School Improvement Plan
2015-2016

Gibbs High

Michael A. Grego, Ed.D.
Superintendent

pcs
PINELLAS COUNTY SCHOOLS

Table of Contents

2015-2016
School Improvement Plan

PART I	CURRENT SCHOOL STATUS
Section A	**School Information**

School Name	Principal's First Name	Principal's Last Name
Gibbs High	Reuben	Hepburn

School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name
Patrice	Robinson

SCHOOL VISION - What is your school's vision statement?

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

SCHOOL MISSION - What is your school's mission statement?

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

SCHOOL ENVIRONMENT

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

Through the various activities that are offered by our active Pinellas Multi-Cultural Advisory Committee (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.

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.

Describe the school wide 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 trainings. An Intervention team was established to monitor students academic and behavior to invervene early to increase student success.

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.

PART I	CURRENT SCHOOL STATUS
Section B	**School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member   Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Patrice	Robinson	Parent
Monica	Grey	Parent
Janis	Jay	Parent
Sherri	Luper	Parent
Nikki	Capehart-Gaskin	Business
Luke	Williams	Community
Gwendolyn	Reese	Business
Minson	Rubin	Community
Reuben	Hepburn	Administration
Nicole	Johnson	Administration

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

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

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the 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.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

The SAC committee will receive updates on school initiatives; they will be given the opportunity to provide input; they will assist and make recommendations in goal setting for student academic performance.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

SIP Funds will be available to all department to submitted proposals to the SAC committee for approval. The funds must be in alignment with previously established goals of the respective departments and they must aim to increase student achievement.

STATUTORY COMPLIANCE -
Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? ◉ Yes   ○ No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I	CURRENT SCHOOL STATUS
Section C	**Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name	Last Name	Email Address	
Reuben	Hepburn	hepburnr@pcsb.org	

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership	10	1

Certifications (if applicable)
Educational Leadership, School Principal

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Ija	Hawthorne	hawthornei@pcsb.org	

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Science	Educational Leadership	10	6

Certifications (if applicable)
Educational Leadership K-12

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Michael	Vasallo	vasallom@pcsb.org	

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Science	Educational Leadership	7	4

Certifications (if applicable)
Educational Leadership K-12, School Principal

ASSISTANT PRINCIPAL #3

First Name	Last Name	Email Address	
Nicole	Johnson	johnsonni@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership	5	6
Certifications (if applicable)			
Educational Leadership K-12			

ASSISTANT PRINCIPAL #4

First Name	Last Name	Email Address	
Michael	Machado	machadom@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Science	Physical Education	9	0
Certifications (if applicable)			
Educational Leadership			

PART I	CURRENT SCHOOL STATUS
Section D	**Public and Collaborative Teaching**

INSTRUCTIONAL EMPLOYEES

\# of instructional employees: 106

% receiving effective rating or higher: _____

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): _____

% certified infield, pursuant to Section 1012.2315(2), F.S.: _____

% ESOL endorsed: 7.5

% reading endorsed: 705

% with advanced degrees: 44.3

% National Board Certified: 2.8

% first-year teachers: 8.5

% with 1-5 years of experience: 21.7

% with 6-14 years of experience: 35.8

% with 15 or more years of experience: 34.0

PARAPROFESSIONALS

\# of paraprofessionals: 0

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 0

TEACHER RECRUITMENT AND RETENTION STRATEGIES

Describe your 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 an 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. 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.

Describe your 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.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the 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.

PART I	CURRENT SCHOOL STATUS
Section E	**Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)**

PROBLEM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

The MTSS LEADERSHIP TEAM serves as the primary tier 1 problem-solving unit on campus, as well as coordinates MTSS processes, the School Improvement Plan, and Differentiated Accountability requirements. The MTSS LEADERSHIP TEAM analyzes data, which is compiled from a variety of sources such as PMRN, FCAT scores, cohort reports, and FOCUS reports. The MTSS LEADERSHIP TEAM aligns functions of committees, identifies processes and resources for data management review student data, and develops resource map of interventions and strategies available. Based on the data provided at MTSS LEADERSHIP TEAM, Tier 2 problem solving engagement teams, which include the Literacy Leadership Team, Instructional Coaches, and the Positive Behavior Support Team, implement strategies developed at MTSS LEADERSHIP TEAM. Tier 2 engagement teams also plan and implement supplemental supports as well as monitor their effectiveness. Tier 2 teams meet weekly. Tier 3 service providers who serve on the MTSS LEADERSHIP TEAM meet as the Child Study Team and help create, monitor, and share tier two and three interventions with and for the MTSS LEADERSHIP TEAM based needs identified through data analysis.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member | Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Robert	Stickney	MTSS Instructional Staff Developer/Facilitator
Melissa	Newman	School Social Worker/Recorder
Kim	Kirchoffer	School Psychologist /Data Manager
Michelle	Tibbs-Brown	ELA & School-wide Literacy/Data Keeper

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Tara	Fowler	Math Data Keeper
Reuben	Hepburn	Principal
Michael	Machado	Administrator
Michele	Diaz	Administrator
Nicole	Johnson	Administrator
Ija	Hawthorne	Administrator
Keri	Gartland	Administrator
Michael	Vasallo	Administrator

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

Weekly meeting are held with discussion centered around data and progress monitoring. It is the responsibility of each leader to prepare, and discuss ongoing data used to monitor goals and action steps set. A point person reports to the larger group on celebrations or concerns that need to be revised or abandoned. Team members are responsible for acquiring and analyzing data and facilitating problem-solving sessions with teachers across content area. Rough drafts based upon teacher input are comprised and each member is then responsible for editing the work of participating teachers in the area of their expertise, while reflecting upon past performance and setting goals for future performance. In addition, team members align school goals and initiatives with district and state goals and initiatives. Team members meet with their respective department and cohort biweekly to ensure the school improvement plan is implemented with fidelity, as well as to reflect upon progress and/or the need for further interventions.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

The MTSS LEADERSHIP TEAM relies upon results from the FAIR assessment, administered three times annually, found in the Progress Monitoring and Reporting Network (PMRN) database, End of Course Exam, FCAT/FSA data. Results of math and science benchmark assessments, Social Studies benchmark assessments and Glencoe writing assessments are also utilized. Behavior and attendance report will generated from our students information system, FOCUS. EDS is used to display the data in graphic form and to disseminate to the staff. The data is collected by administrators, the data management technician, and staff developers and then brought to the attention of the MTSS LEADERSHIP TEAM for analysis problem-solving and planning to ensure highest student achievement for all students.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

Professional development for the 2015-2016 school year will be provided by staff developers and other content specialist through pre-school workshops on MTSS/RtI: B, data collection and progress monitoring centered around our newly adopted motto Respect, Excellence, Pride. MTSS will focus on building and establishing knowledge and operations for research-based best practices. Tier one and two interventions and progress monitoring will be reinforced through biweekly department PLC's and again in biweekly cohort PLC's facilitated by MTSS LEADERSHIP TEAM members. The MTSS LEADERSHIP TEAM will also participate in the district provided booster training. The MTSS LEADERSHIP TEAM will support MTSS school wide at each tier. At tier 2, problem solving engagement teams will have dedicated time during the school day to plan, implement, and progress monitor interventions. This will be done during common planning, department meetings, cohort meetings, and during lesson studies. Additionally, instructional staff developer and key content leaders will have access to school wide data via FOCUS and other student management databases. The Literacy Leadership team will provide school wide literacy strategies and suggestions for interventions. MTSS supports will be systematically delivered through the Cohort Teams, based upon a set of criterion established from early warning predictors. Students are identified through data collection every semester and placed into reading, intensive math, and intervention classes by the Cohort Team. Three week attendance, academic, and behavior support courses and programs are also provided through the cohort guidance

counselor. Progress is monitored by the teachers of the support classes and shared and assessed by the Cohort Team and PLCs.

PART I	CURRENT SCHOOL STATUS
Section F	**Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Core instructional programs are adopted by the district in alignment with the Florida Standards. Administrators and Instructional Coaches are providing professional development regarding standards based instruction; they will then observe classes frequently to determine if lessons are aligned to Florida Standards.

DIFFERENTIATED INSTRUCTION - Describe how your 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.

Data is used to invite targeted students to the various Extended Learning Opportunities. All of our students are also participating in an extended school day.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

ELP Extended Learning Program (After School)

Minutes added to the school year: 8,640

What is/are the strategy's purpose(s) and rationale(s)?

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.

Provide a description of the strategy below.

To track the number of students participating in our ELP tutoring students log in electronically. 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.

How is data collected and analyzed to determine the effectiveness of this strategy?

The data manager of (MTSS) Mufti-tiered System of Support, and Assistant Principal of each content area progress monitor ELP and the overall success of the program.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

The data manager of (MTSS) Mufti-tiered System of Support, and the Assistant Principals of each content area will progress monitor ELP

the overall success.

INSTRUCTIONAL STRATEGY #2

Strategy Type

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Provide a description of the strategy below.

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is/are the person(s) responsible for monitoring implementation of this strategy?

INSTRUCTIONAL STRATEGY #3

Strategy Type

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Provide a description of the strategy below.

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is/are the person(s) responsible for monitoring implementation of this strategy?

INSTRUCTIONAL STRATEGY #4

Strategy Type

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Provide a description of the strategy below.

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is/are the person(s) responsible for monitoring implementation of this strategy?

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Freshman / New to Gibbs Orientation - Students and parents are given a orientation to the Gibbs Way of work to include a number of informational pieces. Parents are given a separate orientation the evening of the student orientation. Parent informational trainings and a Freshmen Flash newsletter will also be provided to support Freshmen and their parents. All incoming freshman are also scheduled into a high school transition course entitled "Freshman Experience". Graduating Seniors are provided a minimum of 3 cohort assemblies to share where they should at each point of their senior year as it relates to being post-secondary ready.

COLLEGE AND CAREER READINESS

Describe the strategies the school uses to support college and career awareness

Guidance counselors meet with students in individual, small group and large group settings to provide service for academic and social needs. Counselors work with students' to set long and short term goals and establish action step to assist in accomplishing set goals. Academic advice leads to career choice awareness, exploration and planning occurs each year. Students meet with guidance counselors individually each year to identify and request courses for the upcoming school year. Counselors also conduct credit checks each year, with multiple meetings each year as student's progress through high school. Counselors are sharing during their presentation a opportunities for students to dual enroll at St. Petersburg College (SPC). Throughout the year during parent meetings SPC representatives are invited to come present to parents and students about their various programs.
Students have the ability to take on-site dual enrollment courses through an established partnership with St. Petersburg College (SPC).

Describe how the school integrates vocational and technical education programs.

Guidance counselors meet with students in individual, small group and large group settings to provide service for academic and social

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needs. Counselors work with students' to set long and short term goals and establish action step to assist in accomplishing set goals. Academic advice leads to career choice awareness, exploration and planning occurs each year. Students meet with guidance counselors individually each year to identify and request courses for the upcoming school year. Counselors also conduct credit checks each year, with multiple meetings each year as student's progress through high school. Counselors are sharing during their presentation a opportunities for students to dual enroll at Pinellas Technical College (PTC). Throughout the year during parent meetings (PTC) representatives are invited to come present to parents and students about their various programs. Students have the ability to take on-site dual enrollment courses through an established partnership with PTC.

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), F.S.

Guidance counselors meet with students in individual, small group and large group settings to provide service for academic and social needs. Counselors work with students' to set long and short term goals and establish action step to assist in accomplishing set goals. Administrators target our students that are not yet achieved post-secondary readiness throughout the school year. Each group is made aware of the need to become post-secondary ready, the resources available to make this happen, information on the PERT test and when they will be scheduled to take the test.

PART I	CURRENT SCHOOL STATUS
Section G	**Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member	Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

Gibbs High school will employ a school-wide initiative to increase student accountability during independent reading in all classes by employing various instructional strategies and lesson studies.

Gibbs High School will work to engage students in consistent note-taking techniques by department proven to increase engagement and reading comprehension.
Daily standardized test prep practice for assessment aligned to grade level expectations such as FSA, ACT and SAT ill be implemented in all reading classes.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

Gibbs High School LLT major initiatives will be in engaging in consistent note taking techniques to increase engagement and reading comprehension.

We will also work to implement school-wide literacy test prep practice on a weekly basis to improve reading comprehension levels.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section A	**Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)   **Area 1: English Language Arts (Reading)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
15.4		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
15.7		

FLORIDA ALTERNATE ASSESSMENT (FAA)   **Area 1: English Language Arts (Reading)**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
76.9		

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
15.4		

LEARNING GAINS   **Area 1: English Language Arts (Reading)**

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50.3		

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
57		

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)   **Area 1: English Language Arts (Reading)**

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ANNUAL MEASURABLE OBJECTIVES (AMOs)   **Area 1: English Language Arts (Reading)**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	69.9		
Black/African American	12.3		
Hispanic	53.8		
Asian	60.		
American Indian	0.0		
English Language Learners (ELLs)	0.0		
Students with Disabilities (SWDs)	4.3		
Economically Disadvantaged	8.9		

POSTSECONDARY READINESS

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	30.6	

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL   Area 1: English Language Arts (Reading)

What is your school's reading goal? Provide a description of the goal below.

The goal is to increase the percentage of students reading at or above proficiency level 3 as measured by the FSA assessment. The goal is to increase the percent of students from 34% to 37%.

Provide possible data sources to measure your reading goal.

Reading will be measures by the number of student making a level 3 or higher on the FSA ELA reading assessment in 9th and 10th grades. FSA, ACT and SAT passing rates will be monitored for juniors and seniors

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
To improve the reading proficiency level of all students	Teachers will implement LAFS exemplar lessons in classes through modeling, co-planning with the school literacy coach to increase the level of rigor.
Action 2	**Plan to Implement Action 2**
To improve the independent reading time of all students.	Gibbs will employ a school-wide initiative to increase student accountability during independent reading in all classes by employing various instructional strategies and lesson studies.
Action 3	**Plan to Implement Action 3**

To improve the number of junior and seniors graduating and receiving a passing score on the FSA, ACT and SAT tests.	We will implement a daily standardized test prep practice for assessments aligned to grade level expectations for FSA, ACT and SAT in all reading classes.
Action 4	**Plan to Implement Action 4**
Implement School-wide literacy test prep practice on a weekly basis.	Reading teachers will develop test prep lessons to be shared and implemented by all teachers weekly.

PART II	**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**
Section B	**Area 2: English Language Arts (Writing)**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
55		

FLORIDA ALTERNATE ASSESSMENT (FAA)   **Area 2: English Language Arts (Writing)**

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
60		

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL   **Area 2: English Language Arts (Writing)**

What is your school's writing goal? Provide a description of the goal below.

Gibbs High School will increase the number of students scoring at the proficiency levels of 3 or higher by 3% moving.

Provide possible data sources to measure your writing goal.

This work will be measured by the benchmark writing assessments and the percentage of students scoring proficient at levels 3 or higher as shown on the FSA ELA Writing assessment for grade 10.

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	**Plan to Implement Action 1**
Increase the number of students passing the FSA Writing test	Teachers will develop common short and extended writing rubrics
Action 2	**Plan to Implement Action 2**
Develop Processes to assess writing, review student data and guide writing instruction.	Teachers will begin using the Electronic Composition Portfolio beginning in October of 2015
Action 3	**Plan to Implement Action 3**

Improve instruction on formal English grammar support.	Use grammer instruction and Daily Oral Language in the ELA classrooms
Action 4	**Plan to Implement Action 4**
Increase opportunities for students to have regular standardized test prep practice for assessments aligned to grade level expectations for FSA, ACT and SAT with a focus on academic vocabulary and test-taking success	Students will begin work on SAT vocabulary and dail FSA practice in the ELA classes.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section C	**Area 3: Mathematics**

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
69.2		

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
20		

LEARNING GAINS   Area 3: Mathematics

Students Making Learning Gains (EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ANNUAL MEASURABLE OBJECTIVES (AMOs)   Area 3: Mathematics

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

Area 3: Mathematics	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White			
Black/African American			
Hispanic			
Asian			
American Indian			
English Language Learners (ELLs)			
Students with Disabilities (SWDs)			
Economically Disadvantaged			

POSTSECONDARY READINESS

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness
Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	44.3	

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	5.9	

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	5.3	

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

To increase the percentage of students scoring at the proficiency level of 3 or higher on the Algebra 1, Geometry and Algebra 2 End of Course Examinations, by a minimum of 3%.

Provide possible data sources to measure your mathematics goal.

The percentage of student who score proficient on the Benchmark assessments through Performance Matters along with the Algebra 1, Geometry and Algebra 2 EOC scores will be used.

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
To increase high levels of engagement for students in math classes.	Math Coach will continue to work with teachers on creating lessons with high engagement and rigor.
Action 2	**Plan to Implement Action 2**
To increase opportunities for teachers to collaborate while analyzing student data to help students who need to master benchmarks.	Teachers will attend weekly common planning PLCs.

Action 3	Plan to Implement Action 3
To involve and guide all students in tracking their own progress toward meeting the goals.	Teachers will track student progress on benchmark assessments and have students develop a plan of action for success.
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section D	**Area 4: Science**

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

BIOLOGY 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL	
	Area 4: Science

What is your school's science goal? Provide a description of the goal below.

To increase the percentage of students on the Biology EOC at a level of proficiency by a minimum of 3%.

Provide possible data sources to measure your science goal.

Proficiency scores on the benchmark assessments through Performance Matters along with the Biology EOC scores will be used.

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
To increase student opportunities to engage in reading complex text.	Teachers will select articles of appropriate lexile levels aligned to each of their course standards for students to read in class.
Action 2	Plan to Implement Action 2

To provide highly engaging lessons for students while reading complex text.	During weekly PLC sessions teachers will work with the science coach to plan effective common strategies for engaging students in reading those articles.
Action 3	Plan to Implement Action 3
To increase the opportunity for students to engage in inquiry-based laboratory investigations that emphasize scientific thinking, the utilization of technology, data analysis, and written summaries of their findings.	Teachers will utilize the "engage," "explore," and "elaborate" phases of the 5E instructional model to provide students with common lab experiences.
Action 4	Plan to Implement Action 4
To provide opportunities for students to generate and test hypotheses.	During lab investigations, teachers will provide the opportunity for students to make claims, test them, and defend their results with evidence.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section E	**Area 5: Science, Technology, and Mathematics (STEM)**

Number of STEM-related Experiences Provided for Students
(i.e., robotics competitions, field trips, science fairs)

2014-15 Status (#)	2015-16 Target (#)

Participation in STEM-related Experiences Provided for Students

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Enrolling in One or More *Accelerated* STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Completion Rate for Students Enrolled in *Accelerated* STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)

Students Taking One or More Advanced Placement Exams for STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	2.5	

Passing Rate for Students Who Take Advanced Placement Exams for STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)
34.4	

CTE-STEM Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	3.3	

Students Taking CTE-STEM Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take CTE-STEM Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL	Area 5: Science, Technology, and Mathematics (STEM)

What is your school's STEM goal? Provide a description of the goal below.

Provide possible data sources to measure your STEM goal.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section F	Area 6: Career and Technical Education (CTE)

Students Enrolling in One or More CTE Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Completion Rate for CTE Students Enrolled in Accelerated Courses

2014-15 Status (%)	2015-16 Target (%)

Students Taking CTE Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take CTE
Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)

CTE Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	49.9	

CTE Teachers Holding Appropriate Industry Certifications

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your CTE targets, provide the following information for that goal.

CTE GOAL	Area 6: Career and Technical Education (CTE)

What is your school's CTE goal? Provide a description of the goal below.

To increase the number of students earning Industry Certifications and Pinellas Technical College by a minimum of 5%

Provide possible data sources to measure your CTE goal.

Data will be collected from the completion and passing rates of industry certification courses taken by our students.

How will your school accomplish this CTE goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
To increase the number of students earning industry certifications.	Teachers will routinely engage students in project based learning while integrating certification preparation to include G-Metrix trainings and certification test preparation workbooks.
Action 2	Plan to Implement Action 2
To increase the number of students attending classes at Pinellas Technical College	10th grade counselors will bring awareness of Pinellas Technical College options and scheduling. Future Plans will also be used to screen potential PTC candidates.
Action 3	Plan to Implement Action 3
To increase student monitoring of their learning towards the goal of certifications.	Teachers will engage students in data chat practice that emphasizes data collection and analysis with student certification test data.
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section G	**Area 7: Social Studies**

CIVICS END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
20.7		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26.2		

If you have a goal to support your social studies targets, provide the following information for that goal.

SOCIAL STUDIES GOAL	Area 7: Social Studies

What is your school's social studies goal? Provide a description of the goal below.

To increase the number of students on the US History EOC at a level of proficiency by a minimum of 3%.

Provide possible data sources to measure your social studies goal.

Performance Matters Common Assessment Benchmark data for US History will be used along with the US History EOC Data.

How will your school accomplish this social studies goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
To increase student opportunities to identify and analyze data	Teachers will engage students in DBQ practice that emphasizes data collection and analysis with written interpretative summaries
Action 2	**Plan to Implement Action 2**
To involve students in tracking their own progress toward their own progress.	Students will clearly understand course standards and benchmarks to develop clear learning goals that will assist them in differentiating and scaffolding their learning
Action 3	**Plan to Implement Action 3**
To involve and guide all students in tracking their own progress toward meeting their goals using scales.	Teachers 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

Action 4	Plan to Implement Action 4
To increase opportunities for students to engage in complex text and increase vocabulary instruction.	Teachers will routinely engage students in reading complex text while integrating vocabulary instruction

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	**Area 8: Early Warning Systems**

ATTENDANCE

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	15.7	11.4	
Grade 10	11.1	5.6	
Grade 11	3.3	10.2	
Grade 12	3.3	1.2	

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	33.1	30.2	
Grade 10	35.0	30.1	
Grade 11	33.9	32.0	
Grade 12	35.1	39.1	

SUSPENSIONS	**Area 8: Early Warning Systems**

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	42.3	45.1	
Grade 10	43.1	42.7	
Grade 11	48.2	41.7	
Grade 12	38.8	46.1	

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	39.0	37.1	
Grade 10	36.4	38.3	
Grade 11	38.7	31.6	
Grade 12	28.3	39.5	

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	13.0	8.6	
Grade 10	7.6	7.6	
Grade 11	6.9	5.3	
Grade 12	2.5	9.9	

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	16.9	20.2	
Grade 10	17.8	10.2	
Grade 11	18.6	10.5	
Grade 12	7.2	7.8	

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0.6	1.4	
Grade 10	1.2	0.0	
Grade 11	1.5	0.0	
Grade 12	0.7	0.0	

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0.0	1.0	
Grade 10	1.5	.6	
Grade 11	0.7	0.0	
Grade 12	0.7	0.0	

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0.3	0.0	
Grade 10	0.6	0.0	
Grade 11	0.0	0.0	
Grade 12	0.0	0.0	

RETENTIONS

Area 8: Early Warning Systems

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0.0	3.8	
Grade 10	0.0	2.3	
Grade 11	0.0	0.8	
Grade 12	1.8	2.1	

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	33.4	4.0	
Grade 10	29.7	24.6	
Grade 11	32.8	17.3	
Grade 12	8.0	26.3	

Students in 9th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33.4	4	

MULTIPLE EARLY WARNING INDICATORS

Area 8: Early Warning Systems

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	46.4	42.5	
Grade 10	45.2	46.2	
Grade 11	50.0	42.9	
Grade 12	37.0	47.3	

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

When students are identified having academic struggles, parent conferences including credit checks are done, students are encouraged to attend after school Homework club 4 days a week for academic assistance. Students will also be assigned an academic detention for classes in which they are failing to make up missed assignments..

DROPOUT PREVENTION

Area 8: Early Warning Systems

The following data shall be considered, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/.

Students Dropping Out of School, as Defined in s.103.01(9), F.S.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Academically At-Risk Students Graduating in Four Years, as Defined in Rule 6A-1.09981, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Graduating in Five Years, Using Criteria Defined at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section I	**Area 9: Black Student Achievement**

Describe and identify goals, targets, and actions for Black student achievement.

Add Target	Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section J	**Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section K	**Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target	Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

PART III — PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD   Delete PD

Professional Development Identified	
Related Goal(s)	Increasing the number of students monitoring for understanding and progress
Topic, Focus, and Content	Student achievement in content areas
Facilitator or Leader	District Content Specialists and School Leadership Team
Participants (e.g., Professional Learning Community, grade level, school wide)	PD will be done in faculty meetings, and small learning communities, along with weekly PLCs.
Target Dates or Schedule (e.g., professional development day, once a month)	Once a semester, teachers will develop and utilize learning goals and scales in their content classes to increase student awareness of understanding and progress towards the learning goals.
Strategies for Follow-Up and Monitoring	Staff Developers will incorporate learning scales in coaching cycles to increase teacher understanding and use.
Person Responsible for Monitoring	Administration

PART IV — COORDINATION AND INTEGRATION

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

MEETING STUDENT NEEDS - 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.

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PART V	BUDGET

Create a budget for each school-funded activity.

Add Item   Delete Item

Budget Item Description	
Related Goal(s)	
Actions/Plans	
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	
Description of Resources	
Funding Source	
Amount Needed	

PART VI	MID-YEAR REFLECTION

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal   Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

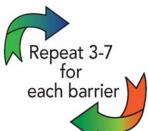**STEP 1**
a. Identify a goal
b. Set targets

STEP 2
Brainstorm resources and barriers; organize barriers into "buckets"

STEP 3
Prioritize barriers and select one barrier bucket of alterable elements to address based on cost and complexity of implementation and potential impact on goal

STEP 4
Brainstorm and prioritize strategies to eliminate or reduce the selected barrier bucket; include the rationale for each strategy; select one strategy to move to Step 5

STEP 5
Develop an action plan for the strategy (Step 4) by identifying all steps (including who, what, when and evidence) needed for implementation

STEP 6
Determine how the action plan (Step 5) will be monitored for fidelity of implementation *(who, what, when and evidence)*

STEP 7
Determine how the strategy (Step 4) will be monitored for effectiveness at reducing or eliminating the selected barrier (Step 3)

STEP 8
Determine how progress towards the goal and targets will be monitored *(what data, who, when and evidence)*

Repeat 3-7 for each barrier