GIBBS HIGH SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

To create a collaborative environment where our scholars will display Respect, Excellence, and Pride.

Provide the school's vision statement

We strive to prepare 100% of our scholars to achieve post-secondary readiness and become contributing members of society.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Barry Brown

Position Title
Principal

Job Duties and Responsibilities

As principal, I manage daily operations, budgets, and policy compliance, while leading curriculum development and staff supervision. I support student success, enforce discipline, engage with parents and the community, and ensure a safe school environment. I also implement improvement plans and use data to enhance educational outcomes, balancing administrative tasks with the needs of students and staff.

Leadership Team Member #2

Employee's Name
Nicole Johnson

Position Title
Assistant Principal

Job Duties and Responsibilities

Mrs. Johnson is the assistant principal for the Business Entrepreneural and Technology Academy (BETA) Magnet Program and she supervises the Math Department.

Leadership Team Member #3

Employee's Name
Michael Machado

Position Title
Assistant Principal

Job Duties and Responsibilities

Mr. Machado is the assistant principal in charge of athletics, and he supervises the science department.

Leadership Team Member #4

Employee's Name
Dejuan Patrick

Position Title
Assistant Principal

Job Duties and Responsibilities

Mr. Patrick is the Assistant Principal for Curriculum; he also supervises the Social Studies and ESE Department.

Leadership Team Member #5

Employee's Name
Michael Vasallo

Position Title
Assistant Principal

Job Duties and Responsibilities

Mr. Vasallo is the assistant principal for the Pinellas Count Center for the Arts Program (PCCA) and he supervises the English Department.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. *(ESEA 1114(b)(2))*

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Jonthan C. Gibbs High School Site Base Leadership Team, Faculty and Staff will review the School
Improvement Plan during pre-school to and provide additional recommendation and feedback. Additional
stakeholders will have the opportunity to provide input on the School Improvement Plan during the August SAC Meeting.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, through weekly, walk-through with specific feedback on areas of strength and weakness. Instructors will engage in daily formative assessment to confirm the learning of each standard. All content areas will engage in data chats to assess the effectiveness of their instruction based on classroom summative assessment, and cycle assessment. Student academic performance will be share with all stakeholders quarterly at content team meetings, student grade level meetings, and SAC meetings. Stakeholder input will be documented, and necessary adjustment will be made to support all student achievement goals outline in each SIP Goal.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**73.8%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: C** **2022-23: C*** **2021-22: C** **2020-21:** **2019-20: C**

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	110	141	147	129	527
One or more suspensions	73	56	50	29	208
Course failure in English Language Arts (ELA)	95	80	37	13	225
Course failure in Math	86	63	44	11	204
Level 1 on statewide ELA assessment	79	98	104	0	281
Level 1 on statewide Algebra assessment	53	20	79	113	265

Current Year (2024-25)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	91	129	139	114	473

Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year				23	23
Students retained two or more times	13	14	12	15	54

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	39			39	47	50	39	51	51
ELA Grade 3 Achievement **									
ELA Learning Gains	45						42		
ELA Learning Gains Lowest 25%	49						28		
Math Achievement *	32			24	36	38	32	38	38
Math Learning Gains	41						45		
Math Learning Gains Lowest 25%	46					42	42		
Science Achievement *	49			47	61	64	48	42	40
Social Studies Achievement *	54			49	63	66	47	47	48
Graduation Rate	86			92	92	89	91	61	61
Middle School Acceleration							45	45	44
College and Career Readiness	55			54	69	65	53	70	67
ELP Progress	22				47	45			

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	47%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	519
Total Components for the FPPI	11
Percent Tested	96%
Graduation Rate	86%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
47%	51%	47%	44%		47%	49%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	34%	Yes	4	
English Language Learners	22%	Yes	1	1
Black/African American Students	38%	Yes	5	
Hispanic Students	59%	No		
Multiracial Students	60%	No		
White Students	76%	No		
Economically Disadvantaged Students	44%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	34%	Yes	3	
Black/African American Students	34%	Yes	4	
Hispanic Students	66%	No		
Multiracial Students	49%	No		
White Students	80%	No		
Economically Disadvantaged Students	42%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	37%	Yes	2	
English Language Learners				

	2021-22 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Native American Students				
Asian Students	60%	No		
Black/African American Students	34%	Yes	3	
Hispanic Students	64%	No		
Multiracial Students	54%	No		
Pacific Islander Students				
White Students	73%	No		
Economically Disadvantaged Students	42%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	39%		45%	49%	32%	41%	46%	49%	54%		86%	55%	22%
Students With Disabilities	11%		33%	42%	19%	41%	46%	20%	16%		84%	25%	
English Language Learners			20%										23%
Black/African American Students	20%		38%	47%	20%	31%	37%	32%	35%		80%	39%	
Hispanic Students	66%		49%		35%	46%	58%	58%	71%		94%	56%	
Multiracial Students	48%		41%		44%	45%	57%	57%	67%		100%	75%	
White Students	71%		63%		62%	58%	92%	81%	86%		95%	78%	
Economically Disadvantaged Students	27%		40%	49%	25%	39%	43%	39%	43%		85%	48%	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	39%				24%			47%	49%		92%	54%	
Students With Disabilities	20%				11%			37%	22%		95%	19%	
Black/African American Students	21%				10%			28%	22%		88%	33%	
Hispanic Students	54%				46%			65%	68%		90%	72%	
Multiracial Students	52%				41%			55%					
White Students	73%				55%			86%	88%		97%	79%	
Economically Disadvantaged Students	28%				17%			36%	37%		88%	45%	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	39%		42%	28%	32%	45%	42%	48%	47%		91%	53%	
Students With Disabilities	26%		42%	38%	27%	48%		27%	26%		85%	17%	
English Language Learners													
Native American Students													
Asian Students	70%		50%										
Black/African American Students	18%		32%	28%	17%	34%	31%	27%	30%		89%	33%	
Hispanic Students	43%		52%		54%	55%		64%	83%		89%	75%	
Multiracial Students	50%		23%		57%			87%					
Pacific Islander Students													
White Students	73%		58%		60%	57%		80%	80%		94%	82%	
Economically Disadvantaged Students	26%		35%	28%	25%	42%	34%	39%	45%		92%	54%	

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

Social Studies achievement levels increased by 5 percentage points. This was due to the continual review of daily learning goals and our instructor's ability to make adjustment to the next day's lesson based on how scholars scored on their daily formative assessments. That data drove the instructional next steps. We also utilized the intensive reading courses to provide background knowledge and vocabulary assistance with our scholars who were below proficiency in reading; this strategy yielded very positive results.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Although math showed the lowest performance, it has a five percent increase from last school term. During the 2023-2024 school year, we spread the math tested areas between multiple instructors. This allowed the instructors work much more collaboratively than having one or two teachers absorbing all the math testing areas. Those instructors had teammates to work with and learn from. The growth was a total team effort.

Greatest Decline

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

The GHS Graduation Rate was the greatest decline, attendance was a huge factor in the decline of previous years senior class. Dirng the 2023-2024 school term we maintained a much more aggressive approach to connect with absent scholars and informing parents. This happened through additional call outs, home visits, and specific attendance plans for scholars. Academically, we also utilized MTSS Specialist to support scholars with concordance scores in math and English/reading. These specialists met with seniors to support them in their areas of deficiency.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Mathematics (Algebra and Geometry) has the greatest gap when compared to the state average. Again, this is because students entering high school below proficiency is the contributing factor and high school math instructors must provide three years of intense standards-based instruction on current standards while also providing differentiated remediation to support each student's area of deficiency.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

At Jonathan C. Gibbs High School math and ELA are the highest level of concern. Math is the highest level of concern and 60% of ELA scholars enter GHS below proficiency.

Highest Priorities

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

1. Math Proficiency
2. ELA Proficiency
3. ESSA Subgroups
4. Biology Proficiency

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current proficiency 41% as evidenced by the FAST PM3 assessment. We expect our proficiency levels to increase to 46% by May 2025 as evidenced by FAST PM3. In the past the bulk of growth took place between PM2 and PM3. A recognized gap from the previous year between PM1 and PM2 was faculty's catalyst for implementation of the professional development to support scholar growth. This improved between PM2 and PM3 and scholar growth was evident during that time. By maintaining the gains and increasing the proficiency between the L25 and/or Black Scholars ELA will help close the achievement gap.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of all scholars reaching proficiency will increase from 41% to 46% as measured by the FAST PM3 assessment in May 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will occur through administrative walkthroughs, formative assessments, progress monitoring, PLC and collaborative planning documents, and FAST PM1 and PM2 testing data.

Person responsible for monitoring outcome
Assistant Principal Michael Vasallo

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(B)).

Description of Intervention #1:
Leadership will support the enhancement of literacy across all grade levels. This will not only include reading and writing skills but also comprehension and critical thinking. Leadership will support the staff's ability to build engagement strategies for all learners, recognizing that all scholars have diverse learning preferences. Therefore, developing strategies to engage each style will improve learning outcomes. Leadership will also support the utilization of the PBIS System to reward positive behaviors.

Rationale:
Learning gains and proficiency data reflect a need to implement the above-mentioned strategy.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Content related Word Walls

Person Monitoring:	**By When/Frequency:**
Assistant Principal - Michael Vasallo	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELA Teachers will implement content-related Word Walls and Anchor Charts in all classrooms to support School-wide literacy.

Action Step #2
Consistently use BEST Standards and Benchmarks

Person Monitoring:	**By When/Frequency:**
Assistant Principal - Michael Vasallo	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELA Teachers will consistently use B.E.S.T Standards and benchmarks Pre-AP English 1 and Pre-AP English 2 classes.

Action Step #3
Scholar Progress monitor

Person Monitoring:	**By When/Frequency:**
Assistant Principal - Michael Vasallo	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELA Teachers and scholars will use a benchmark data tracking document based on progress monitoring assessments, which includes all formative assessment data, in addition to conducting frequent data chats.

Action Step #4

PLC Collaboration

Person Monitoring:
Assistant Principal - Michael Vasallo

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELA teachers PLC together monthly around data to determine school-wide trends, areas in need of improvement, and next steps. FAST PM data will drive professional development and collaboration. Administration and department chairs will lead PLC's. Walkthroughs by administration and district specialists will drive specific PLC topics for professional development.

Action Step #5
Utilize PBIS with fidelity

Person Monitoring:
Assistant Principal - Michael Vasallo

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELA Teachers will utilize the Positive Behavior Interventions and Support System (PBIS) to support their classroom with improved scholar behavior, scholar engagement and academic success.

Action Step #6
Improve Student Engagement

Person Monitoring:
Assistant Principal - Michael Vasallo

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELA Teachers will improve scholar engagement by fostering a positive learning environment by developing positive relationships with scholars to enhance the learning environment, this can be done by developing interactive learning activities, use of technology, varying instructional strategies and make real world connections.

Action Step #7
Adhere to attendance protocols

Person Monitoring:
Assistant Principal - Michael Vasallo

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELA Teachers will monitor and follow scholar attendance protocol to improve scholar engagement and academic success.

Action Step #8
Tracking and Monitoring Student Progress

Person Monitoring:
Assistant Principal - Michael Vasallo

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will adapt and implement benchmark trackers to support timely monitoring of student progress toward benchmark mastery.

Action Step #9
Reading Comprehension Protocols

Person Monitoring:
Assistant Principal - Michael Vasallo

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement Gladiator PRIDE reading strategies to combine effective practices such as previewing, active reading, questioning, analyzing, and self-assessment in order to support striving readers based on research findings and can be used at all grade levels with all texts.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of proficiency is 33%, as evidenced in the BEST EOC Math data. We expect our performance level to be 40% by May 2025 on BEST EOC Math assessment. The problem/gap is occurring because teachers must improve their ability to monitor scholar learning and make real time instructional adjustments with special attention on our ESE scholars.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of scholars achieving proficiency will increase from 33% to 40% as measured on the BEST Math EOCs of Algebra 1 and Geometry.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will occur via district common assessments, district cycle assessments, district formative assessments and a variety of other formative assessments.

Person responsible for monitoring outcome

Assistant Principal - Nicole Johnson

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Leadership will support the enhancement of literacy across all grade levels. This will not only include reading and writing skills but also comprehension and critical thinking. Leadership will support the staff's ability to build engagement strategies for all learners, recognizing that all scholars have diverse learning preferences. Therefore, developing strategies to engage each style will improve learning outcomes. Leadership will also support the utilization of the PBIS System to reward positive behaviors.

Rationale:
There is a direct correlation to improved literacy, heighten scholar engagement, and improved scholar achievement.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Content Area Word Walls & Anchor Charts

Person Monitoring:	**By When/Frequency:**
Assistant Principal - Nicole Johnson	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Math Teachers will implement content-related Word walls and Anchor Charts in all classrooms to support School-wide literacy.

Action Step #2
Use of Mathematical Thinking & Reasoning Standard Protocols

Person Monitoring:	**By When/Frequency:**
Assistant Principal - Nicole Johnson	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Math Teachers will consistently use Mathematical Thinking & Reasoning Standards (MTRs) Protocols in Algebra 1 & Geometry classrooms.

Action Step #3
Progress Monitoring & Spiraling with Intention

Person Monitoring:
Assistant Principal - Nicole Johnson

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Math Teachers and scholars will use a benchmark data tracking document based on progress monitoring assessments, which includes all formative assessment data, in addition to conducting frequent data chats. This progress monitoring will directly guide spiraling/remediation.

Action Step #4
PLC Collaboration

Person Monitoring:
Assistant Principal - Nicole Johnson

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Math Teachers and Administrator will work in Professional Learning groups (PLCs) to collaboratively analyze common assessment data and intentionally plan scaffolding and remediation utilizing district and state resources that will include the district pacing calendar/year-at-a-glance and links to the state's B1G-M.

Action Step #5
Utilize PBIS in the classroom

Person Monitoring:
Assistant Principal - Nicole Johnson

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Math Teachers will utilize the Positive Behavior Interventions and Support System (PBIS) to support their classroom with improved scholar behavior, scholar engagement and academic success.

Action Step #6
School-wide Attendance Protocols

Person Monitoring:
Assistant Principal - Nicole Johnson

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Math Teachers will monitor and follow scholar attendance protocol to improve scholar engagement and academic success.

Action Step #7
Consistently use district provided resources as well as Math Look-Fors and protocols

Person Monitoring:
NIcole Johnson

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All teachers will utilize the district resources, implement Math Look-Fors and protocols with fidelity.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale
Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Gibbs High current level of performance is 47%, as evidenced in the 2024 Biology end of course (EOC) results. This is a decrease of 1% from the scholar achievement for the previous year. The problem/gap is the achievement of our SWD (21%), ELL (15%) and Black (32%) scholars are not achieving 60% or higher. If teachers backwards plan lessons and they use intentional and effective opportunities to pause, process and practice the learning and ask Higher Order Thinking Questions in such a way to engage ALL scholars in thinking, discussing and/or writing responses and personalized instruction based on cycle assessment data and formative assessments are implemented, then scholar groups can be created for differentiated instruction and achievement will increase. Additionally, intentionally planned systems to monitor the effectiveness of this data informed instruction will be implemented and inform instruction moving forward.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Scholars will increase proficiency on the Biology End of Course Exam (EOC) will increase from 47% to 60%.

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Teachers backwards plan lessons will use Intentional and effective opportunities to pause, process and practice the learning and ask Higher Order Thinking Questions in such a way to engage ALL scholars in thinking, discussing and/or writing responses and personalized instruction based on cycle assessment data and formative assessments. Scholars can be created for differentiated instruction and achievement will increase. Additionally, Monitoring will occur through administrative walk-through's, and collaborative planning documents.

Person responsible for monitoring outcome
Assistant Principal - Michael Machado

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Science teachers will plan and implement student-centered instruction at the level of rigor appropriate for the standard.

Rationale:
By scaffolding support for scholars and following standards-based instruction (provided by the district) we can ensure that there are many opportunities for intentional practice and skill development thus scholar growth can be tracked using Cycle Assessments and inform instruction moving forward. Assessment checkpoint will be quarterly.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Biology Action Steps

Person Monitoring:	By When/Frequency:
Mike Machado	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1.Teachers backwards plan lessons to include learning tasks where scholars are scaffolded to demonstrate achievement of the learning target. 2. Biology teachers PLC together monthly around data to determine school-wide trends, areas in need of improvement, and next steps. Cycle and common assessments data will drive professional development and collaboration. 3. Staff developers support teachers with data analysis, differentiation, scholar-based learning, and monitoring toward mastery of all Biology standards. 4. Biology teachers provide formative assessments aligned to Biology Standards in grades 9-12. 5. Biology teachers utilize data collected in the form of scholar artifacts to determine scholar needs and adjust instruction. Teachers will share data and scholar artifacts in PLC's to align instruction based on scholar needs. 6.Teachers will utilize the Positive Behavior Interventions and Support System (PBIS) to support their classroom with improved scholar behavior, scholar engagement and academic success. 7. Teachers will monitor and follow scholar attendance protocol to improve scholar engagement and academic success 8. Students will read using articles and the textbook for exposure to academic and technical vocabulary and teachers will lead with the lab to anchor the learning. Person Responsible Michael Machado (machadom@pcsb.org) Ariel Long (LONGARI@pcsb.org) By When: Weekly, Monthly, and Quarterly

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is 22% proficiency as demonstrated on the FAST ELA. Our goal is to increase it to 41%. The problem/gap is occurring because high yielding literacy practices and engagement strategies for black scholars are not being employed consistently across all content areas.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our current level of performance is 22% proficiency as demonstrated on the FAST ELA. Our goal is to increase to 41%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will occur through administrative walkthroughs, formative assessments, progress monitoring, PLC and collaborative planning documents, and FAST PM1 and PM2 testing data

Person responsible for monitoring outcome
Principal - Barry Brown

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Leadership will support the enhancement of literacy across all grade levels. This will not only include reading and writing skills but also comprehension and critical thinking. Leadership will support the staff's ability to build engagement strategies for all learners, recognizing that all scholars have diverse learning preferences. Therefore, developing strategies to engage each style will improve learning outcomes. Leadership will also support the utilization of the PBIS System to reward positive behaviors.

Rationale:
There is a direct correlation to improved literacy, heighten scholar engagement, and improved scholar achievement.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of proficiency is 56%, as evidenced in the US History EOC data. We expect our performance level to be 63% by May 2025 on the US History EOC assessment. The problem/gap is occurring because teachers must improve their ability to monitor scholar learning and make real time instructional adjustments with special attention on our ESE scholars.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our current level of performance is 55% as evidenced by the 2024 US History End of Course (EOC) Exam. We expect our performance level to be 63% by May 2025 on the US History EOC exam.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will occur through administrative walkthroughs, formative assessments, progress monitoring, PLC and collaborative planning documents.

Person responsible for monitoring outcome

Assistant Principal - Dejuan Patrick

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Leadership will support the enhancement of literacy across all grade levels. This will not only include reading and writing skills but also comprehension and critical thinking. Leadership will support the staff's ability to build engagement strategies for all learners, recognizing that all scholars have diverse learning preferences. Therefore, developing strategies to engage each style will improve learning outcomes. Leadership will also support the utilization of the PBIS System to reward positive behaviors.

Rationale:
There is a direct correlation to improved literacy, heighten scholar engagement, and improved scholar achievement.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
School-wide Literacy

Person Monitoring:	**By When/Frequency:**
Assistant Principal - Dejuan Patrick	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. US History Teachers will implement content-related Word walls and anchor charts in all classrooms to support School-wide literacy.

Action Step #2
Use of Document-Based Questioning

Person Monitoring:	**By When/Frequency:**
Assistant Principal - Dejuan Patrick	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
US History Teachers will consistently use Document-Based Questioning (DBQs).

Action Step #3
Scholar Progress Monitoring

Person Monitoring:
Assistant Principal - Dejuan Patrick

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
US History Teachers and scholars will use a benchmark data tracking document based on progress monitoring assessments, which includes all formative assessment data, in addition to conducting frequent data chats.

Action Step #4
Collaborate in PLCs

Person Monitoring:
Assistant Principal - Dejuan Patrick

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
US History Teachers and Administrator will work in Professional Learning groups (PLCs) to collaboratively analyze common assessment data and intentionally plan scaffolding, spiraling, and remediation utilizing district and state resources that will include the district pacing calendar/year-at-a-glance.

Action Step #5
Implement PBIS in all classrooms

Person Monitoring:
Assistant Principal - Dejuan Patrick

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
US History Teachers will utilize the Positive Behavior Interventions and Support System (PBIS) to support their classroom with improved scholar behavior, scholar engagement and academic success.

Action Step #6
Increase scholar engagement

Person Monitoring:
Assistant Principal - Dejuan Patrick

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
US History Teachers will improve student engagement by fostering a positive learning environment by developing positive relationships with scholars to enhance the learning environment, this can be done by developing interactive learning activities, use of technology, collaboration, varying instructional strategies and make real world connections

Action Step #7
Adhere to attendance protocols

Person Monitoring:
Assistant Principal - Dejuan Patrick

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
US History Teachers will monitor and follow scholar attendance protocol to improve scholar engagement and academic success.

Area of Focus #6

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is 13% proficiency as demonstrated on the FAST ELA. Our goal is to increase it to 41%. The problem/gap is occurring because high yielding literacy practices and engagement strategies for scholars with disabilities are not being employed consistently across all content areas.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our current level of performance is 13% proficiency as demonstrated on the FAST ELA. Our goal is to increase to 41%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will occur through administrative walkthroughs, formative assessments, progress monitoring, PLC and collaborative planning documents, and FAST PM1 and PM2 testing data

Person responsible for monitoring outcome
Barry Brown

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Leadership will support the enhancement of literacy across all grade levels. This will not only include reading and writing skills but also comprehension and critical thinking. Leadership will support the staff's ability to build engagement strategies for all learners, recognizing that all scholars have diverse learning preferences. Therefore, developing strategies to engage each style will improve learning

outcomes. Leadership will also support the utilization of the PBIS System to reward positive behaviors.

Rationale:
There is a direct correlation to improved literacy, heighten scholar engagement, and improved scholar achievement.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Pre-school and ongoing staff PD

Person Monitoring:	**By When/Frequency:**
Dejuan Patrick	Pre-school and ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Professional development will be provided to assist instructors in consistently recognizing that students have diverse learning preferences (visual, auditory, kinesthetic, etc.) and developing strategies to engage each style can improve learning outcomes. This will involve differentiated instruction, use of technology, hands-on activities, and varied assessment methods.

Action Step #2
Case managers will progress monitor student areas of growth in addition to SDI goals

Person Monitoring:	**By When/Frequency:**
DeJuan Patrick	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
SDI teachers will provide detailed updates to case managers on progress towards goals. Case managers, in collaboration with student services, administration, and general education teachers, will develop intervention plans based on data to address deficiencies in student growth.

Area of Focus #7

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to English Language Learners (ELL)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is 20% proficiency as demonstrated on the FAST ELA. Our goal is to increase it to 41%. The problem/gap is occurring because high yielding literacy practices and

engagement strategies for ELL scholars are not being employed consistently across all content areas.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our current level of performance is 20% proficiency as demonstrated on the FAST ELA. Our goal is to increase to 41%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will occur through administrative walkthroughs, formative assessments, progress monitoring, PLC and collaborative planning documents, and FAST PM1 and PM2 testing data

Person responsible for monitoring outcome

Barry Brown

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Leadership will support the enhancement of literacy across all grade levels. This will not only include reading and writing skills but also comprehension and critical thinking. Leadership will support the staff's ability to build engagement strategies for all learners, recognizing that all scholars have diverse learning preferences. Therefore, developing strategies to engage each style will improve learning outcomes. Leadership will also support the utilization of the PBIS System to reward positive behaviors.

Rationale:
There is a direct correlation to improved literacy, heighten scholar engagement, and improved scholar achievement.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #8

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our Acceleration for SY 23/24 is 55%, increasing from 54% the prior year. There is a need to increase AP qualifying scores, Industry Certifications earned and Dual Enrollment course grades of a "C" or higher for all of our scholars.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our Acceleration for SY 23/24 is 55%, increasing from 54% the prior year. We expect our acceleration to be 60% for the 24/25 school year as demonstrated by AP qualifying scores, Industry Certifications and Dual Enrollment course grades of a "C" or higher.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Admin and school counselors will monitor AP & Dual Enrollment coursework, Industry Certifications earned. We will continuously monitor course adjustments, ensuring limited movement from AP courses. We will progress monitor scholars that are enrolled in AP, Dual Enrollment and Industry Certification earning courses.

Person responsible for monitoring outcome
Assistant Principal Nicole Johnson

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Increase enrollment in AVID courses to support students enrolling in an AP courses and Dual Enrollment courses. Progress monitor scholars for attending Industry Certification Bootcamp.

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:
List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Consistent progress monitoring

Person Monitoring:	**By When/Frequency:**
Administrators	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators, Counselors and Teachers will consistently progress monitor scholars in each of these areas.

Action Step #2
Ensure acceleration opportunities have been achieved

Person Monitoring:	**By When/Frequency:**
Administrators and Counselors	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators and Counselors will consistently progress monitor their cohort of scholars to ensure Acceleration opportunities have been achieved.

Area of Focus #9

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current graduation rate is 86% as measured by the 2020 graduation cohort report. We expect our 2024-2025 graduation rate to be 91% as measured by the 2021 graduation cohort report.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of 2021 cohort scholars graduating will increase from 86% to 91% as measured by the cohort graduation report.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

At the beginning of the 2024-2025 school year administration and school counselors will progress monitor all senior scholars to ensure they have a 2.0 grade point average, at least 18 credits, passing score on state required assessments, and successful completion of all required courses. Scholar support will be differentiate based on each scholar's individual needs.

Person responsible for monitoring outcome
Barry Brown

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Quarterly monitoring of the senior cohort report will all administration and school counselors to provide ongoing academic support for senior scholars.

Rationale:
Scholars off track for graduation will need ongoing support, while it's also necessary to ensure that scholars that begin the school year on track stay on track.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Jonathan C. Gibbs High School will continue to increase the scholar experience on our campus through the use of PBIS Rewards System. Increase scholars experience will heighten staff to scholar relationships and student engagement simultaneously.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Staff will align the GHS REP (Respect Excellence and Pride) to the PBIS Rewards System and provide scholars with school wide dollars they can earn daily using the PBIS App. Scholars can use the reward dollars to purchase snack in the school store.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

PBIS Rewards App usage data can be monitored daily through the PBIS App daily.

Person responsible for monitoring outcome

Barry Brown

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
PBIS Rewards System purchase, training, and implementation will take place during pre-school and reviewed throughout the 2024-2025 school term.

Rationale:
The PBIS System provides a sound system for implementation of the program school wide.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, through weekly, walk-through with specific feedback on areas of strength and weakness. Instructors will engage in daily formative assessment to confirm the learning of each standard. All content areas will engage in data chats to assess the effectiveness of their instruction based on classroom summative assessment, and cycle assessment. Student academic performance will be share with all stakeholders quarterly at content team meetings, student grade level meetings, and SAC meetings. Stakeholder input will be documented, and necessary adjustment will be made to support all student achievement goals outline in each SIP Goal.

GHS Website: www.pcsb.org/gibbs-hs

Positive Relationships With Parents, Families and other Community Stakeholders
Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

GHS will continue to work to differentiate the meaning of communication with parent to ensure our partnership is healthy and communication is ongoing based on our parent survey results, weekly activity updates, Bi-weekly academic progress reports, quarterly newsletter, family college and semester parent resource nights. We utilize school website and social media platforms to highlight

and celebrate the great things happening at Jonathan C. Gibbs High School.

Plans to Strengthen the Academic Program
Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

Leadership will support staff to utilize data to organize students to interact with content in manners that differentiate/scaffold instruction to meet the needs of each student. Leadership will support staff's ability to engage students with complex tasks and rigorous activities in each curriculum areas in alignment with
each core content standards. Teachers will use strategies learned from the past year to continue a deep dive into classroom and individual student data as indicated by formative and summative assessments throughout the year. MTSS Intervention Teacher will engage in push-ins and pull-outs to support the various needs of individual scholars. The AVID Program will continue to increase level of support for scholars in honors, AP, and dual enrollment courses.

How Plan is Developed
If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))
No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources
Describe the process to review the use of resources to meet the identified needs of students.

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, through weekly, walk-through with specific feedback on areas of strength and weakness. Instructors will engage in daily formative assessment to confirm the learning of each standard. All content areas will engage in data chats to assess the effectiveness of their instruction based on classroom summative assessment, and cycle assessment. Student academic performance will be share with all stakeholders quarterly at content team meetings, student grade level meetings, and SAC meetings. Stakeholder input will be documented, and necessary adjustment will be made to support all student achievement goals outline in each SIP Goal

Specifics to Address the Need
Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Leadership will support staff to utilize data to organize students to interact with content in manners that differentiate/scaffold instruction to meet the needs of each student. Leadership will support staff's ability to engage students with complex tasks and rigorous activities in each curriculum areas in alignment with each core content standards. Teachers will use strategies learned from the past year to continue a deep dive into classroom and individual student data as indicated by formative and summative assessments throughout the year. MTSS Intervention Teacher will engage in push-ins and pull-outs to support the various needs of individual scholars. The AVID Program will continue to increase level of support for scholars in honors, AP, and dual enrollment courses.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00