GIBBS HIGH SCHOOL

2025-26 Schoolwide Improvement Plan

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

Leadership Team Member #2

Employee's Name

Nicole Johnson

johnsonni@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

The assistant principals support the principal in leading instructional programs, promoting student achievement, and ensuring a safe, inclusive school environment. Key responsibilities include supervising daily operations, managing discipline, analyzing student data to drive instruction, and supporting curriculum implementation. The role involves evaluating and coaching staff, overseeing testing and compliance, coordinating student services (including ESE and 504 plans), and fostering strong family and community partnerships. Assistant Principals play a vital role in building a positive school culture, supporting equity and inclusion, and ensuring all students have access to high-quality educational experiences.

Leadership Team Member #3

Employee's Name
Michael Vasallo

vasallom@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

The assistant principals support the principal in leading instructional programs, promoting student achievement, and ensuring a safe, inclusive school environment. Key responsibilities include supervising daily operations, managing discipline, analyzing student data to drive instruction, and supporting curriculum implementation. The role involves evaluating and coaching staff, overseeing testing and compliance, coordinating student services (including ESE and 504 plans), and fostering strong family and community partnerships. Assistant Principals play a vital role in building a positive school culture, supporting equity and inclusion, and ensuring all students have access to high-quality educational experiences.

Leadership Team Member #4

Employee's Name
Michael Machado

machadom@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

The assistant principals support the principal in leading instructional programs, promoting student achievement, and ensuring a safe, inclusive school environment. Key responsibilities include supervising daily operations, managing discipline, analyzing student data to drive instruction, and supporting curriculum implementation. The role involves evaluating and coaching staff, overseeing testing and compliance, coordinating student services (including ESE and 504 plans), and fostering strong family and community partnerships. Assistant Principals play a vital role in building a positive school culture, supporting equity and inclusion, and ensuring all students have access to high-quality educational experiences.

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, along with faculty and staff, will review the School Improvement Plan during pre-planning and provide additional recommendations and feedback. Additionally, stakeholders will have the opportunity to offer input on the School Improvement Plan during the August SAC meeting.

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 SIP will be regularly monitored to ensure effective implementation and impact on student achievement toward meeting the State's academic standards. Weekly walkthroughs will be conducted with specific feedback highlighting areas of strength and areas for growth. Instructors will use daily formative assessments to verify student mastery of each standard. All content areas will participate in

data chats to evaluate instructional effectiveness based on classroom summative and cycle assessments. Student academic performance will be shared quarterly with stakeholders during content team meetings, grade-level meetings, and SAC meetings. Stakeholder input will be documented, and necessary adjustments will be made to support the student achievement goals outlined in each SIP objective.

C. Demographic Data

2025-26 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**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: C** **2022-23: C** **2021-22: C** **2020-21: 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 (2025-26)

Using 2024-25 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	269	292	265	279	1,105
Absent 10% or more school days	93	122	109	134	458
One or more suspensions	69	51	47	27	194
Course failure in English Language Arts (ELA)	18	51	39	52	160
Course failure in Math	13	54	45	48	160
Level 1 on statewide ELA assessment		63	58		121
Level 1 on statewide Algebra assessment	65	22	68	53	208

Current Year (2025-26)

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	97	96	94	88	375

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 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	49	62	59	39	55	55	39	47	50
Grade 3 ELA Achievement									
ELA Learning Gains	55	58	58	45	57	57			
ELA Lowest 25th Percentile	48	54	56	49	55	55			
Math Achievement*	36	46	49	32	42	45	24	36	38
Math Learning Gains	39	45	47	41	46	47			
Math Lowest 25th Percentile	43	43	49	46	41	49			
Science Achievement	54	73	72	49	64	68	47	61	64
Social Studies Achievement*	61	74	75	54	70	71	49	63	66
Graduation Rate	88	94	92	86	92	90	92	92	89
Middle School Acceleration									
College and Career Acceleration	48	69	69	55	69	67	54	69	65
Progress of ELLs in Achieving English Language Proficiency (ELP)		50	52	23	45	49	47	69	45

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	521
Total Components for the FPPI	10
Percent Tested	95%
Graduation Rate	88%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
52%	47%	51%	47%	44%		47%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 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	5	
Black/African American Students	44%	No		
Hispanic Students	68%	No		
Multiracial Students	65%	No		
White Students	71%	No		
Economically Disadvantaged Students	47%	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.

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%	

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%	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

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

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	53%	59%	-6%	58%	-5%
ELA	9	50%	59%	-9%	56%	-6%
Biology		53%	69%	-16%	71%	-18%
Algebra		35%	59%	-24%	54%	-19%
Geometry		38%	53%	-15%	54%	-16%
History		63%	72%	-9%	71%	-8%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		22%	13%	9%	16%	6%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		12%	17%	-5%	18%	-6%

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?

ELA showed the highest improvement, with more students meeting or exceeding proficiency on the FAST assessments. This success was driven by targeted data analysis, small-group interventions, and a strong focus on standards-based, rigorous instruction. A schoolwide effort ensured that literacy was embedded across all subjects—including electives—through reading, writing, and vocabulary strategies. Professional development and instructional coaching supported teachers in maintaining high literacy expectations. Additionally, administrative walkthroughs with immediate feedback helped teachers reflect on their practice and make timely instructional adjustments, further supporting student growth in literacy.

Lowest Performance

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

Math showed the lowest overall proficiency among all tested areas, despite a 5% increase in student performance, which was also seen in science. While both subjects demonstrated growth, math remains the area of greatest need. Several strategies contributed to the improvement, including targeted interventions, data-driven instruction, and ongoing professional development. However, the pace of growth highlights the need for continued focus and refinement of instructional practices. The current School Improvement Plan provides a solid framework for addressing these gaps, with goals centered on deepening content knowledge, increasing student engagement with rigorous tasks, and strengthening small-group instruction. Continued emphasis on data analysis, literacy integration in math and science, and instructional coaching will be key to accelerating progress in these areas.

Greatest Decline

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

While no data components showed an overall decline from the prior year, a closer look at subject-specific data revealed a drop in **Geometry performance**. In contrast, **Math overall** and **Algebra I** showed growth, indicating targeted efforts in those areas were effective. The decline in Geometry suggests the need for continued emphasis on instructional support and alignment. As part of our

ongoing School Improvement Plan, we will prioritize strategies such as data-driven instruction, standards-aligned tasks, and instructional coaching to strengthen Geometry outcomes and ensure continued growth across all math courses this school year.

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.

No Answer Entered

EWS Areas of Concern

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

No Answer Entered

Highest Priorities

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

1. Performance of ESE subgroup in math, science and social studies must improve above 41%. Goal is 51%.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to 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 61% as evidenced by the 2025 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

Principal - 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:

The primary area of focus for the 2025–2026 school year is to improve academic performance in US History by implementing intentional, data-driven instructional practices tailored to individual student

needs. Simultaneously, we aim to increase student engagement by leveraging students' background and experiences, while also fostering 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 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

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
Academic Progress and Data-Driven Instruction

Person Monitoring:	**By When/Frequency:**
Principal - Barry Brown	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 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.

Action Step #2
Engaging all Learners

Person Monitoring:	**By When/Frequency:**
Principal - Barry Brown	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action 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 accommodations and scaffolding to remove barriers to learning.

Action Step #3
Building a positive and consistent school culture

Person Monitoring:	**By When/Frequency:**
Principal - Barry Brown	Ongoing

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

Action Step #4
Incorporate the 5 Essentials of Effective Instruction Non-Negotiables in Social Studies

Person Monitoring:	**By When/Frequency:**
Principal - Barry Brown	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Plan daily lessons in PLC using the non-negotiables including protocols for document analysis, historical connections, historical thinking, and historical talking.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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 36%, as evidenced in the BEST EOC Math data. We expect our performance level to be 45% by May 2026 on BEST EOC Math 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 36% to 45% as measured on the BEST Math EOCs of Algebra 1 and Geometry.

Monitoring

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

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

Person responsible for monitoring outcome
Assistant Principal - Nicole D. Johnson

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 2025–2026 school year is to improve academic performance in Math by implementing intentional, data-driven instructional practices tailored to individual student needs. Simultaneously, 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 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 3 – Promising 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:	**By When/Frequency:**
Assistant Principal - Nicole Johnson	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
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 PLC and lesson planning to maximize the use of district resources and instructional best practices

Action Step #2
Engaging all learners

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

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
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 accommodations and scaffolding to remove barriers to learning.

Action Step #3
Building a positive and consistent school culture

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

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

Area of Focus #3

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 49%, as evidenced in the FAST ELA PM3 data. We expect our performance level to be 57% by May 2026 on FAST ELA PM3 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 49% to 57% as measured on the FAST ELA PM3 assessment.

Monitoring

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

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

Person responsible for monitoring outcome

Assistant Principal - Michael Vasallo

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 2025–2026 school year is to improve academic performance in ELA by implementing intentional, data-driven instructional practices tailored to individual student needs. Simultaneously, 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 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. * 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. 3. 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 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:	**By When/Frequency:**
Assistant Principal - Michael Vasallo	Ongoing

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

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

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
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. 4. Monitor student engagement through classroom walkthroughs.

Action Step #3
Building a positive and consistent school culture

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

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

Area of Focus #4

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 54%, as evidenced in the 2025 Biology end of course assessment results. We expect our performance level to be 60% by May 2026 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 54% to 60% as measured on the Biology end of courses assessment 2026.

Monitoring

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

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

Person responsible for monitoring outcome

Assistant Principal - 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 2025–2026 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 2024–2025 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:

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:	**By When/Frequency:**
Assistant Principal - Michael Machado	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 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.

Action Step #2
Engaging all Learners

Person Monitoring:	**By When/Frequency:**
Assistant Principal - Michael Machado	Ongoing

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

Action Step #3
Building a positive and consistent school culture

Person Monitoring:	**By When/Frequency:**
Assistant Principal - Michael Machado	Ongoing

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

Action Step #4

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

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

Area of Focus #5

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

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 90% as measured by the 2021 graduation cohort report. We expect our 2025-2026 graduation rate to be 92% as measured by the 2022 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 2022 cohort scholars graduating will increase from 90% to 92% 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 2025-2026 school year administration and school counselors will progress monitor all senior scholars to ensure they have a 2.0 grade point average, at least 18 credits, passing score on state required assessments, and successful completion of all required courses. Scholar support will be differentiate based on each scholar's individual needs.

Person responsible for monitoring outcome
Barry Brown

Evidence-based Intervention:

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:

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
Progress Monitoring

Person Monitoring:	**By When/Frequency:**
Barry Brown	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
- Semester credit checks - Semester parent meetings to provide continued awareness - Monthly checks by School Counselors, MTSS and Administration during MTSS meetings.

Area of Focus #6

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 SY 24/25 is 48%, decreasing from 55% the prior year. There is a need to increase AP qualifying scores, Industry Certifications earned and Dual Enrollment course grades of a "C" or higher for all of our scholars.

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

Our Acceleration for SY 24/25 is 48%, decreasing from 55% the prior year. We expect our acceleration to be 60% for the 25/26 school year as demonstrated by AP 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.

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

Person responsible for monitoring outcome
Assistant Principal - Nicole D. Johnson

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:

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: **By When/Frequency:**
Administrators   Ongoing

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

Action Step #2
Ensure acceleration opportunities have been achieved

Person Monitoring: **By When/Frequency:**
Administrators and School Counselors   Ongoing

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

Acceleration opportunities have been achieved.

Area of Focus #7

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 39% proficiency as demonstrated on the FAST ELA. Our goal is to increase it to 41%. The problem/gap is occurring because high yielding literacy practices and engagement strategies for scholars with disabilities are not being employed consistently across all content areas.

Measurable Outcome

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 39% proficiency as demonstrated on the FAST ELA. Our goal is to increase to 41%.

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 PD

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

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

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

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

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. Scholars will have the opportunity to earn school-wide reward dollars daily through the PBIS app, which can be used to purchase snacks and other items from the school store. In addition, scholars who demonstrate growth and achievement in academics, behavior, and attendance will be selected to participate in special rewards celebrations. These events will be planned and facilitated by the Scholar Leadership class and PMAC Scholars to promote peer recognition and a positive school culture.

Monitoring

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

PBIS Rewards App usage will be monitored daily through the platform's built-in reporting tools. Administrators and designated staff will track data on points awarded, staff participation, and student engagement trends. This real-time data will be used to identify patterns, celebrate successes, and adjust implementation strategies as needed to ensure consistent and meaningful use of the system schoolwide.

Person responsible for monitoring outcome

Assistant Principal Nicole Johnson

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 2025–2026 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:

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.

The SIP will be continuously monitored to ensure effective implementation and its impact on improving student achievement in meeting the State's academic standards. Weekly walkthroughs will be conducted with targeted feedback identifying areas of strength and areas in need of improvement. Instructors will conduct daily formative assessments to verify mastery of individual standards. All content areas will participate in data chats to evaluate instructional effectiveness based on classroom summative and cycle assessments. Student academic performance will be shared quarterly with all stakeholders during content team meetings, grade-level meetings, and SAC meetings. Stakeholder feedback will be documented, and necessary adjustments will be made to support the student achievement goals outlined in each SIP objective.

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)).

GHS will continue to clarify and enhance the meaning of parent communication to ensure a strong partnership and consistent engagement. Based on parent survey results, we will support ongoing communication through weekly activity updates, bi-weekly academic progress reports, quarterly newsletters, and family-focused events such as College Nights and Semester Parent Resource Nights. Additionally, the school website and social media platforms will be used to highlight important

information and celebrations.

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)).

Leadership will support staff in using data to group students and deliver differentiated and scaffolded instruction tailored to each student's needs. Leadership will also assist staff in engaging students with complex tasks and rigorous activities across all curriculum areas, aligned with core content standards. Teachers will apply strategies learned from the previous year to conduct in-depth analysis of classroom and individual student data, based on formative and summative assessments throughout the year. The MTSS Intervention Teacher will provide targeted support through push-in and pull-out interventions to address the diverse needs of students. Additionally, the AVID Program will continue to expand support for scholars enrolled in honors, AP, and dual enrollment courses.

How Plan is Developed
If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

Development of the Instructional Support and Differentiation Plan at Gibbs High School:
1. **Data-Driven Student Grouping:**
   Leadership collaborates with teachers to regularly review formative and summative assessment data, identifying student strengths and areas of need. This analysis informs the creation of flexible student groups to enable targeted, differentiated instruction.
2. **Professional Development and Strategy Implementation:**
   Staff receive ongoing training and coaching to effectively apply research-based instructional strategies focused on scaffolding and differentiation, emphasizing engagement with complex, standards-aligned tasks.
3. **MTSS Intervention Support:**
   The MTSS Intervention Teacher coordinates with classroom teachers to provide tailored push-in and pull-out interventions, ensuring students receive the additional academic support needed to succeed.
4. **AVID Program Expansion:**
   The AVID program team works to identify and support scholars in honors, AP, and dual enrollment courses, promoting college readiness through specialized tutoring, mentoring, and

skill-building activities.

5. **Continuous Monitoring and Collaboration:**
   Teachers and leadership engage in frequent data discussions and professional learning communities (PLCs) to evaluate instructional effectiveness, adjust groupings, and refine intervention strategies throughout the year.

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 dedicated to supporting the whole student by offering comprehensive counseling and mental health services that extend beyond academics. Our full-time school social worker and school psychologist, who is on campus four days a week, provide critical support for students' social-emotional well-being through individual and group counseling, crisis intervention, and behavioral assessments.

In addition to these services, specialized support is coordinated through the MTSS framework, offering both push-in and pull-out interventions to address behavioral and emotional needs. Mentoring programs, led by staff and groups such as the Scholar Leadership class and PMAC Scholars, foster leadership, character development, and positive peer relationships.

Schoolwide initiatives like PBIS reinforce respectful and responsible behavior, contributing to a positive and inclusive school culture. Through ongoing collaboration with families and community partners, Gibbs High continuously refines these strategies to ensure students develop essential life skills alongside academic success.

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 pathways to prepare scholars for postsecondary education and the workforce. Our Advanced Placement (AP), AICE, and dual enrollment courses provide rigorous academic opportunities for students aspiring to attend college, allowing them to earn college credits while still in high school.

In addition to college preparatory coursework, we offer numerous career and technical education (CTE) programs that connect students to industry certifications. Programs such as EMT and Early Childhood Education equip scholars with the skills and credentials needed to enter the workforce immediately after graduation.

For students interested in military careers, our JROTC program offers leadership development and a

foundation for service in the armed forces. Together, these diverse programs broaden access to postsecondary opportunities, ensuring all scholars can pursue paths aligned with their goals and interests.

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, schoolwide tiered model aligned with MTSS frameworks to prevent and address problem behaviors. At the universal level, Positive Behavioral Interventions and Supports (PBIS) promote a positive school culture by reinforcing our core expectations of Respect, Excellence, and Pride (R.E.P.), encouraging positive behavior among all scholars.

For students needing additional support, targeted interventions are delivered through multiple specialized roles, including an ESE Services Coach who ensures compliance with special education regulations, a Behavior Coach who supports the implementation of behavioral interventions for both ESE and general education scholars, and ESE Support Facilitation staff who provide focused academic support in core areas such as Math and ELA. Our ESE Varying Exceptionalities instructors further assist students by implementing Individualized Education Programs (IEPs) and ESE Support Plans.

This coordinated, tiered system ensures that interventions are timely, data-driven, and tailored to meet the unique needs of all scholars, promoting inclusion and equitable access to academic and behavioral supports. Continuous collaboration, data monitoring, and progress reviews enable ongoing refinement of supports to maximize student success.

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 a continuous, multi-layered process designed to improve instruction, data use, and teacher retention—especially in high-need subject areas. The year begins with comprehensive pre-school training for all staff, ensuring a shared understanding of instructional goals, assessment practices, and schoolwide initiatives like PBIS and MTSS. Additionally, new teachers participate in a pre-pre-school orientation tailored to support their transition and prepare them for success.

Throughout the school year, department heads, assistant principals, and district support personnel provide ongoing, content-specific coaching and professional development. These sessions focus on

effective instructional strategies, data analysis from formative and summative assessments, and differentiated instruction to meet diverse student needs. Collaborative data chats and professional learning communities further support teachers in refining their practice based on student performance data.

To recruit and retain effective educators, particularly in high-need areas, the school emphasizes mentorship, targeted professional growth opportunities, and a supportive leadership structure that fosters collaboration and shared responsibility for student success.

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 ATSIor 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 regularly monitored to ensure effective implementation and to measure its impact on student achievement in meeting State academic standards. Weekly walkthroughs will provide targeted feedback, highlighting instructional strengths and areas for improvement. Teachers will use daily formative assessments to verify mastery of each standard. All content areas will participate in data chats to evaluate instructional effectiveness based on summative and cycle assessments. Student performance data will be shared quarterly with stakeholders during content team meetings, grade-level meetings, and SAC meetings. Additionally, stakeholder feedback will be collected at all parent meetings and school visits to ensure families have meaningful opportunities to communicate. This input will be documented and used to make necessary adjustments that support the achievement of all 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).

Development of the Instructional Support and Differentiation Plan at Gibbs High School:

1. **Data-Driven Student Grouping:**
   Leadership collaborates with teachers to regularly review formative and summative assessment data, identifying student strengths and areas of need. This analysis informs the creation of flexible student groups to enable targeted, differentiated instruction.
2. **Professional Development and Strategy Implementation:**
   Staff receive ongoing training and coaching to effectively apply research-based instructional strategies focused on scaffolding and differentiation, emphasizing engagement with complex, standards-aligned tasks.
3. **MTSS Intervention Support:**
   The MTSS Intervention Teacher coordinates with classroom teachers to provide tailored push-in and pull-out interventions, ensuring students receive the additional academic support needed to succeed.
4. **AVID Program Expansion:**
   The AVID program team works to identify and support scholars in honors, AP, and dual enrollment courses, promoting college readiness through specialized tutoring, mentoring, and skill-building activities.

5. **Continuous Monitoring and Collaboration:**
   Teachers and leadership engage in frequent data discussions and professional learning communities (PLCs) to evaluate instructional effectiveness, adjust groupings, and refine intervention strategies throughout the year.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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