and setting agenda with approval from Principal.

Demographic Information

Principal start date
Tuesday 11/19/2013, Thomas Morrill

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.*
1

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.*
9

Total number of teacher positions allocated to the school
116

Demographic Data

2020-21 Status (per MSID File)	Active
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SI Region	Central
Regional Executive Director	Lucinda Thompson
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Year	
Support Tier	
ESSA Status	N/A
* 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	486	513	493	463	1955
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	171	157	174	167	669
One or more suspensions	0	0	0	0	0	0	0	0	0	10	2	2	3	17
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	118	85	91	84	378
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	90	66	0	0	156

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	4	1	2	3	10

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	24	0	0	0	24
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

Thursday 10/29/2020

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	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 or Math	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	

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 studnets 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	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 or Math	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	

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	

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	56%	56%	56%	54%	52%	53%
ELA Learning Gains	48%	54%	51%	53%	50%	49%
ELA Lowest 25th Percentile	40%	41%	42%	42%	39%	41%
Math Achievement	54%	49%	51%	45%	51%	49%
Math Learning Gains	38%	48%	48%	37%	47%	44%
Math Lowest 25th Percentile	47%	45%	45%	31%	38%	39%
Science Achievement	72%	69%	68%	64%	62%	65%
Social Studies Achievement	75%	75%	73%	74%	74%	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	54%	55%	-1%	55%	-1%
	2018	56%	53%	3%	53%	3%
Same Grade Comparison		-2%				
Cohort Comparison						
10	2019	54%	53%	1%	53%	1%
	2018	50%	52%	-2%	53%	-3%
Same Grade Comparison		4%				
Cohort Comparison		-2%				

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	69%	66%	3%	67%	2%
2018	60%	62%	-2%	65%	-5%
Compare		9%			

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	72%	73%	-1%	70%	2%
2018	72%	70%	2%	68%	4%
Compare		0%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	35%	63%	-28%	61%	-26%
2018	42%	63%	-21%	62%	-20%
Compare		-7%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	60%	57%	3%	57%	3%
2018	55%	56%	-1%	56%	-1%
Compare		5%			

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	29	38	31	30	52	47	46	48		85	11
ELL	21	39	30	36	55		46	36		91	33
ASN	74	64		79	44		90	82		95	57
BLK	31	41	33	37	41	58	57	67		93	33
HSP	54	48	45	55	40	50	74	66		91	27
MUL	73	55		50	27		56	80		94	60
WHT	62	49	33	57	35	38	72	85		91	49
FRL	48	47	39	49	38	48	68	65		88	30
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	18	39	32	32	34	26	31	44		75	19
ELL	21	44	42	35	47	40	32	33		89	36
ASN	71	68		70	53		75	83		100	58
BLK	28	40	33	37	41	42	30	63		86	31
HSP	52	47	41	47	40	29	61	67		90	38
MUL	50	50		71	50		80	100		86	26
WHT	64	56	45	64	46	46	70	85		96	43
FRL	45	48	41	46	42	36	50	64		89	33

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	22	40	34	20	33	33	37	51		74	26
ELL	24	44	39	32	33	31	47	45		71	43
ASN	69	63		76	61		89	78		95	61
BLK	27	43	41	28	36	42	51	57		81	24
HSP	48	50	40	39	34	26	57	67		87	44
MUL	61	68		60	42		50	94		94	41
WHT	66	56	42	52	38	32	75	83		87	41
FRL	43	48	42	37	31	28	55	68		81	31

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)	N/A
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	607
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
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	57
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	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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.

College and Career Acceleration - Challenges exist relative to student scores of 3 or higher on AP exams, lack of achievement and the rigor associated with industry certification, and needing more students in dual enrollment course. We also need to prepare students better to perform well on SAT and ACT exams. Acceleration points have dropped a few points in last three years: 2017 - 42, 2018 - 40, 2019 - 39

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

FSA Algebra 1 EOC %3 or above dropped from 41 to 35. There was an increase in the number of students who speak languages other than English enrolled into Algebra 1. ELL students have more specialized needs that we were addressing this past year (2019-2020).

Some students came from middle schools enrolled without the prerequisite skills necessary to be successful in Algebra. We have addressed this with necessary supports including offering the Algebra 1A/1B option to earn the Algebra credit.

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.

Math Learning Gains - 38% GHS v. 48% State. However, data was trending upwards relative to math achievement just before the school shutdown due to COVID just before spring break.

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

NGSSS Biology increased from 2018 at 60% level three or higher to 71%. The PLC Biology teachers met frequently to review data, including breakdown of standards and assessment scores, and then provided targeted instruction to address student needs.

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

na

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

1. To improve the Learning Gains in the Bottom Quartile.
2. To improve College and Career Acceleration
3. To improve the FSA Algebra 1 EOC percentage in student scoring level 3 or higher
4. To improve overall Math Achievement gains.
5. To improve ELA Learning gains.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale:	A main area of focus is the bottom quartile and assisting them to attain graduation. By focusing on assisting students reaching their overall goals of graduation this will also impact their achievement in both ELA and Math assessments, as well as working toward our goal of improved learning gains. In the data review, it is clear that our bottom quartile have the opportunity for gains on both state ELA assessment and state Math assessment. . By bolstering students in these two areas we can accomplish meeting requirements for graduation, while simultaneously improving their skills which will result in high grades for these students.
Measurable Outcome:	Our goals can be measured through several indicators: ELA scores, Math scores, and our graduation rate among our bottom quartile students. Our goals is to increase the ELA and Math scores by 2% and our graduation rate by 3%.
Person responsible for monitoring outcome:	Kelleigh Weeks (kelleigh.weeks@hcps.net)
Evidence-based Strategy:	Standards-based, data-driven lesson planning along with small group work with our academic coaches. Our ILT team (comprised of administration, academic coaches, and all department leaders) will reviewing data and planning support for classroom teachers based up on that data.
Rationale for Evidence-based Strategy:	Using the formative and summative assessment data (group and individualized) when used to inform instruction has been shown to improve student performance and increase student achievement. Small group intervention has been shown to improve student success via rapid feedback and individualized strategies.

Action Steps to Implement

ILT team to analyze common assessment data and will respond to the assessment data appropriately.
Information will be brought back to classrooms teachers via department heads to use in PLCs for standards based planning and assessment.
Academic coaches will use data to also inform professional development offered to faculty.
Using data to inform/plan instruction
Bottom Quartile Progress Monitoring
Key Performance Indicators (KPIs)
Continue using robust PLCs that are standards based and review assessment data.
Utilize walk through with feedback for teachers to improve standards based instruction
Continue with professional development in areas that support our learning goals for our bottom quartile.

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.

Improve College and Career Acceleration:
Support accelerated classes as well as career certification programs.
Elective fairs held to expose students to the various programs offered that can help them on their post high school path.
Expand accelerated classes and career certification programs.
Ensure students have the prerequisite courses to support them in accelerated courses.

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.

A. Multicultural Events
B. Homecoming and Prom dances
C. College Monday (Wear favorite college gear) and School Spirit Fridays (wear school colors)
D. Band, Orchestra and Athletic Booster Club Activities and Talent Shows
E. Clubs and Organizations Program and Events
F. Gaither Friends Program
G. Everyday classroom interactions, respect, and rapport part of rubric, relationship building.
H. Incentives for students, Cowboy Express Incentive Program, Gaither Student Incentive Program
I. PTSA (Parent oriented topics for general meetings, discussions centered around student support, student scholarships)
J. Gaither Stampede (Our version of the Special Olympics)
K. Senior Activities (Universal Studios, Senior Day, Senior Awards Night, Senior Spirit Week)
L. Teacher Incentives (Recognition of Teacher of Year, Ida S. Baker, and Instructional Support Employee of the Year via Gaither Surprise Prize Patrol, Back to School gift, Gifts)
N. Athletic Program- Student sections, incentives for fans, tailgate parties for home games, teacher and staff tailgate section
N. Freshman Transition Program (Cowboy Roundup, Summer)
O. Mentoring
P. Service-Oriented Projects (i.e. Blood Drives, American Cancer Association, Strides for Education)
Q. Fundraising
R. Band Camp and Host of County-Wide Band Events
S. Cultural Awareness Activities (Black History and Hispanic History Months)
T. Awards and Celebrations published via Twitter @GaitherCowboys, Marquis, GTV Morning Show, Pony Express Newspaper, School Website
U. Off-Campus and On-Campus Activities and Celebrations for Teacher and Staff (Back to school, Mid-

Year Before Holidays, End of School Year, Teacher Appreciation Week)
V. Percussion events at lunch during football season to foster school spirit
W. Student Orientations to discuss high expectations to include Respecting Others, Sportsmanship, Social Emotional Learning
X. Parent and Student Volunteering Opportunities
Y. Spirit Weeks (Dress up days for approved themes during homecoming, holidays, spring, themed events for football games)
Z. Gratitude Board to Post Positive Messages

Gaither high school engages its stakeholders in opportunities to discuss issues affecting all stakeholders in the areas of diversity, social emotional learning, and acceptance for all people. This is displayed by our ongoing professional development opportunities for teachers and staff to assist educators who have contact with students in using best practiced in meeting the needs of each student socially, academically, and emotionally. This also includes offering a variety of services to assist students from a variety of background in successfully being engaged in the Gaither community and the learning process. Counseling groups for our LGBTQ community, interest clubs embracing a variety of cultures, and authentic conversations about what joins us together as a community of learners.

All events pending district guidelines regarding COVID-19. Zoom meetings are being utilized for eLearners and eTeachers off campus.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.