School Improvement Plan
2017-18

Jonathan C. Gibbs High School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal:	Reuben Hepburn	SAC Chair:	Dr. Kevin Gordon

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

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

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1220	1.1	61.6	8.0	3.7	25.6	

School Grade	2017: C	2016: D	2015: C	Title 1 School?	☒ Yes ☐ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	38	35	31	16	68	41	52	50	53	46		84
Learning Gains All	43	39	40	25								
Learning Gains L25%	34	26	35	38								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Reuben	Hepburn	FT	4-10 years
Assistant Principal	Michele	Diaz	FT	1-3 years
Assistant Principal	Ija	Hawthorne	FT	4-10 years
Assistant Principal	Nicole	Holcombe	FT	1-3 years
Assistant Principal	Michael	Machado	FT	1-3 years
Assistant Principal	DeJuan	Patrick	FT	1-3 years
Assistant Principal	Derek	Weston	FT	11-20 years
Total Instructional Staff: 77			**Total Support Staff:** 60	

School Culture for Learning

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

> This year Gibbs High School will continue the school-wide implementation of restorative practice to proactively prevent problems like bullying and violence on campus. Research shows that restorative approaches can transform student behavior and build healthy school communities. We believe that the implementation of restorative practices along with PBIS will transform our school and create a positive, proactive, and preventive system. Restorative Practice and an administrative team that is visible and proactive will create a safe, secure and healthy learning environment. At Gibbs High School, we believe in Respect, Excellence and Pride (REP).

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

> Clear behavior expectations with a school-wide discipline plan are communicated to all stakeholders through student/cohort assemblies. During pre-school professional development training, teachers were exposed to culturally-relevant instruction (6 M's). Furthermore, we focused on building relationship, which include lesson planning that delivers a variety of ways to establish a positive classroom environment. School-wide discipline plan is revised annually to ensure fidelity to the district's discipline matrix and is shared with staff during pre-school trainings. A Cohort Intervention team monitors students' academic, behavior, and attendance to intervene early to increase student success. In addition to the Cohort Intervention team, we monitor for school-wide expectations during Classroom Walk-Thoughs (CWT). Data is collected from our CWT and shared with the staff during our faculty meetings and PLCs.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

> 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 athletic teams and clubs that address the various needs of all student. Our staff members have been trained and are implementing Restorative Practices across the campus to meet the social-emotional learning of all of our students.

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

> *Student Services supports for students in need of Tier 2 / 3 supports. Child Study Team (CST) meet twice monthly to monitor student data to increase or reduce interventions based on review of school data sources to include, but not limited to student services, school nurse recommendations, grades and discipline. Site-Based Leadership Team (SBLT) meets bi-weekly and utilizes DATA Warehouse, FOCUS, class-room walkthrough feedback, Discipline referrals, attendance, academics (grades) and focus groups (PLC, FSA results) to identify gaps between our campus' expected and actual current student outcomes across TIERs 1, 2, and 3. The SBLT reviews and analyzes these multiple data sources to monitor, manage, and track interventions and present a summary of data for staff and parents as appropriate.*

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

*Expectations are established through pre-school professional development activities. **Data training, SBLT, CST, and department PLC meetings** collectively and separately resulting in bi-weekly sessions for various data points. Continuing **professional development** on campus strategic goals, benchmarks, NGSSS.*
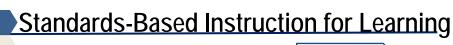
High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Our school ensures that all staff members, monitor and report the progress of school goals. Furthermore, we ensure that all staff members are aware f the high expectations for all students through PLC Meetings, SBLT Meetings, MTSS Meetings and Faculty Meetings.

School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
Goal: *Reduce the number of discipline referrals in grades 9-12*	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Reduce disruptive referrals through classroom reintegration meetings, restorative practices, peer-to-peer mentoring, and classroom/campus culture educational opportunities for students. Reduce avoidance referrals through daily attendance calls for absences, tier 2 check-ins, and daily attendance anomalies. Provide a safe, secure and healthy learning environment where optimal student success is the focus	Michael Machado & DeJuan Patrick
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Goal: Reduce the percentage of discipline referrals and learning gaps between Black and Non-Black students by 25%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Weekly progress monitoring of referrals and students earning 3 or more D's and/or F's Use community resources to support the students Assign peer and adult mentors Monitor data weekly	Michael Machado & DeJuan Patrick
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Standards-Based Instruction for Learning

Connections: **District Strategic Plan** ●**Goals 1,2,4,5**
Marzano Leadership ●**Domain 1,2,3,4**

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7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What <u>successes</u> have you seen to date? What data did you review to measure your success?

All key stakeholders (administration, department chairs, instructional coaches and PLC teams) work collaboratively to ensure instructional delivery is rigorously aligned to the state standards with relevant connections to the real world. Student achievement data is utilized to identify students who have the potential to succeed in rigorous course work (AP and dual enrollment), and are subsequently placed in those classes. All students are monitored utilizing state assessments, common assessments, grades, and attendance data. Goals and scales are utilized in the classroom to focus standard based instruction, while increasing student achievement. We have seen a 52% pass rate on AP exams and a 98% pass-rate in dual enrollment courses. We continue to focus on closing the achievement gap by placing students in our most challenging courses.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key <u>areas for improvement</u> in your school? What data did you review in reaching these conclusions?

Although continuous improvement is necessary in all areas, we have identified two key areas of focus for the 2017-2018 school year. Based upon our ELA and Math achievement scores, we will continue to develop strategies to become more proficient in ensuring that ALL students experience learning gains in those areas. For Math we are focusing on the lowest 25% quartile. Also, we have identified our Industry Certifications as an area for improvement.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

All of our teachers use the Marzano Framework with unit scales for their two most predominantly taught courses. The scales, coupled with the student monitoring supplements, allow teachers to formatively measure each student's learning to inform and differentiate instruction as needed. Student growth is measured through teacher developed formative assessments—such as quick writes, exit slips and whiteboards on a daily basis. Student growth also is measured through course grades and more traditional common assessments.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Our school works tirelessly to meet its mission that all students will graduate and be prepared for postsecondary choices including college and careers. Our school uses a wide variety of ways to assist students with attaining grade level proficiency and ultimately, the level of college readiness in reading and mathematics. We schedule all students to remediation in reading and algebra who are not yet at grade level proficiency. Lastly, our AVID program will support students in the academic middle during the 17-18 school year as these students opt into rigorous courses to prepare for college readiness.
 From the students' freshmen year to their senior year, we have a relentless focus on assessments that make students college eligible and through the school's many college-going culture activities organized by the AVID Site Team, the school ensures success. In addition, the school employs a number of key strategies to ensure transition to high school is a success, which includes the use of organizational strategies and parent nights. Saturday School and Saturday Parent Workshops provide additional support for freshmen students and their parents. This is a great opportunity to provide academic support and encouragement.

Standards-Based Instruction / Key Goals and Strategies

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Teachers will intentionally plan for the needs of all students using the Universal Design for Learning (UDL) to ensure that barriers to the curriculum are reduced and optimizes levels of challenge to meet the need of all learners.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Lesson plans, collected bi-weekly, and student progress on classroom assessments and students' continued growth within the curriculum.	Teachers Administration
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Teacher plans tasks that incorporate AVID strategies; accountable talk, to show, tell, explain, and prove reasoning regarding the targeted standard.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Student grades and continued growth within the curriculum using AVID strategies, and through walk through data.	Teachers Administration
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible

Collaboration for Professional Growth

Connections:	**District Strategic Plan**	●**Goals 1,2,4,5**
	Marzano Leadership	●**Domain 2, 4**

11. Describe your school's efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference <u>specific lessons or growth areas</u> found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Our Team will continue to have common planning incorporating the use of their strategies to include all activities and assignments. We will also incorporate strategy walks amongst all staff members to highlight effective strategies. The school team will also complete a book study on the "Highly Engaged Classroom" and "Identifying Critical Content"

12. Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

GHS will continue to support teacher collaboration through the implementation of a Marzano Minute-a small clip/pedagogical tip for the week/identifying school instructional strengths from our teachers. Teachers will have a uniformed lesson plan template that will be used and uploaded to take a more collaborative approach to cross curricular teaching. GHS will also notify teachers during the Marzano Minute of upcoming trainings and how said trainings support the BTG efforts.

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

> Increasing teachers participating in ELA Training to build school capacity. Our ELA scores increased from 26% to 46% with our ninth graders.

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Classroom Management	September	All-Specifically New Teachers	Increased on task behaviors which will support students with SBI.
Gibbs Way	Pre-School August 5	New Teachers	An increased awareness of processes and procedures for PCSB, but more specifically for GHS.
Six M's	Mid October	All	Increase cultural awareness
Ouch! That Stereotype Hurts.	January	All	Increase the thought process and the growth mindset as we start the new semester.
Marzano Minute	Bi Weekly	All	Increase the overall teacher awareness of their pedagogical practices
C.A.R.E. NEA	Pre-School, Mid and Latter half	All	Increase the overall staff's awareness of their perceptions based on the survey presented by NEA.

Family and Community Engagement

Connections: **District Strategic Plan ●Goals 1,3,6,7**
Marzano Leadership ●Domain 4, 5, 6

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific <u>lessons or growth areas</u> found from a review of your school's AdvancED

climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

> Based on our 16-17 AdvanceED climate survey, parents indicate that they like the annual grade level College and Career Ready Parent Nights and the magnet programs. We will continue to offer five or more monthly opportunities for parents and community members to engage in school initiatives.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

> Parent support for academics is provided in a number of ways. Annual events such as College and Career Ready Parent nights, Freshmen Orientation, Back to School Night and events focused on specific contents have proven popular. All teachers upload their lesson plans one week in advance, which are accessible in advance of teaching the lesson. Administrators will increase the number of individual family sessions/contacts that are designed to increase student engagement and parental involvement.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	☐	☐	☒	☐
Families who regularly log onto PORTAL to check student grades / assignments, progress.	☐	☐	☒	☐
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	☐	☒	☐	☐
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	☐	☒	☐	☐
Families who report feeling welcome when visiting the campus or contacting the school.	☐	☐	☒	☐

*Note: Please use your own school data resources or best estimates in completing this inventory.
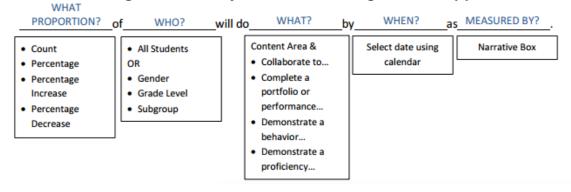
Family Engagement / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Parents will be better informed of extended learning opportunities with a goal to increase enrollment in credit recovery, Saturday School and tutoring sessions and to increase family connection efforts (parent sessions, family engagement meetings, and student academic status review sessions).	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Phone calls and home visits will be made to increase parental involvement.	Social Worker, Psychologists, Administrators
Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Increase family connection efforts (parent sessions, family engagement meetings, and student academic status review sessions).	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Partnering with Family and Community Liaison to increase family and community involvement.	Family and Community Liaison
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Section 2 – Targeted School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY?.

WHAT PROPORTION?	WHO?	WHAT? Content Area &	WHEN?	MEASURED BY?
• Count • Percentage • Percentage Increase • Percentage Decrease	• All Students OR • Gender • Grade Level • Subgroup	• Collaborate to… • Complete a portfolio or performance… • Demonstrate a behavior… • Demonstrate a proficiency…	Select date using calendar	Narrative Box

SMART GOALS: Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

ELA / Reading Goal	Goal Manager: Patrick, Hawthorne, Holcombe, Godwin, Davidson
To _increase_ the number of students _reading_ at a level of proficiency at a minimum of 10%.	

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
To implement the LAFS exemplar lesson(s) which will be implemented by grade levels, modeled, co-planned with the literacy coach to increase the level of rigor in reading classroom	Student performance on classroom assessments using Florida Achieves content on pre and post-test. Students will show continued growth on each Reading Inventory assessment. Students will show continued growth on each Write Score assessment.
Teachers will utilize a common short response writing rubric every other week as evidenced by student samples.	Students will show continued growth on each Write Score assessment.
GHS will implement the principles of Universal Design for Learning in reading classes to provide students with a voice and choice	Students will be engaged and be active participants in learning as measured by observation and walkthrough data. Students will perform proficiently on tasks and standard aligned assessments.
To utilize fluency and comprehension resources regularly with reading classes.	Students will show continued growth on each Reading Inventory assessment. Students will perform proficiently on the FSA. Students will show continued growth on unit assessments within the reading curriculum.

Mathematics Goal	**Goal Manager:** Diaz, Georgia, Johnson
To *increase* the level of proficiency on Mathematics achievement by a minimum of 10%	

Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
Implement new course progression for Algebra, Geometry and Algebra 2.	Teacher lesson plans will reflect the course progression and pacing as set forth by district to ensure all standards are covered for the EOC subjects.
To continue to have the math coach work with teachers on creating lessons for highest student achievement	Teachers will provide lesson plan every other week. Instructional coach will provide coaching logs every other week.
Teachers will attend weekly common planning PLCs.	Weekly PLC minutes will be documented for accountability.
Teachers will track student progress on benchmark assessments and have students develop a plan of action for success	Student Action plans will be completed and reviewed by teachers and students.
Teachers will provide students with FSA Practice EOC Review Books, Carnegie Skills Practice Books, and Calculators.	Classroom walkthroughs will show students working with the appropriate materials for the math course.
Administration will provide smaller class sizes (20:1) Student/Teacher ratio.	Master schedule will indicate class size reductions.

Science Goal	**Goal Manager:** Machado, McInerney
To *increase* the number of students passing the *Biology EOC* at a level of proficiency by a minimum of 3%.	

Actions / Activities in Support of Science Goal	**Evidence to Measure Success**
Implement new course progression in the traditional program.	Master schedule will reflect all students in appropriate setting
Implement Saturday School for Biology students.	Students will show improvement on Biology EOC scores
Incorporate GIZMO simulations in biology courses.	Lesson plans and walk-thru data will include Gizmo simulations
Increase Training in Content Enhancement for Teachers	All science teachers attend training implemented by science coach
Individual Data Chats with Students	Science coach will support all science teachers individual data chats and
Increase Science Literacy	All science teachers will incorporate science literacy strategies into their lesson plans. Lesson plan monitoring and walk-thru data by Administrator
Increase Rigor in the Classroom	Avid WICOR strategies used by all science teachers. Lesson plans and

	walk-thru data monitored by administrator

🔷 Other School Goals* / Use Only as Needed

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: US History	**Goal Manager:** Machado, Bose, Powers
To *increase* the number of students passing the *U.S. History EOC* at a level of proficiency by a minimum of 10%.	

Actions / Activities in Support of Goal	**Evidence to Measure Success**
Teachers will routinely engage students in reading complex text while integrating vocabulary instruction.	All U.S. History teachers will utilize Avid reading strategies to enhance instruction. Administrator will monitor lesson plans and observe through walk-thru data
Share Data Tracking Sheet with all departments.	Administrator will share during PLC's on a weekly basis and monitor teacher's plans of improvement based on the data
Incorporate Saturday School for U.S. History students.	Students will show improvement in U.S. History EOC scores.
Teachers will engage students in DBQ practice that emphasizes data collection and analysis with written interpretive summaries.	Administrator will monitor through PLC meetings and walk-through data
Students will clearly understand course standards and benchmarks to develop clear learning goals that will assist them in differentiating and scaffolding their learning.	Administrator will monitor standards and benchmarks through lesson plans and walk-through data
Teacher will guide students in tracking their own progress toward mastery of course standards through the use of learning target scales to increase student cognitive complexity in their written work.	Administrator will monitor tracking student progress through lesson plans and walk-through observations
To establish a summer reading list that is aligned to the standards of the course they will be taking in the fall.	Administrator will monitor all teacher's reading lists to ensure list aligned to standards

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Advanced Placement	**Goal Manager: Weston**
To **increase** the number of students passing the AP exam by a minimum of 8%	
Actions / Activities in Support of Goal	**Evidence to Measure Success**

Have assemblies to educate students and parents on the benefits of AP courses.	Increased attendance of students and parents at the assemblies.
Coordinate with PTC regarding rooms for AP testing.	All AP exams are scheduled at PTC in a distraction free environment.
Utilize AP Teachers as AP Test proctors.	Students will perform better in a comfortable testing environment.
Incorporate extended learning for AP students.	A higher percentage of AP students attending ELP.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	**Goal Manager:**
Place goal statement here.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	**Goal Manager:** Reuben Hepburn
To **decrease** the black/non-black **Academic Achievement Gap** in ELA by increasing the ELA proficiency level for black students by 10% from 34% to 44%.	
Actions / Activities in Support of Black Goal	**Evidence to Measure Success**
Academic Progress Monitoring	Mid-Term Progress Reports & Report Cards
VISSA – Provides support with the standards students struggle with.	Write Score\Cycle Assessment

Subgroup Goal (ELL)	**Goal Manager:**
Place goal statement here.	
Actions / Activities in Support of ELL Goal	**Evidence to Measure Success**

Subgroup Goal (ESE)	**Goal Manager:** DeJuan Patrick
Gibbs High School will increase the ESE graduation rate by 5%	
Actions / Activities in Support of ESE Goal	**Evidence to Measure Success**

Monitor high stakes testing waivers in a timely manner	Students list as on track on Cohort Report
Schedule all ACCESS students in appropriate classes to progress towards earning a standard diploma	Credit checks indicate students are on track for an on time graduation

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 9th	Grade 10th	Grade 11th	Grade 12th	Grade Select	Grade Select	Grade Select	School Totals	
								#	%*

Students scoring at FSA Level 1 (ELA or Math)	161	185	161	139				646	44
Students with excessive absences / below 90 %	127	99	114	111				451	31
Students with excessive behavior / discipline**	47	36	11	7				101	7
Students with excessive course failures**	235	238	216	172				861	58
Students exhibiting two or more Early Warning indicators	167	124	120	90				501	34

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

⬡ EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
Gibbs High School will increase its attendance rate to 95%	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
Using the Child Study Team, refer students and families to community based resources designed to improve school attendance	Increased school attendance Increased participation in community based programs
School Messenger – Attendance Call Outs	Decrease in the number of absences.

⬡ EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Gibbs High School will implement a Restorative Practice System across all grade levels.	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
Restorative practices will be a standing agenda item on all MTSS and leadership agendas to monitor implementation and data collection	Decrease in the number of office referrals Increase in student engagement evidenced by participation in schoolwide activities

Discipline Goal – Other (as needed)	Please ensure that your goal is written as a SMART goal.
Specify	
Place goal statement here (only if needed).	

Actions / Activities in Support of Goal	**Evidence to Measure Success**

🔵 **EWS – Academic Intervention**

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Gibbs HS uses an after-school homework club from 2:15 PM to 4:15 PM on Monday through Thursday and Saturday School from 9 AM to noon. This is for credit recovery, test prep, and academic support.

Early Intervention / Extended Learning Goal Please ensure that your goal is written as a SMART goal.
Increase the number of students who are on track to graduate through participation in Homework Club and Saturday ELP Sessions.

Actions / Activities in Support of Goal	**Evidence to Measure Success**
Offer Homework Club weekly for academic support.	Sign-in sheets; Cohort report status checked quarterly
Offer Saturday ELP sessions for test preparation (FSA, SAT, ACT, EOC, etc.).	Sign-in sheets; Cohort report status quarterly
Offer Saturday ELP sessions focused on credit recovery	Cohort report status quarterly; student report cards

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	77	% with advanced degrees	40
% receiving effective rating or higher		% first-year teachers	1
% highly qualified (HQT)*	100	% with 1-5 years of experience	27
% certified in-field**	100	% with 6-14 years of experience	32
% ESOL endorsed	15	% with 15 or more years of experience	39

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school's efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

Gibbs High School has built in supports for new and experienced teachers. Through our Chew and Chat meetings, all teachers have the opportunity to address concerns, present new ideas, and share in decision-making directly with the principal. To support new teachers, school based mentors are assigned to any first year GHS teacher and all new teachers participate in a structured PLC that aids in their transition to GHS.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Juliette	McCullum	Black	Parent
Elizabeth	Adkinson	White	Parent
Daphne	Lampley	Black	Parent
Pam	Holmes	White	Parent
Kevin	Gordon	Black	Business/Community
Renee	Holt	Black	Parent
Lisa	Schweitzer	White	Parent
Donna	Skinner	Black	Parent
Ray	Mohrman	White	Parent
Linda	Craig	White	Parent
Reuben	Hepburn	Black	Principal
Samantha	Burke	White	Parent
		Select	

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

☐ Yes	☒ No *(Describe the measures being taken to meet compliance below.)*
Gibbs High School will recruit memberws at New Student Orientation and Back to School night.	

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☒ Yes	☐ No	Committee Approval Date:

SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

☒ Yes	☐ No	Chairperson: DeJuan Patrick

Please state the days / intervals that your team meets below.
MTSS meets every 2nd and 4th Tuesday of each month

Budget / 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. Attached budget if preferred.