

## **GIBBS HIGH SIP 2013-14 EXECUTIVE SUMMARY**

Gibbs High School currently has 1,400 students in grades 9 through 12, seven administrators, 100 teachers and 35 staff members. Our recently revised mission is to Foster cooperative relationships within our school community and create a collaborative environment in which all students graduate.

**Cooperate~ Collaborate~ Graduate!**

### **Post-Secondary Readiness**

To increase our post-secondary reading readiness from 48% to 53%

To increase our post-secondary math readiness from 28% to 33%

To increase our post-secondary writing readiness from 50% to 55%

### **Reading:**

Increase the level of reading proficiency from 30% to 45%

Increase the percent of students performing at level 3 from 14.6% to 20%

Increase the percent of students performing at level 4 or higher from 17% to 20%

Increase the percent of students making learning gains from 53% to 58%

Increase the learning gains of our lowest 25% from 63% to 68% or higher

### **Writing:**

To increase the percent of students scoring 3.5 or above from 73% to 78%

To increase the percentage of students scoring a 4 or above from 80% to 90%

To decrease the percentage of students scoring levels 1, 2, or 3 from 20% to 10%

### **Math:**

Increase the level of math proficiency from 38% to 43%

Increase the percent of students making learning gains from 58% to 63%

Increase the learning gains of our lowest 25% from 69% to 74%

Increase the percent of student scoring proficient on the Algebra EOC by 5%

Increase the percent of student scoring proficient on the Geometry EOC by 5%

### **Science:**

Increase the level of science proficiency on the Biology EOC from 71% to 77%

Decrease the percent of students below proficiency from 28.6% to 23%

Increase the percent of students at proficiency from 41.6% to 46%

Increase the percent of students above proficiency from 29.8% 34%

### **Attendance:**

Increase our average daily attendance rate from 94% to 98%

### **School-wide Literacy:**

Increase the level at which students engage in text dependent complex task

Increase the level at which students respond in writing to complex text

### **Achievement Gap:**

Narrow the achievement gap between our black and non-black sub-groups as noted in our AMO targets

### **Parent Involvement:**

Increase parent involvement within our traditional population

Further expand our definition of parent involvement

Collaborate the efforts of our PTSA and all other parent groups

**Discipline**

Reduce by 10% the number of discipline referrals and ISS and OSS surrounding our top three targeted incidences

- Skipping
- Defiance
- Classroom Disruptions

Within each discipline we will engage students in authentic cognitively complex literacy task. Students will use the AVID WICORT strategies and structures when grappling with text dependent task. Within our reading and language arts classes we will provide students increased opportunities to practice metacognitive thinking in response to reading. To accomplish this, students will be given increased opportunities to read independently and use comprehension strategies.

Our professional development efforts will be led by our Literacy Leadership Cadre and literacy coach. To support Common Core Standards, training will focus on transiting our teachers to greater levels of instructional rigor, vocabulary acquisition, and identification of complex text and engagement of collaborative structures.

We will continue to seek unique ways to engage parents and the community in meaningful task that support highest student achievement and on-time graduation. Parent meetings will support career and college readiness and be offered at flexible times convenient to our parents' needs.

For more information our school improvement plan will be available on our school's website at [www.gibbs-hs.pinellas.k12.fl.us](http://www.gibbs-hs.pinellas.k12.fl.us)