**Executive Summary**

**Gibbs High School Improvement Plan for 2014 - 2015**

Gibbs High School has 1361 students grades 9th – 12th, 7 administrators, 100 teachers, and 59 staff members. The mission **of Gibbs High School is to foster cooperative relationships within our school community and create a collaborative environment in which all students graduate.**

To accomplish this mission, Gibbs has 6 primary goals:

1) To increase the percentage of students at or above proficiency on the ELA Assessment to 39%;

2) To increase the percentage of students at or above proficiency on the Mathematics EOC Assessments (Algebra and Geometry combined) to 42%;

3) To increase the percentage of students at or above proficiency on the Biology EOC Assessment to 51%;

4) To increase the percentage of students at or above proficiency on the US History EOC Assessment to 52%;

5) Close the achievement gap between Black and non-black students to our AMO 2015 targets;

6) Reduce the number and percent of discipline incidents for each student subgroup by 5%.

The core instructional and monitoring strategies included in our action plans are:

* Providing in-class modeling and coaching on a bi-weekly basis with a district coach during instruction time;
* Utilizing data to differentiate and scaffold instruction;
* Using research-based strategies in core instruction (e.g., 5E, Gradual Release, Text Dependent Questioning, Collaboration, Content Enhancement);
* Utilizing inquiry based instruction that emphasizes laboratory investigations, scientific thinking, and writing opportunities (claims and evidence);
* Using state assessments, district-provided assessments, observational data, anecdotal record-keeping, and teacher-created informal assessments to monitor student progress;
* Conducting data chats with students to support students with goal-setting based on data.

The professional development efforts include the use of the literacy team to train and guide teachers in differentiating and scaffolding instruction and having Teachers meet in Professional Learning Communities (PLC’s) to conduct data chats regularly to review student responses to tasks and plan for instruction based on data.

Parental involvement is a challenge for our school as many parents work during the school. As a strategy to increase parental involvement we will be hosting one parent night per semester in an effort to increase awareness of our parents of all facts at each grade level. We will also be hosting a cultural activity during black history month. The presentation is entitled ***Colored Entrance: The story of Dido Belle***, was adapted by Dr. Cody L. Clark and set to classical music and is a tie-in to Amma Asante's recently released summertime feature film **“Belle”.** Featuring also, is Mrs. Margo Springfield, author and professor of archeology from the *University of West Florida* in Pensacola, Florida, who brings her extensive knowledge of the period to bear on this fascinating but previously untold story, to the classrooms of *Gibbs High School* including History, English, Music and Visual Arts for opportunities for student classroom lectures. The final goal of this project concluding in a very fine classical recital scheduled for Friday, February 27 and Saturday February 28, 2015, is to demonstrate acceptance and respect for the cultural and ethnic diversity of Gibbs High School between students, parents and our communities to further promote high student achievement. An educational consultant, Mrs. Margo Springfield will help lead the teaching faculty, students, parents and community in an innovative multi discipline approach to integrating academics with arts.

For more information about Gibbs High School Improvement Plan, please go to our website at [www.gibbs-hs.pinellas.k12.fl.us](http://www.gibbs-hs.pinellas.k12.fl.us)