

Gibbs High School Executive Summary 2015-16

Gibbs High School has 1357 student in grades 9-12, 6 administrators, 106 instructional employees and staff members. The mission of Gibbs High School is to foster cooperative relationships within our school community and create a collaborative environment in which all students graduate. Gibbs High School has met the AdvanceED Accreditation Commission and is accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.

To accomplish its mission, Gibbs High School has 8 primary goals:

1. To increase the number of students on the FSA (reading & writing) at a level of proficiency a minimum of 3% (34 to 37%).
2. To increase the number of students on the FSA Writing at a level of proficiency by a minimum of 3%.
3. To increase the number of students on the Biology EOC at a level of proficiency by a minimum of 3% from 49% to 52%.
4. To increase the number of students on the US History at a level of proficiency by a minimum of 3% from 54% to 57%,
5. To increase the number of students on the Algebra 1, Geometry and Algebra II EOC by a minimum of 3%.
6. Close the achievement gap between black and non-black students to our AMO 2016 targets.
7. Reduce the number and percentage of discipline incidents for each student subgroup by 40%
8. Increase parental involvement hours by 30%, representing 50% of our parent population.

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

- Providing in-class modeling and coaching on a bi-weekly basis by instructional coaches during instruction time;
- Utilizing common rubrics for assessing student writing;
- Using research-based strategies in core instruction;
- Engaging students with complex texts across disciplines integrating vocabulary instruction;
- Using state assessments, district-provided assessments, and learning goals and scales to monitor student progress and to inform instruction;
- Conducting data chats with students to support students with goal-setting based on data;
- Weekly PLCs and common planning to develop lessons to increase student engagement and rigor and to increase reading in content areas.

The professional development efforts include the use of the yearlong Marzano Framework with an emphasis on goal setting and scale development the use of the literacy team to train and guide teachers in differentiating and scaffolding instruction and having Teachers meet in Professional Learning Communities (PLC's) to conduct data chats regularly to review student responses to tasks and plan for instruction based on data.

The parent involvement efforts are a challenge for our school as many parents work during the school. As a strategy to increase volunteer hours, the school is hosting evening meetings with a special emphasis on freshmen transition to high school, reviving the PTSA at Gibbs High School, parent academies with featured speakers, and routine evening hours for various volunteer activities benefiting the students including college nights and student presentations.

For more information about Gibbs's School Improvement Plan, please go to our website at <http://www.pcsb.org/gibbs-hs>

