

Pinellas County Schools

GIBBS HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 6
 - D. Early Warning Systems 7
- II. Needs Assessment/Data Review 10
 - A. ESSA School, District, State Comparison 11
 - B. ESSA School-Level Data Review 12
 - C. ESSA Subgroup Data Review 13
 - D. Accountability Components by Subgroup..... 14
 - E. Grade Level Data Review 17
- III. Planning for Improvement..... 18
- IV. Positive Learning Environment 36
- V. Title I Requirements (optional)..... 38
- VI. ATSI, TSI and CSI Resource Review 42
- VII. Budget to Support Areas of Focus 44

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Brownba@pcsb.org

Position Title

School Principal

Job Duties and Responsibilities

As principal, I oversee the school's daily operations, budget management, and compliance with district, state, and federal policies. I provide instructional leadership through curriculum development, staff supervision, and the implementation of school improvement initiatives. I support student success by fostering a positive school climate, addressing discipline matters, and ensuring a safe and secure learning environment. Additionally, I collaborate with families and community stakeholders, use data to drive decision-making and improve educational outcomes, and balance the operational and instructional needs of both students and staff.

Leadership Team Member #2

Employee's Name

Nicole Johnson

Johnsonni@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal supports the principal in leading instructional programs, promoting student achievement, and maintaining a safe, inclusive, and supportive school environment. Key responsibilities include overseeing daily school operations, managing student discipline, analyzing student performance data to inform instructional decisions, and supporting the implementation of curriculum and school improvement initiatives. The role also involves evaluating and coaching instructional staff, overseeing state and district assessments, ensuring compliance with educational requirements, coordinating student services—including ESE and 504 plans—and fostering strong partnerships with families and community stakeholders.

Additionally, she serves as the Assistant Principal of the BETA Program, providing leadership and oversight to ensure students receive rigorous academic opportunities, targeted support, and a high-quality educational experience. Through her work, she plays a vital role in cultivating a positive school culture, advancing equity and inclusion, and ensuring all students have access to the resources and opportunities needed for success.

Leadership Team Member #3

Employee's Name

Michael Machdo

Machadom@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

As the **Assistant Principal for Athletics**, he supports the principal in advancing student achievement while promoting a safe, inclusive, and positive school environment. In addition to overseeing athletic programs and extracurricular activities, he supervises daily school operations, manages student discipline, analyzes student performance data to support instructional improvement, and assists with curriculum implementation and school improvement initiatives.

His responsibilities also include evaluating and coaching staff, ensuring compliance with district and state requirements, overseeing testing procedures, coordinating student services—including ESE and

504 plans—and building strong partnerships with families and community stakeholders. Through his leadership of the school’s athletic programs, he fosters student engagement, teamwork, sportsmanship, and school pride. As an instructional and operational leader, he plays a vital role in strengthening school culture, promoting equity and inclusion, and ensuring all students have access to high-quality educational experiences and opportunities for success both inside and outside the classroom.

Leadership Team Member #4

Employee's Name

Anthony Bryant

Bryantan@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

As the **Assistant Principal for the Pinellas County Center for the Arts (PCCA)**, he supports the principal in leading instructional programs, promoting student achievement, and maintaining a safe, inclusive, and engaging school environment. In addition to his responsibilities within the arts magnet program, he oversees daily school operations, manages student discipline, analyzes student performance data to support instructional improvement, and assists with curriculum implementation and school improvement efforts.

His role includes evaluating and coaching instructional staff, ensuring compliance with district and state requirements, overseeing testing procedures, coordinating student services—including ESE and 504 plans—and fostering strong partnerships with families, arts organizations, and community stakeholders. Through his leadership of the Pinellas County Center for the Arts, he helps ensure students have access to rigorous academic instruction and high-quality arts education opportunities. He plays a vital role in cultivating a positive school culture, advancing equity and inclusion, and supporting the academic, artistic, and personal growth of all students.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

The **Jonathan C. Gibbs High School Site-Based Leadership Team**, in collaboration with faculty and staff, will review the School Improvement Plan during pre-planning and provide feedback and recommendations for continued refinement. In addition, stakeholders will have the opportunity to review the plan and offer input during the August School Advisory Council (SAC) meeting, ensuring broad engagement in the school improvement process.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan (SIP) will be continuously monitored to ensure effective implementation and a measurable impact on student achievement aligned with Florida's academic standards. Weekly classroom walkthroughs will be conducted, with targeted feedback provided to highlight strengths and identify opportunities for growth. Teachers will utilize daily formative assessments to monitor student progress and verify mastery of standards.

All content areas will engage in regular data chats to evaluate instructional effectiveness using classroom summative assessments and district or school-based cycle assessment data. Student academic performance and progress toward SIP goals will be shared quarterly with stakeholders through content team meetings, grade-level meetings, and School Advisory Council (SAC) meetings. Stakeholder feedback will be documented and reviewed, and adjustments to instructional practices and intervention strategies will be made as needed to support the student achievement goals outlined in the SIP.

C. Demographic Data

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	91.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: C 2024-25: C 2023-24: C 2022-23: C 2021-22: C

D. 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 (2026-27)

Using 2025-26 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	
School Enrollment	233	260	280	243	1,016
Absent 10% or more school days	75	101	125	102	403
One or more suspensions	55	42	51	31	179
Course failure in English Language Arts (ELA)	8	50	50	35	143
Course failure in Math	17	33	65	55	170
Level 1 on statewide ELA assessment	38	60	59		157
Level 1 on statewide Algebra assessment	41	38	65	38	182

Current Year (2026-27)

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	48	80	102	60	290

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	97	96	94	88	375

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	0	0	0	0	0

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

A. ESSA School, District, State Comparison

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	52	64	62	49	62	59	39	55	55
Grade 3 ELA Achievement									
ELA Learning Gains	53	59	59	55	58	58	45	57	57
ELA Lowest 25th Percentile	54	55	55	48	54	56	49	55	55
Math Achievement*	32	54	52	36	46	49	32	42	45
Math Learning Gains	34	49	45	39	45	47	41	46	47
Math Lowest 25th Percentile	25	44	44	43	43	49	46	41	49
Science Achievement	53	77	74	54	73	72	49	64	68
Social Studies Achievement*	64	77	76	61	74	75	54	70	71
Graduation Rate	90	95	94	88	94	92	86	92	90
Middle School Acceleration									
College and Career Acceleration	50	73	74	48	69	69	55	69	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					50	52		45	49

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	51%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	508
Total Components for the FPPI	10
Percent Tested	95%
Graduation Rate	90%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
51%	52%	47%	51%	47%	44%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	39%	Yes	6	
English Language Learners	52%	No		
Asian Students	65%	No		
Black/African American Students	42%	No		
Hispanic Students	63%	No		
Multiracial Students	56%	No		
White Students	76%	No		
Economically Disadvantaged Students	44%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	52%		53%	54%	33%	34%	25%	53%	64%		90%	50%	
Students With Disabilities	32%		47%	50%	25%	32%	24%	43%	42%		84%	14%	
English Language Learners	60%				50%	45%							
Asian Students	80%		50%										
Black/African American Students	36%		46%	53%	23%	27%	24%	36%	50%		87%	33%	
Hispanic Students	68%		57%		42%	41%		74%	75%		90%	58%	
Multiracial Students	52%		65%		26%	19%		54%	73%		92%	67%	
White Students	82%		64%		60%	54%		86%	89%		97%	78%	
Economically Disadvantaged Students	40%		48%	51%	24%	28%	25%	42%	52%		87%	40%	

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	49%		55%	48%	36%	39%	43%	54%	61%		88%	48%	
Students With Disabilities	29%		51%	42%	31%	43%	35%	23%	29%		89%	22%	
Black/African American Students	31%		45%	46%	29%	38%	45%	38%	49%		85%	29%	
Hispanic Students	76%		53%		49%	39%		83%	87%		100%	59%	
Multiracial Students	65%		65%		67%	50%		64%			80%		
White Students	80%		73%	58%	49%	41%		80%	78%		93%	83%	
Economically Disadvantaged Students	38%		49%	47%	33%	40%	47%	46%	53%		85%	35%	

Printed: 08/28/2026

Page 15 of 45

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%	23%
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%	71%		94%	56%	
Multiracial Students	48%		41%		44%	45%		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%	

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	50%	63%	-13%	60%	-10%
ELA	10	53%	62%	-9%	61%	-8%
Biology	9	59%	82%	-23%	87%	-28%
Biology	10	25%	49%	-24%	60%	-35%
Algebra	9	18%	44%	-26%	41%	-23%
Algebra	10	20%	29%	-9%	31%	-11%
Geometry	9	74%	74%	0%	75%	-1%
Geometry	10	30%	46%	-16%	40%	-10%
Geometry	11	12%	24%	-12%	26%	-14%
History	11	73%	72%	1%	75%	-2%
Biology	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

The success of our **U.S. History Instructors** was driven by their commitment to targeted data analysis, small-group interventions, and the delivery of rigorous, standards-based instruction aligned with cycle assessment pacing. Teachers consistently used student performance data to identify learning gaps and provide timely support, ensuring students remained on track toward mastery of course standards.

Our schoolwide literacy initiative also contributed significantly to student achievement. Literacy strategies—including reading, writing, and academic vocabulary development—were intentionally embedded across all content areas, including elective courses, providing students with consistent opportunities to strengthen critical literacy skills that support success in content-rich subjects such as U.S. History.

In addition, ongoing professional development, collaborative planning, and instructional coaching helped teachers refine and implement high-impact instructional practices. Administrative classroom walkthroughs, coupled with timely and actionable feedback, encouraged reflective teaching practices and supported instructional adjustments that enhanced student learning outcomes. Together, these efforts created a strong instructional framework that resulted in improved student performance and growth in literacy and content mastery.

Lowest Performance

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

Mathematics remained our greatest area of need, with proficiency rates lower than those of other tested subjects. Data analysis showed that many students struggled with conceptual understanding, problem-solving, and applying mathematical skills to rigorous, multi-step tasks. Inconsistent student engagement and gaps in foundational skills also contributed to slower academic growth.

The School Improvement Plan (SIP) addresses these challenges through a focus on **academic progress and data-driven instruction**. Teachers will regularly analyze student data, identify learning gaps, and adjust instruction to meet student needs. The SIP also emphasizes **engaging instructional strategies for all learners**, increased use of targeted interventions and small-group instruction, and the development of a **positive and consistent school culture** that promotes high

expectations and accountability. Additionally, teachers will provide clear learning targets, success criteria, and meaningful feedback to foster **scholarship ownership**, empowering students to take an active role in their academic success.

Greatest Decline

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

Mathematics showed the greatest decline in performance. One contributing factor was that our Algebra 1 teachers were first-year instructors, and the Geometry program experienced mid-year teacher turnover, resulting in a lack of instructional consistency. This year, the department will benefit from greater stability and continuity, providing a stronger foundation for student success.

Moving forward, we will maintain a heightened focus on **scholars' academic progress through data-driven instruction and increased student engagement**. Algebra 1 students will participate in more frequent individualized data chats with their teachers to monitor progress, identify areas for growth, and set academic goals. These conversations will ensure that both scholars and instructors have a clear understanding of student performance and can make timely adjustments to support achievement. Through consistent instruction, targeted interventions, and ongoing progress monitoring, we expect to see improved outcomes in mathematics.

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.

Science and mathematics demonstrated the greatest achievement gaps when compared to state averages. A key contributing factor was the inconsistency in implementing standards-aligned instruction with fidelity. Specifically, there was a need for more consistent use of clear learning goals, success criteria, learning scales, frequent formative assessments, and data-driven interventions to address student learning needs.

Moving forward, our focus will be on strengthening instructional practices to ensure all students receive rigorous, standards-based instruction. Teachers will consistently utilize progress-monitoring data to guide instruction, provide targeted interventions, and support academic growth. Additionally, we will emphasize creating positive, engaging learning environments that foster student ownership of learning, increase participation, and promote higher levels of achievement in both science and mathematics.

EWS Areas of Concern

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

After reviewing our Early Warning System data, **student attendance remains an area of concern**. However, our current School Improvement Plan (SIP) addresses this challenge through a focus on **engaging all learners and building a positive, consistent school culture**. By creating classrooms

that are engaging, supportive, and academically meaningful, we aim to increase students' desire to attend school and actively participate in learning.

Additionally, we are committed to ensuring that every scholar develops meaningful connections with two or more trusted adults on campus. These relationships will help foster a sense of belonging, accountability, and support, encouraging students to attend school regularly and remain engaged in their academic success. Through strong relationships, positive learning environments, and a culture of shared responsibility, we expect to see improvements in both attendance and overall student outcomes.

Highest Priorities

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

1. Academic Progress and Data-Driven Instruction
2. Engage All Learners
3. Build a Positive & Consistent School Culture
4. Teacher Clarity & Scholar Ownership

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.

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale

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.

Our current graduation rate is 92% as measured by the 2022 graduation cohort report. We expect our 2026-2027 graduation rate to be 95% as measured by the 2023 graduation cohort report

Measurable Outcome

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 2023 cohort scholars graduating will increase from 92% to 95% as measured by the cohort graduation report.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

At the beginning of the 2026-2027 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 and Anthony Bryant

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Quarterly monitoring of the senior cohort report will allow 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:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Student Progress Monitoring

Person Monitoring:

Barry Brown and Anthony Bryant

By When/Frequency:

Ongoing

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

Formal credit checks and Senior Seminar meetings will be completed at the beginning of each semester. Additionally, evening parent meetings will be scheduled once a semester to provide continued awareness and necessary action steps to meet all graduation requirements. Finally, monthly checks by School Counselors, MTSS and Administration during MTSS meetings.

Action Step #2

Provide and Monitor Student Support Systems

Person Monitoring:

Barry Brown and Anthony Bryant

By When/Frequency:

Weekly

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

Ensure all students who need remediation are provided with additional supports and opportunities during the school day as well as after school. Use ELP to increase access and provide flexible options for remediation. Weekly monitoring of credit recovery progress will be shared with administration, counselors, and applicable teachers.

Area of Focus #2

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**

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.

Our current level of proficiency is 52%, as evidenced in the FAST ELA PM3 data. We expect our performance level to be 57% by May 2027 on FAST ELA PM3 assessment. The problem/gap is

occurring because teachers must improve their ability to monitor academic progress and provide data driven instruction. Additionally, improvements must be made to engage all learners using student-centered instructional practice that meet the full rigor of the standard and differentiate instruction to meet student needs while also building a positive and consistent school culture.

Measurable Outcome

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 intended outcome is that the percentage of all students achieving ELA proficiency for the 2026–2027 school year will increase from 52% to 57% and ELA learning gains will increase from 53% to 59% as measured by the FAST PM3 assessment. Based on 2025-2026 PM3 data, our students struggled in the reporting category Reading Informational Texts, particularly with analyzing and comparing text structures and opposing arguments. If teachers plan and implement question stems and graphic organizers with fidelity to help students appropriately analyze and compare applicable texts, and allow students time to engage in the productive struggle with the support of the anchor charts and peers, student achievement in these areas will improve and our measurable goals will be achieved.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

1. Big picture data from PM summative and formative assessments
2. Data from Fall and Spring Common Assessments
3. In-class formative assessment by teachers to check for understanding
4. Data chats, including teacher-student conferences and grade-level PLCs
5. Administrative walkthroughs
6. Teacher-led PLCs and common planning, including analyzing student work to determine next steps

Person responsible for monitoring outcome

Anthony Bryant

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The primary area of focus for the 2026–2027 school year is to improve academic performance in ELA by implementing purposeful, data-driven instructional practices tailored to individual student needs.

Additionally, we aim to increase student engagement through culturally responsive teaching and foster a positive and consistent school culture that supports academic and social emotional growth.

Rationale:

This area of focus was identified as a critical need through a review of the 2024–2025 school year data, which revealed: 1. Academic Performance Gaps: Significant proficiency gaps in ELA across all grade levels, particularly among ESE and Black/African American students. 2. Inconsistent Use of Data: Data showed that formative and summative assessments were not consistently used to drive instructional decisions, leading to missed opportunities for timely interventions. Additionally, student data chats and similar action steps are needed to improve teacher clarity and scholar ownership. 3. Inequitable Access to Rigorous Instruction: Instructional walkthroughs and lesson plan reviews indicated a lack of appropriate rigor and differentiation in several content areas. By focusing on data-informed instruction, active engagement of all learners, and a unified school culture, we expect to improve academic outcomes, reduce behavior incidents, and foster an environment where every scholar feels safe, supported, and challenged.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Provide academic progress monitoring and data-driven instruction.

Person Monitoring:

Anthony Bryant

By When/Frequency:

Ongoing

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

1. Set clear goals, use learning scales and promote academic discourse in every classroom
2. Help students track progress and growth
3. Use common assessments and data to provide timely and actionable feedback to guide instruction
4. Embed literacy skills across all core and elective subjects to support reading comprehension, writing, and academic vocabulary development.
5. Utilize PD and PLC to maximize the use of district resources and instructional best practices
6. Monitor best practices in walkthroughs and PLCs to determine how strategies are impacting student success.

Action Step #2

Teacher Collaboration

Person Monitoring:

Anthony Bryant

By When/Frequency:

Ongoing

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

Bi-monthly PLCs meetings and informal collaboration during common planning times between teachers using both student sample work and summative and formative data to drive instructional discussions and action steps to meet the full rigor of the standards and appropriately differentiate

instruction.

Action Step #3

Promote Cognitive, Emotional and Social Engagement in Students

Person Monitoring:

Anthony Bryant

By When/Frequency:

Ongoing

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

Use varied instructional strategies to meet diverse learning needs (visual, auditory, kinesthetic), as well as provide opportunities for scholars to recall prior knowledge, think critically and better understand key content. Teachers will provide accommodations and scaffolding to remove barriers to learning and monitor student engagement through classroom walkthroughs.

Action Step #4

Building a Positive and Consistent School Culture

Person Monitoring:

Anthony Bryant

By When/Frequency:

Ongoing

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

Collectively the faculty will create a secure and dependable structure to encourage positive engagement and employ high classroom expectations for academics and behavior. Restorative practices will be utilized to support a positive classroom climate, and teachers will promote consistent, on-time attendance in every classroom as a foundation for academic success. The school staff as a whole will use PBIS to promote positive behaviors and classroom routines.

Action Step #5

Implementing Effective ELA Resources

Person Monitoring:

Anthony Bryant

By When/Frequency:

Ongoing

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

Resources such as anchor charts, graphic organizers, question stems and other practice resources suggested by the district will be implemented on a daily basis with the use of essentials of effective instructional practices. Additionally, teachers will implement effective uses of the Reading Comprehension Protocol using appropriate BEST texts to help students interact with complex text in preparation for PM testing.

Action Step #6

Specially Designed Instruction and other strategies to support SWD

Person Monitoring:

Anthony Bryant

By When/Frequency:

Ongoing

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

ELA and Reading teachers will collaborate with ESE teachers to develop and implement Specially Designed Instruction (SDI) strategies that include movement, collaboration and communication opportunities that align with the needs of diverse learners to significantly improve proficiency in Reading for SWD from 32% to 40% and increase Reading Learning Gains from 47% to 53% on the 2026-2027 FAST PM3 assessment.

Area of Focus #3

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

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.

The 2026 BEST Mathematics End-of-Course assessment data indicate a need to strengthen mathematics instruction and scholar ownership of learning. Algebra I proficiency was **20%** (131 scholars tested; mean scale score **382**) while Geometry proficiency was **42%** (209 scholars tested; mean scale score **395**). Overall mathematics performance declined from the previous year's proficiency rate of **37% to this year's proficiency rate of 32%**, indicating the need for more consistent implementation of standards-aligned instructional practices and targeted interventions. Analysis of district common assessments, classroom walkthroughs, PLC discussions, and state assessment results revealed opportunities to strengthen the consistent use of learning goals, success criteria, formative assessment, and data-driven instructional decision-making. Additionally, staffing transitions within the Algebra I department reinforced the importance of establishing common instructional expectations and systems that ensure every scholar receives high-quality, standards-based instruction regardless of teacher assignment.

Consistent with Gibbs High School's 2026-2027 Theory of Action, the Mathematics Department will implement the school's four instructional priorities while introducing the **Algebra I Scholar Success Notebook** as a signature instructional support. The notebook will provide scholars with a structured process to monitor mastery of Florida's B.E.S.T. Mathematics Standards, analyze assessment data, establish academic goals, and reflect on their progress throughout the year. This intentional focus on teacher clarity, scholar ownership, and data-driven instruction is expected to improve mathematical achievement and increase Algebra I and Geometry proficiency.

Measurable Outcome

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.

Increase proficiency on the BEST Mathematics End-of-Course Assessments by:

- **Algebra I:** Increase proficiency from **20% to 30%**
- **Geometry:** Increase proficiency from **42% to 50%**
- **Overall Mathematics:** Increase combined proficiency from approximately **40%**

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach

the desired outcome.

Implementation and impact will be monitored through a comprehensive cycle of classroom observations, Professional Learning Community (PLC) collaboration, and ongoing analysis of student achievement data. Administrators and instructional leaders will conduct regular walkthroughs to monitor the implementation of the school's four instructional priorities: (1) Academic Progress & Data-Driven Instruction, (2) Engage All Learners, (3) Build a Positive & Consistent School Culture, and (4) Teacher Clarity & Scholar Ownership.

Student progress will be monitored through district common assessments, district cycle assessments, classroom formative assessments, and standards-based data reviews during PLCs. Algebra I teachers will utilize the **Scholar Success Notebook** to monitor individual scholar mastery of B.E.S.T. standards, facilitate scholar goal setting and reflection, and conduct regular data conferences to guide instructional decisions and interventions.

The Assistant Principal, department chair, and mathematics teachers will review assessment results, walkthrough evidence, and Scholar Success Notebook data each grading period to identify trends, evaluate the effectiveness of instructional practices, and make timely adjustments to instruction and intervention to ensure scholars remain on track to meet the school's proficiency goals.

Person responsible for monitoring outcome

Nicole Johnson - Asst. Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The Mathematics Department will implement the school's four instructional priorities through a common instructional framework supported by the Algebra I Scholar Success Notebook within all Algebra classrooms.

Rationale:

Instructional observations and data analysis revealed opportunities to strengthen teacher clarity through the consistent use of learning goals, success criteria, learning scales, formative assessment, and data-driven instructional planning. Additionally, staffing transitions within the Algebra I department reinforced the need for common instructional expectations and systems that ensure every scholar has access to rigorous, standards-aligned instruction.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1

Academic Progress & Data-Driven Instruction

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:

1. Implement standards-aligned instruction with clear learning goals, success criteria, and learning scales.
2. Utilize district common assessments, formative assessments, and PLC data protocols to identify unfinished learning and provide timely intervention.
3. Use flexible grouping and targeted small-group instruction based on demonstrated scholar needs.
4. Implement the Algebra I Scholar Success Notebook to support scholar progress monitoring, benchmark mastery tracking, goal setting, assessment reflection, and individual data conferences.

Action Step #2

Engage All Learners

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:

1. Utilize explicit instruction, mathematical modeling, and collaborative learning structures.
2. Promote mathematical discourse requiring scholars to explain, justify, and defend mathematical reasoning.
3. Differentiate instruction using evidence from formative assessments.
4. Provide accommodations and scaffolds while maintaining rigorous grade-level expectations.

Action Step #3

Build a Positive & Consistent School Culture

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:

1. Establish consistent classroom routines and high academic expectations.
2. Reinforce positive academic behaviors through PBIS.
3. Promote attendance and instructional engagement.
4. Utilize restorative practices to maintain productive learning environments.

Action Step #4

Teacher Clarity & Scholar Ownership

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:

1. Ensure scholars understand daily learning goals and success criteria.
2. Conduct regular scholar data chats following common assessments.
3. Utilize the Algebra I Scholar Success Notebook for - Standards mastery tracking
Assessment reflection - Goal setting - Progress monitoring - Action planning

4. Use notebook evidence during intervention planning, PLCs, and parent conferences to support scholar growth.

Area of Focus #4

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

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.

Our Acceleration for the 2025-2026 is 50%, an increase of 2% from the prior year school 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

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.

We expect our acceleration to be 60% for the 2026-2027 school year as demonstrated by AP and AICE qualifying scores, Industry Certifications and Dual Enrollment course grades of a "C" or higher.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Administration and school counselors will monitor AICE, AP & Dual Enrollment coursework, as well as student progress towards earning Industry Certifications. We will regularly 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, including the use of electronic platform like AP Classroom and GMetrix.

Person responsible for monitoring outcome

Anthony Bryant

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Increase enrollment in AVID courses to support students enrolling in an AP courses and Dual

Enrollment courses. Implement intensive progress monitoring for scholars taking Industry Certification courses. Implement an Industry Certification Bootcamp.

Rationale:

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Regular administrative and counseling meetings to monitor and evaluate academic, behavior, and social-emotional data to monitor student progress.

Rationale:

Ensure continual monitoring is taking place to quickly and effectively provide necessary supports for student success for selected college and career readiness pathways.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Consistent progress monitoring

Person Monitoring:

Administration

By When/Frequency:

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. Monitoring will also include walkthroughs to ensure effective instructional practices are occurring.

Action Step #2

Encourage Enrollment in Rigorous College or Career-Related Courses

Person Monitoring:

Administration

By When/Frequency:

Ongoing

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

Increase enrollment in rigorous courses, AVID, and courses students can earn industry certification through student awareness, advisement, preparation and support for these courses.

Action Step #3

Develop Individualized Acceleration Plans for Students and 4 Year Progression Plans

Person Monitoring:

Anthony Bryant

By When/Frequency:

Summer 2026 and Spring 2027

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

step:

Administration and counselors develop enrollment plans for each student that aligns with state diploma needs and personal interests. Plans are developed to outline a clear path for each school year towards earning acceleration beyond AP courses.

Area of Focus #5

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**

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.

Our current level of proficiency is 53%, as evidenced in the 2026 Biology end of course assessment results. We expect our performance level to be 60% by May 2027 on the Biology EOC assessment. The problem/gap is occurring because teachers must improve their ability to monitor academic progress, provide data-driven instruction, engage all learners and build a positive and consistent school culture.

Measurable Outcome

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 53% to 60% as measured on the Biology end of courses assessment 2027

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

step: 1. Use varied instructional strategies to meet diverse learning needs (visual, auditory, kinesthetic). 2. Provide opportunities for scholars to recall prior knowledge, think critically and better understand key content. 3. Provide accommodation and scaffolding to remove barriers to learning

Person responsible for monitoring outcome

Michael Machado

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The primary area of focus for the 2026-2027 school year is to improve academic performance in Biology by implementing intentional, data-driven instructional practices tailored to individual student needs. Simultaneously, we aim to increase student engagement through rigorous and engaging lessons and consistent school culture that supports academic and social emotional growth.

Rationale:

This area of focus was identified as a critical need through a review of the 2025-2026 school year data, which revealed: 1. Academic Performance Gaps: Significant proficiency gaps in Math and ELA across all grade levels, particularly among ESE and Black/African American students. 2. Inconsistent Use of Data: Data showed that formative and summative assessments were not consistently used to drive instructional decisions, leading to missed opportunities for timely interventions. 3. Engagement and Culture Concerns: Scholar and teacher surveys, discipline data, and attendance records highlighted the need for greater student engagement and a more cohesive, positive school climate. Disparities in behavioral expectations and inconsistent adult responses contributed to elevated referrals and chronic absenteeism. 4. Inequitable Access to Rigorous Instruction: Instructional walkthroughs and lesson plan reviews indicated a lack of rigor and differentiation in several content areas. By focusing on data-informed instruction, active engagement of all learners, and a unified school culture, we expect to improve academic outcomes, reduce behavior incidents, and foster an environment where every scholar feels safe, supported, and challenged

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

step: 1. Create a secure and dependable structure to encourage positive engagement. 2. Employ high classroom expectations for academics and behavior. 3. Utilize restorative practices to support a positive classroom climate 4. Promote consistent, on-time attendance in every classroom as a foundation for academic success. 5. Use PBIS to promote positive behavior and classroom routines

Person Monitoring:

Michael Machado

By When/Frequency:

Weekly

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

Set clear goals, use learning scales and promote academic discourse in every classroom 2. Help students track progress and growth 3. Use common assessments and data to provide timely and actionable feedback to guide instruction 4. Embed literacy skills across all core and elective subjects to support reading comprehension, writing, and academic vocabulary development. 5. Utilize PLC and lesson planning to maximize the use of district resources and instructional best practices 6 Lead with the Lab to anchor the learning, use scientific protocols, use biology brain stem builders, ask higher order thinking questions with engagement strategies.

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

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.

Our current level of performance is 32% proficiency as demonstrated on the FAST ELA. Our goal is to increase it to 40%. 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

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 32% proficiency as demonstrated on the FAST ELA. Our goal is to increase to 40%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Pre-School and ongoing staff Professional Development

Person Monitoring:

Administration

By When/Frequency:

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:

Administration

By When/Frequency:

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.

Instructional Practice specifically relating to Social Studies**Area of Focus Description and Rationale**

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.

Our current level of proficiency is 61%, as evidenced in the US History EOC data. We expect our performance level to be 70% by May 2026 on the US History EOC assessment. The problem/gap is occurring because teachers must improve their ability to monitor academic progress, provide data driven instruction, engage all learners and build a positive and consistent school culture

Measurable Outcome

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 66% as evidenced by the 2026 US History End of Course (EOC) Exam. We expect our performance level to be 70% by May 2026 on the US History EOC exam.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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

Person responsible for monitoring outcome

Barry Brown Sr.

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B))

Rationale:

This area of focus was identified as a critical need through a review of the 2025-2026 school year data, which revealed: 1. Academic Performance Gaps: Significant proficiency gaps in Math and ELA across all grade levels, particularly among ESE and Black/African American students. 2. Inconsistent Use of Data: Data showed that formative and summative assessments were not consistently used to drive instructional decisions, leading to missed opportunities for timely interventions. 3. Engagement and Culture Concerns: Scholar and teacher surveys, discipline data, and attendance records highlighted the need for greater student engagement and a more cohesive, positive school climate. Disparities in behavioral expectations and inconsistent adult responses contributed to elevated referrals and chronic absenteeism. 4. Inequitable Access to Rigorous Instruction: Instructional walkthroughs and lesson plan reviews indicated a lack of rigor and differentiation in several content areas. By focusing on data-informed instruction, active engagement of all learners, and a unified school culture, we expect to improve academic outcomes, and reduce behavior incidents.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1

Academic Progress and Data-Driven Instruction

Person Monitoring:

Barry Brown Sr.

By When/Frequency:

Weekly

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

step:

1. Set clear goals, use learning scales and promote academic discourse in every classroom. 2. Help students track progress and growth. 3. Use common assessment and data to provide timely and actionable feedback to guide instruction. 4. Embed literacy skills and support reading comprehension, writing, and academic vocabulary development. 5. Utilize PLC and lesson planning to maximize the use of district resources and instruction best practices.

IV. Positive Learning 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 enhance the overall scholar experience by expanding the use of the PBIS Rewards System. Strengthening this system will foster stronger staff-scholar relationships, increase student engagement, and support a 10% reduction in discipline referrals campus-wide.

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 R.E.P. expectations—Respect, Excellence, and Pride—with the PBIS Rewards system** to reinforce positive behaviors and strengthen school culture. Scholars will have daily opportunities to earn schoolwide reward points through the PBIS Rewards app, which can be redeemed for snacks and other incentives in the school store.

In addition, scholars who demonstrate growth and achievement in **academics, behavior, and attendance** will be recognized through special reward celebrations and incentive events. These activities will be planned and facilitated by the **Scholar Leadership class and PMAC Scholars**, promoting peer recognition, student leadership, and a positive, engaging school environment that celebrates success and encourages continued growth.

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 implementation will be monitored regularly using the platform's built-in reporting tools. Administrators and designated staff will review data on points awarded, staff participation, and student engagement to ensure consistent use across the school. This real-time data will help identify trends, recognize successes, and inform adjustments to implementation strategies as needed. Ongoing monitoring will support the effective and meaningful use of the PBIS Rewards system, helping to reinforce positive student behaviors and strengthen schoolwide culture.

Person responsible for monitoring outcome

Nicole Johnson Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The PBIS Rewards System will be purchased, introduced, and staff will be trained during pre planning. Implementation will begin at the start of the 2026–2027 school year and will be reviewed regularly throughout the year to ensure effectiveness and consistency.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 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:

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

<https://gibbs-hs.pcsb.org>

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

<https://gibbs-hs.pcsb.org>

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Jonathan C. Gibbs High School Academic Focus Plan

To improve student achievement and school climate, Gibbs High School will focus on four key priorities:

Academic Progress & Data-Driven Instruction

Teachers will use standards-aligned instruction, formative assessments, and data analysis to monitor student progress, identify learning gaps, and provide timely interventions. Scholars will regularly track

their academic growth and set goals for improvement.

Engage All Learners

Teachers will provide rigorous, engaging, and culturally responsive instruction that promotes critical thinking, collaboration, and active student participation while meeting the needs of all learners.

Build a Positive & Consistent School Culture

Through GHS R.E.P. (Respect, Excellence, and Pride), PBIS, restorative practices, and positive recognition systems, we will strengthen attendance, improve school climate, and maximize instructional time.

Teacher Clarity & Scholar Ownership

Teachers will ensure scholars understand what they are learning, how success is measured, and what steps are needed for growth. Scholars will monitor their own progress, reflect on performance, and take ownership of their learning goals.

Expected Outcome: Increased proficiency in ELA, Biology, U.S. History, and Mathematics; improved attendance and engagement; a stronger school culture; and greater scholar ownership of learning.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The Jonathan C. Gibbs High School Academic Focus Plan was developed through a comprehensive review of student achievement data, Early Warning System indicators, school climate trends, stakeholder feedback, and state assessment results. Particular attention was given to areas of need identified in mathematics, science, attendance, and overall student engagement. The plan was also informed by analysis of instructional practices, classroom walkthrough data, and the school's vision, mission, and Theory of Action.

This review led to the identification of four strategic priorities: **Academic Progress & Data-Driven Instruction, Engage All Learners, Build a Positive & Consistent School Culture, and Teacher Clarity & Scholar Ownership.** These focus areas were selected because they directly address the root causes of achievement gaps while strengthening instructional effectiveness, student engagement, attendance, and school climate.

By aligning resources, professional learning, intervention systems, and schoolwide expectations around these priorities, Gibbs High School is committed to improving academic outcomes and ensuring that every scholar is challenged, supported, and prepared for postsecondary success.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Jonathan C. Gibbs High School is committed to supporting the whole child through comprehensive counseling, mental health, and social-emotional services. Our school social worker and school psychologist provide counseling, crisis intervention, and behavioral support, while the MTSS process ensures students receive targeted interventions based on individual needs.

In addition, mentoring programs, PBIS, and the GHS R.E.P. (Respect, Excellence, and Pride) expectations help foster positive relationships, leadership development, and a supportive school culture. Through collaboration with families and community partners, Gibbs High School works to ensure students develop the skills and resilience needed for success both in and out of the classroom.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Jonathan C. Gibbs High School offers a variety of academic and career pathways designed to prepare scholars for college, careers, and military service. Advanced Placement (AP), AICE, and Dual Enrollment courses provide rigorous academic opportunities that allow students to earn college credit while in high school. In addition, our Career and Technical Education (CTE) programs offer industry-recognized certifications and workforce-ready skills through pathways such as EMT and Early Childhood Education.

For students interested in military and leadership opportunities, our JROTC program develops leadership, citizenship, and service skills while providing a foundation for military careers. Together, these programs expand postsecondary opportunities and ensure that all scholars have access to pathways aligned with their interests, strengths, and future goals.

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Jonathan C. Gibbs High School implements a comprehensive MTSS framework to prevent and address academic and behavioral challenges. Through PBIS and the schoolwide R.E.P. expectations—**Respect, Excellence, and Pride**—we promote a positive and inclusive school culture for all scholars. Targeted supports are provided through our ESE Services Coach, Behavior Coach, ESE Support Facilitation staff, and ESE teachers to address individual academic and behavioral needs. Using ongoing data monitoring and collaboration, interventions are tailored to ensure all scholars receive the support needed to succeed.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

At Jonathan C. Gibbs High School, professional learning is an ongoing process focused on strengthening instruction, improving data-driven decision-making, and supporting teacher growth. The year begins with comprehensive pre-planning for all staff, while new teachers participate in an additional orientation designed to support a successful transition into the profession. Throughout the year, department heads, assistant principals, and district support staff provide job-embedded coaching and professional development focused on instructional best practices, student engagement, data analysis, and differentiated instruction. Collaborative planning, PLCs, and regular data chats help teachers refine their practice based on student needs. To recruit and retain effective educators, particularly in high-need areas, the school provides mentorship, targeted professional learning opportunities, and a supportive leadership structure that promotes collaboration and continuous improvement.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(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 (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

The SIP will be monitored regularly to ensure effective implementation and a positive impact on student achievement. Weekly classroom walkthroughs will provide targeted feedback, highlighting instructional strengths and opportunities for growth. Teachers will use formative assessments to monitor student learning and adjust instruction as needed, while content teams will engage in regular data chats to evaluate effectiveness based on assessment results.

Student performance data and progress toward SIP goals will be shared quarterly with stakeholders through content team meetings, grade-level meetings, and School Advisory Council (SAC) meetings. In addition, stakeholder feedback will be gathered through parent meetings, conferences, and school events to ensure families have meaningful opportunities to provide input. This feedback will be documented and used to make adjustments that support continuous improvement and the successful attainment of SIP goals.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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