Gibbs High School

2019-20 School Improvement Plan

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Gibbs High School

850 34TH ST S, St Petersburg, FL 33711

http://www.gibbs-hs.pinellas.k12.fl.us

Demographics

Principal: Reuben Hepburn

Start Date for this Principal: 1/3/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	97%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: C 2016-17: C 2015-16: D 2014-15: C 2013-14: C
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](http://www.floridacims.org)

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 Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

We will continue to strive for 100% of our students to achieve post-secondary readiness and become
active and contributing members of society.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Hepburn, Reuben	Principal
Principal	
Diaz, Michele	Assistant Principal
Assistant Principal	
Johnson, Nicole	Assistant Principal
Assistant Principal	
Machado, Michael	Assistant Principal
Assistant Principal	
Patrick, Dejuan	Assistant Principal
Assistant Principal	
Weston, Derek	Assistant Principal
Assistant Principal	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	315	282	246	257	1100
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	97	105	96	127	425
One or more suspensions	0	0	0	0	0	0	0	0	0	42	40	20	22	124
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	208	166	155	159	688
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	126	121	91	64	402

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	122	113	89	104	428

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
66

Date this data was collected or last updated
Thursday 7/18/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	42%	56%	56%	43%	56%	56%
ELA Learning Gains	42%	51%	51%	44%	53%	53%
ELA Lowest 25th Percentile	28%	43%	42%	34%	44%	44%
Math Achievement	31%	45%	51%	30%	46%	51%
Math Learning Gains	42%	44%	48%	39%	48%	48%
Math Lowest 25th Percentile	42%	41%	45%	46%	42%	45%
Science Achievement	41%	64%	68%	50%	66%	67%
Social Studies Achievement	53%	71%	73%	59%	72%	71%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	315 (0)	282 (0)	246 (0)	257 (0)	1100 (0)
Attendance below 90 percent	97 ()	105 ()	96 ()	127 ()	425 (0)
One or more suspensions	42 (0)	40 (0)	20 (0)	22 (0)	124 (0)
Course failure in ELA or Math	208 (0)	166 (0)	155 (0)	159 (0)	688 (0)
Level 1 on statewide assessment	126 (0)	121 (0)	91 (0)	64 (0)	402 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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.

ELA							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
09	2019	45%	54%	-9%	55%	-10%	
	2018	44%	53%	-9%	53%	-9%	
Same Grade Comparison		1%					
Cohort Comparison							
10	2019	41%	53%	-12%	53%	-12%	
	2018	42%	54%	-12%	53%	-11%	
Same Grade Comparison		-1%					
Cohort Comparison		-3%					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	43%	62%	-19%	67%	-24%
2018	48%	63%	-15%	65%	-17%
Compare		-5%			
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	60%	70%	-10%	70%	-10%
2018	61%	70%	-9%	68%	-7%
Compare		-1%			
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	21%	55%	-34%	61%	-40%
2018	19%	57%	-38%	62%	-43%
Compare		2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	40%	56%	-16%	57%	-17%
2018	40%	56%	-16%	56%	-16%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	32	38	27	21	34	39	22	17		89	22
BLK	19	32	27	14	34	38	20	34		89	42
HSP	62	54		41	44		58	93		96	72
MUL	58	56		50						82	
WHT	79	55		70	57		79	92		96	82
FRL	30	36	27	22	40	39	29	38		87	45

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	26	44	38	20	37	47	42	45		81	35
BLK	19	34	33	13	31	49	25	44		79	48
HSP	64	49		48	44		59	69		91	71
MUL	58	50		60	50		82			86	42
WHT	84	63		68	54	35	88	92		93	79
FRL	29	40	33	20	36	48	38	53		75	44

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	468
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	76
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Ninth grade Reading showed the lowest performance. One major contributing factor was the ninth grade scholars did not have a teacher for 3/4 of the year.

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

Science/Biology showed the largest decline from the prior year. One contributing factor was the inability to implement and execute Culturally Relevant Teaching strategies.

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

Social Studies showed the largest gap compared to the state average. One contributing factor was the inability to monitor the attendance of our eleventh graders.

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

Our graduation rate showed the most improvement. We increased our grad rate by 7%. The monitoring system was in place and we checked in with seniors every two weeks. Individualized success plans were in place for all seniors.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance
Discipline

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

1. AVID Culturally Relevant Teaching
2. Equity with Excellence for ALL
3. Developing a stronger AVID program
4. Increasing the number of AA students enrolled in college-level courses
5. Increasing student performance in all core classes

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA/Reading
Rationale	Our current proficiency is 42%, and our learning gains are 42% as evidenced in FSA ELA data. We expect our proficiency and learning gains to be 47% by May 2020 on FSA ELA. The problem/gap is occurring because our students need updates on their progress and strategy implementation to increase their learning gains based on data chats. Another gap is the faculty's fidelity of implementation of professional development to support student growth.
State the measureable outcome the school plans to achieve	The percent of all students reachng proficiency and making learning gains on the FSA ELA will increase from 42% to 47% as measured by FSA ELA data for May 2020.
Person responsible for monitoring outcome	Nicole Johnson (johnsonni@pcsb.org)
Evidence-based Strategy	1. Support teachers to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy	Learning gains and proficiency data reflect a need to implement the above mentioned strategy.
Action Step	
Description	1. PLCs which address standard deficiencies as evidenced on cycle assessment data while incorporating strategies to support student growth (student feedback) 2. Incorporating standards-based instructional strategies on the lesson plans and during class while aligning critical content with daily learning targets. 3. School-wide Literacy Strategy to address literacy-Question Stem Bank Wednesdays which will address Costa's Level of Thinking Question Stems in all subject areas. 4. Onsite PD for Reading and ELA teachers by the district. 5. Create a Reading Honors course for bubble 9th and 10th graders beginning 2nd semester. 6. Teachers will work in PLC groups (Chew & Chat) with facilitated planning support to incorporate AVID's WICOR learning support strategies and create instructional materials (including learning goals and scales) aligned to the rigor of content benchmarks. 7. Teachers will include AVID strategies including Focused Note-taking into daily lesson plans that support scholars at all levels.
Person Responsible	Nicole Johnson (johnsonni@pcsb.org)

#2	
Title	US History
Rationale	Our current level of performance is 53% as evidenced in the US History EOC data. We expect our performance level to be 60% by May 2020 on the US History EOC. The problem/gap is occurring because 11th grade students have the highest absentee rate of all grade levels and require intense remediation.

State the measureable outcome the school plans to achieve	The proficiency rate on the US History EOC will increase from 53% to 60% by May 2020
Person responsible for monitoring outcome	Dejuan Patrick (patrickd@pcsb.org)
Evidence-based Strategy	GHS teachers will engage scholars in culturally responsive instructional (CRI) practices that support movement, collaboration, and accountable talk using the WICOR learning support to raise achievement levels and close the achievement gap in social studies.
Rationale for Evidence-based Strategy	Learning gains and proficiency data reflect the need to implement the above mentioned strategy.

Action Step	
Description	1. The Social Studies Assistant Principal, and Social Studies Teachers will work in Professional Learning Communities (PLC) groups with facilitated planning support to incorporate AVID WICOR learning strategies and create instructional materials (including learning goals and scales) aligned to the rigor of content benchmarks. 2. Teachers include AVID strategies, including Focus Note Taking (FNT) into daily lesson plans that support students at all levels. 3. Social Studies teachers will continue to integrate LAFS for Literacy into the Social Studies content via DBQ Project materials and Sandford History Education Group (SHEG) lessons. 4. Teachers meet in bi-weekly PLC to review student data and plan action steps related to identified areas of strength identified as needing improvement, or to develop lessons that meet the rigor of the course benchmarks.
Person Responsible	Dejuan Patrick (patrickd@pcsb.org)

#3	
Title	Math
Rationale	Our current level of proficiency is 31%, as evidenced in FSA EOC Math Data. We expect our performance level to be 36% by May 2020 FSA Math EOC Testing. The problem/gap is occurring because students are not aware of their own progress towards the goal.
State the measureable outcome the school plans to achieve	The percent of all students making learning gains will increase from 31% to 36%, as measured by FSA Math EOCs of Algebra 1 and Geometry.
Person responsible for monitoring outcome	Michele Diaz (diazm@pcsb.org)
Evidence-based Strategy	Support staff to utilize data to organize scholars to interact with content in manners which differentiate/scaffold instruction to meet the needs of every scholar.
Rationale for Evidence-based Strategy	Learning gains and proficiency reflect the need to implement the above-mentioned strategy.
Action Step	
Description	1. GHS teachers, math coach and math AP will receive and/or attend professional development around instructional shifts, standards, assessment, and instructional methods. 2. GHS teachers will follow a common pacing calendar for focusing on the same MAFS. 3. GHS administrators and teachers plan and effectively instruct using culturally-responsive methods. 4. GHS teachers will meet in PLCs at least once per month to review scholar response to task, compare scholar data and plan instructional lessons incorporating the MAFS and Practice Standards. 5. GHS teachers will work in PLC groups (Chew & Chat) with facilitated planning support to incorporate AVID's WICOR learning support strategies and create instructional materials (including learning goals and scales) aligned to the rigor of content benchmarks. 6. GHS teachers will include AVID strategies including Focused Note-taking into daily lesson plans that support scholars at all levels.
Person Responsible	Michele Diaz (diazm@pcsb.org)

#4	
Title	College and Career Readiness- Accelerated
Rationale	Our current level of performance is 56% as evidenced by the number of students passing AP exams, passing dual-enrollment courses, and/or earning industry certifications.
State the measureable outcome the school plans to achieve	Gibbs High School will increase accelerated performance levels from 56% to 61% by the end of this school year as evidenced by AP exam scores, dual-enrollment grades, and industry certification exams.
Person responsible for monitoring outcome	Derek Weston (westond@pcsb.org)
Evidence-based Strategy	Establish monthly PLC's for AP teachers to increase capacity for teaching and learning through culturally-responsive pedagogy.
Rationale for Evidence-based Strategy	Gibbs High School is committed to eliminating the opportunity gap for students to take accelerated coursework. PSAT scores will be used to determine students who need to enroll in these courses (especially Advanced Placement). Co-enrollment with AVID will support these students as they prepare for AP classes.

Action Step	
Description	1. Ensure that all AP teachers have attended the summer institute within 3 years. 2. Begin monthly AP PLC's to focus on teaching and learning. 3. Increase enrollment opportunities (opportunity gap) by encouraging students to enroll in advanced courses and supplementing with AVID. 4. Increase ELP opportunities for students to prepare for AP and industry certification exams.
Person Responsible	Derek Weston (westond@pcsb.org)

#5	
Title	Biology
Rationale	Our current level of proficiency is 41%, as evidenced in our Biology EOC scores. We expect our performance level to be 50%, by using content enhancement routines; monthly facilitative planning; coaching support; and professional development. The problem/gap is occurring because of a lack of culturally relevant learning experiences. If culturally relevant teaching experiences were increased, the achievement gap would be reduced by (63%) 10% and student learning gains would increase by 10% (35%).
State the measureable outcome the school plans to achieve	The percent of all students enrolled in Biology classes will increase from 50% to 60% as measured by Biology EOC scores.
Person responsible for monitoring outcome	Michael Machado (machadom@pcsb.org)
Evidence-based Strategy	Support staff to utilize data to organize scholars to interact with content in manners which differentiate/scaffold instruction to meet the needs of every scholar.
Rationale for Evidence-based Strategy	Learning gains and proficiency data reflect the need to implement the above mentioned strategy.
Action Step	
Description	1. Teachers plan for and incorporate specific local flora, fauna, topographic and geographic features and phenomena as the context for standards-aligned instruction. 2. Teachers regularly incorporate knowledge checks (formative assessments) and use the collected data to gauge students progress towards mastery of the course content. 3. At the end of cycle assessments, Biology teachers will facilitate data chats with students. 4. Students and teachers will identify areas that need improvement. 5. Teachers will attend Chew & Chat sessions and participate in learning WICOR strategies. 6. The Science Assistant Principal and Science teachers will work in Professional Learning Communities (PLC) groups with facilitated planning support to incorporate AVID WICOR learning strategies and create instructional materials (including learning goals and scales) aligned to the rigor of content benchmarks. 7. Science teachers will include AVID strategies, including Focus Note Taking (FNT) into daily lesson plans that support students at all levels.
Person Responsible	Michael Machado (machadom@pcsb.org)

#6	
Title	Bridging the Gap
Rationale	The need to increase our black graduation rate from 79% to 85%.
State the measureable outcome the school plans to achieve	Increase our black graduation rate from 79% to 85%
Person responsible for monitoring outcome	Michele Diaz (diazm@pcsb.org)
Evidence-based Strategy	Increase the partnership between the home/school team.
Rationale for Evidence-based Strategy	The disparity in the graduation rate reflect the need to implement the above mentioned strategy.
Action Step	
Description	1. Implement Senior parent meeting 3 times during the school year to update parents regarding their scholar's graduation status. 2. Conduct Senior teacher meetings each grading period to identify and monitor scholars' progress to graduation. 3. Increase credit recovery motivation and monitoring of off-track seniors. 4. We going to ensure that all of our black scholars that are eligible for a Progress Monitoring Plan (PMP) will have one developed and implemented.
Person Responsible	Michele Diaz (diazm@pcsb.org)

#7	
Title	Family and Community Engagement
Rationale	Family and community engagement is necessary to ensure that all stakeholders are involved in school decision-making. This will encourage families and community members to buy in to the initiatives of the school to support student achievement.

State the measureable outcome the school plans to achieve	Increase parent and community participation in SAC, PTA, and athletic/arts support organizations by 10% this year.
Person responsible for monitoring outcome	Derek Weston (westond@pcsb.org)
Evidence-based Strategy	Effective communication with parents and the community will both showcase the initiatives of Gibbs High School and encourage all stakeholders to provide input for implementation.
Rationale for Evidence-based Strategy	Gibbs High School suffers from low parental participation and this has a negative effect on student academic achievement.

Action Step	
Description	1. Increase parent communication with families by teachers regarding academic progress, both positive and constructive. 1a. Ensure that teachers keep Portal gradebook up to date with student performance data. 2. Hold parent conferences for students earning a D or F in a class. 3. Use multiple means of communication (marquee, email, SchoolMessenger, Facebook, website) to communicate with parents regarding parent nights and other special events at school. 4. Increase the welcoming atmosphere of the school by ensuring that front office staff make parents and community members feel at home at Gibbs. 5. Use public events to educate parents on the benefits of involvement in their student's education.
Person Responsible	[no one identified]

#8	
Title	ESSA Subgroups
Rationale	Our focus this school year will be on closing the achievement gap between white and black students.
State the measureable outcome the school plans to achieve	Black students are currently performing at 19% proficiency in ELA. We will be looking for a 5% increase on the FSA/ELA.
Person responsible for monitoring outcome	Reuben Hepburn (hepburnr@pcsb.org)
Evidence-based Strategy	Our L25 9th and 10th-grade students were strategically placed in English 1 and 2 Honors.
Rationale for Evidence-based Strategy	This strategy is being executed to accelerate and decrease the literacy deficiencies of our 9th and 10th graders.
Action Step	
Description	1. AVID CRT 2. Equity with Excellence for ALL 3. Homework Club 4. 5.
Person Responsible	Reuben Hepburn (hepburnr@pcsb.org)

#9	
Title	College & Career Readiness
Rationale	Gibbs High School has two outstanding magnet programs. These students have post-secondary plans that align with our school and the district's vision. Our focus this year will be on those students that are not in a magnet program. We want to make sure that they develop and execute their post-secondary plans.
State the measureable outcome the school plans to achieve	Increase the percent of students attending college by 10%.
Person responsible for monitoring outcome	Reuben Hepburn (hepburnr@pcsb.org)
Evidence-based Strategy	We are creating a College and Career Readiness Center on our campus. The center will have many resources to assist our scholars.
Rationale for Evidence-based Strategy	To ensure students graduate with a plan for post-secondary.
Action Step	
Description	1. Future Plans 2. Create the College & Career Readiness Center 3. Recruit volunteers 4. 5.
Person Responsible	Reuben Hepburn (hepburnr@pcsb.org)

#10	
Title	Graduation Rate
Rationale	To increase the graduation rate for our African American students.
State the measureable outcome the school plans to achieve	Increase the black grate rate by 5%.
Person responsible for monitoring outcome	Reuben Hepburn (hepburnr@pcsb.org)
Evidence-based Strategy	A strong monitoring system that includes early interventions and parental support.
Rationale for Evidence-based Strategy	What has been lacking in the past has been strong parental support.
Action Step	
Description	1. Review and monitor black grad data report. 2. 3. 4. 5.
Person Responsible	Reuben Hepburn (hepburnr@pcsb.org)

#11	
Title	School Climate/Conditions for Learning
Rationale	To increase student achievement.
State the measureable outcome the school plans to achieve	We want to see an average of a 5% increase in all data reporting categories for the school grade.
Person responsible for monitoring outcome	Reuben Hepburn (hepburnr@pcsb.org)
Evidence-based Strategy	AVID CRT is an excellent strategy for improving the climate of your school.
Rationale for Evidence-based Strategy	
Action Step	
Description	1. Provide staff with opportunities to attend AVID CRT training. 2. Monitor the implementation of AVID CRT for each classroom. 3. 4. 5.
Person Responsible	Reuben Hepburn (hepburnr@pcsb.org)

#12	
Title	Family and Community Engagement
Rationale	To increase parental involvement.
State the measureable outcome the school plans to achieve	To effectively communicate with families about their students' progress and school processes/practices.
Person responsible for monitoring outcome	Reuben Hepburn (hepburnr@pcsb.org)
Evidence-based Strategy	To purposefully involve families with opportunities for them to advocate for their students.
Rationale for Evidence-based Strategy	Intentionally build positive relationships with families and community partners.
Action Step	
Description	1. Facilitate Parent Info Nights each quarter. 2. 3. 4. 5.
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

N/A

Part V: Budget

1	III.A	**Areas of Focus: ELA/Reading**	**$0.00**
2	III.A	**Areas of Focus: US History**	**$0.00**
3	III.A	**Areas of Focus: Math**	**$0.00**
4	III.A	**Areas of Focus: College and Career Readiness- Accelerated**	**$0.00**
5	III.A	**Areas of Focus: Biology**	**$0.00**
6	III.A	**Areas of Focus: Bridging the Gap**	**$0.00**
7	III.A	**Areas of Focus: Family and Community Engagement**	**$0.00**
8	III.A	**Areas of Focus: ESSA Subgroups**	**$0.00**
9	III.A	**Areas of Focus: College & Career Readiness**	**$0.00**
10	III.A	**Areas of Focus: Graduation Rate**	**$0.00**
11	III.A	**Areas of Focus: School Climate/Conditions for Learning**	**$0.00**
12	III.A	**Areas of Focus: Family and Community Engagement**	**$0.00**
		Total:	**$0.00**