

Santa Rosa County School District

Gulf Breeze High School



2022-23 Schoolwide Improvement Plan

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Gulf Breeze High School

675 GULF BREEZE PKWY, Gulf Breeze, FL 32561

<http://www.santarosa.k12.fl.us/schools/gbh/>

Demographics

Principal: Daniel Brothers

Start Date for this Principal: 10/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	22%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (65%) 2020-21: (65%) 2018-19: A (70%) 2017-18: A (70%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

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

School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/13/2022.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Santa Rosa County and Gulf Breeze High School's mission is to love, educate, and prepare all students for graduation and a successful future.

Provide the school's vision statement.

Santa Rosa County District Schools and Gulf Breeze High School provides an environment that fosters each learner's potential, equips students for academic excellence, and promotes lifelong learning.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Brothers, Danny	Principal	The Principal shall assume all administrative responsibility and instructional leadership for the planning, management, operation, and evaluation of the educational program of Gulf Breeze High School.
Barker, Sarah	Assistant Principal	The Assistant Principal shall be responsible for assisting the Principal in the administrative and leadership responsibilities for Student Services. Such duties include, but are not limited to, overseeing school wide student discipline, student attendance and truancy, student parking, student mental health programs, assessment coordination, instructional leadership, teacher evaluation, and any other duties assigned by the Principal, including acting on the Principal's behalf in his/her absence.
Keen, Patrick	Assistant Principal	The Assistant Principal shall be responsible for assisting the Principal in the administrative and leadership responsibilities for Curriculum and Guidance Services. Such duties include, but are not limited to, 504 and IEP's, academic records, ACCEL, appeals coordinator, master schedule, out of field reports, AP classes and testing, curriculum development, student registration, instructional leadership, teacher evaluation, and other duties as assigned by the Principal, including acting on the Principal's behalf in his/her absence.
Watts, Jon	Assistant Principal	The Assistant Principal shall be responsible for assisting the Principal in the administrative and leadership responsibilities for Administration Services. Such duties include, but are not limited to, accident reports, athletics, facilities, safety drills, FISH report, insurance, leave approval, textbook accountability, volunteers, substitutes, custodial, instructional leadership, teacher evaluation, and any other duties as assigned by the Principal, including acting on the Principal's behalf in his/her absence.

Demographic Information

Principal start date

Thursday 10/1/2015, Daniel Brothers

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

22

Total number of teacher positions allocated to the school

90

Total number of students enrolled at the school

1,992

Identify the number of instructional staff who left the school during the 2021-22 school year.

13

Identify the number of instructional staff who joined the school during the 2022-23 school year.

14

Demographic Data

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	68%	58%	52%	69%			76%	67%	56%
ELA Learning Gains	58%	54%	52%	54%			58%	55%	51%
ELA Lowest 25th Percentile	41%	40%	41%	34%			47%	45%	42%
Math Achievement	68%	57%	41%	67%			74%	65%	51%
Math Learning Gains	53%	49%	48%	43%			55%	49%	48%
Math Lowest 25th Percentile	38%	40%	49%	38%			46%	45%	45%
Science Achievement	78%	69%	61%	86%			95%	91%	68%
Social Studies Achievement	78%	74%	68%	85%			84%	79%	73%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	86%	10%	67%	29%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	78%	5%	70%	13%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	69%	73%	-4%	61%	8%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	76%	66%	10%	57%	19%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	20	24	20	22	26	24	32	40		97	38
ASN	82	74		88	80		83	80			
BLK	40			40							
HSP	64	56	41	64	46	35	77	71		91	81
MUL	70	64	75	63	31		79	80		89	75
WHT	68	57	39	69	55	39	79	79		97	72
FRL	54	51	31	59	49	39	71	72		92	62

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	18	17	10	15	28	21	41	71		100	25
ASN	81	63		85	58		89			100	90
HSP	75	63		74	45		81	79		100	50
MUL	71	48		63	42		81	75		100	54
WHT	69	54	36	67	42	36	86	86		99	72
FRL	54	39	27	50	34	27	76	73		99	49

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	36	36	28	44	44	42		63		94	19
ASN	76	40		83	55						
BLK	33	28		67	69					85	45
HSP	82	72	64	72	52	42	100	58		100	61
MUL	69	64	56	67	60	60		71		100	68
WHT	77	58	45	74	55	44	95	87		97	67
FRL	65	52	38	61	56	51	83	81		92	45

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	652
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	
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English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ELA Learning Gains, ELA Lowest 25%, Math Overall Achievement, and Math Learning Gains all improved from the 2021 to 2022 school year.

ELA Overall Achievement dropped 1 percentage point, Science Achievement dropped by 8 percentage points, and Social Studies Achievement dropped by 7 percentage points.

Decreases below 41% were seen in two subgroups: Students with Disabilities, which dropped to 34%, and Black/African American Students, which dropped to 40%. The SWD subgroup improved in all areas except for Science and Social Studies Achievement.

The Graduation Rate decreased by 2 points to 97%, but College and Career Acceleration increased by 3% to 73%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is in the following areas:

ELA Overall Achievement was 69% in 2021, and was 68% in 2022. 9th Grade ELA scores stayed the same at 69%, but 10th Grade ELA scores decreased 3% from 69% in 2021 to 66% in 2022.

Science Achievement was 86% in 2021, and was 78% in 2022. This drop of 8 overall points was the largest decrease out of all scores.

Social Studies Achievement was 85% in 2021, and was 78% in 2022. This is the first year that the Social Studies Achievement score has dropped below 80%.

Our two lowest subgroups that fell below the 41% target were Students with Disabilities at 34% and Black/African American Students at 40%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The ELA department had new textbooks and new standards. To address this, ELA teachers have all been trained in BEST Standards and in the new curriculum, Savaas. Teachers are now more familiar with both. Continued collaboration in the English department with the new curriculum through their Professional Learning Community (PLC) will occur to improve student performance.

In the 18-19 school year, only Honors Biology students took the Biology EOC, which could have inflated scores. There was an adjustment in the course progression and order in which students take Biology. Now Biology is offered in the 10th grade year, which means that all levels of students take the Biology EOC. Science teachers plan to share lessons weekly with one another, as well as focus on improving science literacy skills in their students.

Students are only required to take 3 Social Studies classes for graduation requirements. This means that by the time that students in high school take a Social Studies class, majority of students will have had a gap of learning of one year. Another factor is that none of the 11th grade students in AP US History took the US History EOC in 2022. This will be a change for this school year- adding these students will increase scores.

The drop in scores of 11 percentage points for our Students with Disabilities subgroup indicates the need for additional supports for those students, including increased use of small groups for reteaching.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math Learning Gains improved by 10 percentage points from 43 to 53 points.

ELA Lowest 25% improved by 7 percentage points from 34 to 41 points.

College and Career Acceleration improved by 3 percentage points from 70 to 73 points.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Math: Our Algebra 1A and 1B students are given a double block. An experienced teacher taught those classes and also had a math certified ESE push-in teacher for support.

ELA: 9th & 10th Grade ELA teachers planned collaboratively and shared resources. Our Intensive ELA classes had a certified teacher who consistently monitored student progress and practiced test taking strategies with her students.

College and Career: We added an AP class (AP Physics), and built up the Hospitality and Tourism Academy with a new, certified teacher and new classroom. The Medical Academy and Technology classes are being taught by effective teachers who have high success rates with their student certification tests.

What strategies will need to be implemented in order to accelerate learning?

1. Professional Learning Communities in which teachers in Science and Social Studies will study how to increase academic vocabulary with their students.
2. Increased emphasis on academic vocabulary in Math, Science, and Social Studies classes.
3. Students with level 1 or level 2 scores on state assessments will have a Professional Monitoring Plan (PMP) opened to identify instructional weaknesses. Teachers will use the PMP to address those weaknesses with instructional strategies identified in the plan.
4. Administration will increase use of post-observation feedback conferences to focus on skills for teacher improvement.
5. All teachers will attend monthly PLC meetings to discuss current data, either through formative/summative classroom assessments, or Progress Learning/FAST assessments.
6. Attendance will be monitored on a weekly basis to ensure that students are not falling behind due to excessive absences. Parent contact will be made more quickly to address any attendance concerns.
7. An emphasis will be made on using small groups in core classes for reteaching key concepts and providing additional instruction for struggling students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development will be provided within departments through PLCs once a month. The Math Department will attend additional professional development to study their new standards and curriculum. The district provides opportunities for teacher professional development including book studies, differentiating instruction, Exceptional Student Education training, etc. School-wide training will be provided on setting lesson goals and objectives for students in partnership with the new teacher evaluation system. The school leadership team will attend MTSS training, truancy training, and school improvement training. The school MTSS team meets once a month to review behavior, academic, and attendance data and to discuss student interventions. Departments met as teams to review school assessment data and write goals for student achievement improvement.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will continue analyzing our student achievement data and will use this data to drive instruction in the classrooms. When conducting teacher observations, administration will use the Marzano rubric to guide observations and feedback conferences with teachers. We will continue to increase our use of technology with students through TEAMS, recorded lectures, accessibility to laptops/Internet, and multiple ways to communicate with students. We will monitor student attendance weekly and monthly to ensure students are not falling behind; if attendance is a concern, parent contact will be made to help student to get back on track. Administration will continue holding at-risk meetings with students four times a year to provide support to students in 11th/12th grades who are at-risk for not graduating.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Science

**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Science scores from 2022 showed a drop in 8 percentage points from 86% in 2021 to 78% in 2022. These scores come directly from the Biology EOC, which is an exam that students take in their 10th grade year and is a graduation requirement.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Students taking the Biology EOC Exam will increase their overall scores by 5 percentage points from 78% in 2022 to 83% in 2023.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

Biology teachers will use the Progress Learning assessments to monitor their students' progress and make instructional adjustments as necessary. This will take place once in the fall and once in the winter. Teachers will also use formative and summative classroom assessments to monitor student progress.

Person responsible for monitoring outcome:

Patrick Keen (keenp@santarosa.k12.fl.us)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

Using CER (claim, evidence, reasoning), Biology teachers will increase science literacy by requiring students to provide evidence for their answers. This strategy is having the students use elaboration and organization in their short answer responses, which emphasizes student meta-cognitive/ self-regulated learning. John Hattie's effect size of this strategy is 0.75.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Science teachers have identified a gap in their students' ability to provide evidence and sound reasoning for their short response answers. The CER strategy provides students with the skills to use evidence for their scientific claims. The rationale behind using the claim-evidence-reasoning (CER) model in writing is that many students aren't able to justify the claims that they make when answering a question. This process helps students at any level be successful in the secondary level (thinkcerca.com).

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Science teachers will use CER in their daily science bell ringers.

Person Responsible Danny Brothers (brothersd@santarosa.k12.fl.us)

Science teachers will include more short response answers in student lab reports.

Person Responsible Danny Brothers (brothersd@santarosa.k12.fl.us)

Science teachers will meet weekly to collaborate in lesson plans, instructional activities, and strategies that reinforce the CER strategy.

Person Responsible Danny Brothers (brothersd@santarosa.k12.fl.us)

Professional development will be provided for teachers as needed to support the use of the strategy.

Person Responsible Danny Brothers (brothersd@santarosa.k12.fl.us)

#2. Instructional Practice specifically relating to Social Studies

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Social Studies scores dropped 7 points from 85% in 20-21 to 78% in 21-22. These scores come from the US History EOC, which students take in the 11th grade.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our US History scores will improve 5 percentage points from 78% to 83% for the 22-23 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

US History teachers will monitor their students' progress through the US History Progress Learning test, given in the fall and the winter. In addition to this progress monitoring tool, teachers will also use classroom assessments to track student learning on US History standards.

Person responsible for monitoring outcome:

Danny Brothers (brothersd@santarosa.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Assessing students' prior knowledge is considered a learning strategy by John Hattie and provides an efficacy size of 0.93. Social Studies teachers will create a pre-test for US History students. This pre-test will contain US History standards and will be given at the end of the year to all World History students. This way, US History teachers will have an assessment at the beginning of the year to create a baseline of student knowledge. Teachers will use the results from this pre-tests to guide their daily review bell ringer questions.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The pre-test will contain US History standards and will be given at the end of the year to all World History students. This strategy will integrate prior knowledge so teachers have a baseline of where to review and where to move forward. Using daily review questions will allow teachers to provide specific review on US History standards to scaffold knowledge.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Social Studies teachers will create a pre-test of US History standards that students will take in their World History classes at the end of the school year. This pre-test will serve as a screening for US History teachers to better understand their incoming students' pre-knowledge of the subject.

Person Responsible Sarah Barker (barkers@santarosa.k12.fl.us)

Social Studies teachers will use ELA progress monitoring scores (FAST) to have a better understanding of their students' reading progress.

Person Responsible Patrick Keen (keenp@santarosa.k12.fl.us)

This year, students currently enrolled in AP US History will also take the US History EOC.

Person Responsible Patrick Keen (keenp@santarosa.k12.fl.us)

The social studies department will study in their PLC how to incorporate textualizing and inferring meaning from primary source documents

Person Responsible Patrick Keen (keenp@santarosa.k12.fl.us)

US History teachers will use the questions from the pre-test as bell ringer review questions.

Person Responsible Patrick Keen (keenp@santarosa.k12.fl.us)

#3. Instructional Practice specifically relating to ELA

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

ELA Overall Achievement was 69% in 2021, and was 68% in 2022. 9th Grade ELA scores stayed the same at 69%, but 10th Grade ELA scores decreased 3% from 69% in 2021 to 66% in 2022.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

70% of students will be proficient in ELA by the PM 3 FAST test.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

ELA teachers will monitor their students' learning through FAST results (given once in the fall and once in the winter), along with curriculum based classroom assessments.

Person responsible for monitoring outcome:

Sarah Barker (barkers@santarosa.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

ELA teachers will use additional close reading strategies during reading and literature instruction. This strategy is an explicit teaching strategy identified as a need by ELA teachers that would be of benefit for their students, especially those lacking close reading strategies when reading literature or non fiction text. This is an example of teaching/instructional strategies and has an efficacy rate of 0.57.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students need improvement in close reading strategies to delve deeper into a text analysis, interpret and infer using a variety of literacy skills, and understand the purpose for reading that text. A couple examples of close reading strategies are highlighting details and support, underlining vocabulary, making notes or writing questions in the margin, asking questions about the text. (fisherpub.sjfc.edu)

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

ELA teachers will explicitly teach close reading strategies when reading non fiction and fiction in class.

Person Responsible Danny Brothers (brothersd@santarosa.k12.fl.us)

ELA teachers will collaborate with one another through their PLC and will share successful lessons regarding close reading strategies with each other.

Person Responsible Danny Brothers (brothersd@santarosa.k12.fl.us)

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our Students with Disabilities subgroup decreased 11 points overall from 45% in 20-21 to 34% in 21-22. The decrease dropped this subgroup below the 41% threshold. Our Black/African American students subgroup decreased 11 points overall from 55% in 20-21 to 40% in 21-22.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our SWD and Black/African American students subgroup will improve by 5% points overall, to bring both subgroups above the 41% threshold.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

ESE teachers, partnered with regular education teachers, will monitor student progress through classroom assessments, Progress Learning & FAST assessments, and IEP goals for our Students with Disabilities students.

Core classroom teachers will be notified if they have a student that is not meeting proficiency and is a part of the Black/African American subgroup. They will monitor student progress through classroom assessments and Progress Learning & FAST assessments.

Person responsible for monitoring outcome:

Danny Brothers (brothersd@santarosa.k12.fl.us)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Small groups will be utilized to reteach concepts, review lessons, and provide differentiated instruction. These groups will be used in the Learning Strategies classes and the core content classes. Using small group instruction strategy has a 0.47 effect size.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students that do not show proficiency on classroom assessments will need reteaching. Small groups allow for a more individualized setting to learn those retaught concepts, review lessons, and they also provide an opportunity for differentiated instruction. Reteaching promotes student learning and motivation. (www.wd7.org)

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

ESE teachers and general education teachers that are partnered for inclusion classes will plan collaboratively to address the needs of the SWD and black student population.

Person Responsible Patrick Keen (keenp@santarosa.k12.fl.us)

Teachers will monitor SWD and black subgroup progress using classroom assessments, Progress Learning assessments, and FAST assessments.

Person Responsible Patrick Keen (keenp@santarosa.k12.fl.us)

IEP goals for SWD students and PMPs for the black population will be written for students based on progress monitoring data.

Person Responsible Danny Brothers (brothersd@santarosa.k12.fl.us)

#5. Instructional Practice specifically relating to Graduation

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

The 20-21 graduation rate (most current) was 97%, which was a decrease of 2 percentage points from the previous year.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Gulf Breeze High School's graduation rate will increase by 3% to 100% of all seniors graduating in 2023.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

Students at risk for graduation will be monitored monthly in MTSS meetings, and will also be monitored 4 times a year in graduation meetings with the administration and guidance departments. GPA, credits earned, and required testing scores will be monitored and discussed.

Person responsible for monitoring outcome:

Danny Brothers (brothersd@santarosa.k12.fl.us)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

The strategy used will be an MTSS or Response to Intervention strategy. Every nine weeks, the administrative team (three APs and one principal) plus the student's guidance counselor, will hold graduation meetings with each student on the at-risk list. These students are identified as at-risk by lacking in either GPA, credits, or test scores. The MTSS strategy, according to John Hattie, has an effect size of 1.29.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Meeting with each student individually provides an opportunity to address any issues that the student may have and to remove any barriers, if possible. It demonstrates to each student that they are valued and cared for. These students are at the highest risk of dropping out, and the meetings are used to problem solve and discussed solutions to ensure the student makes it to graduation. "MTSS at the secondary level is a proactive and preventative framework that grounds all decisions on data" (www.branchingminds.com).

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Guidance counselors monitor student progress toward graduation quarterly.

Person Responsible Patrick Keen (keenp@santarosa.k12.fl.us)

A list of at-risk seniors is maintained and these students are discussed at monthly MTSS meetings.

Person Responsible Patrick Keen (keenp@santarosa.k12.fl.us)

Quarterly meetings are set up for all at-risk seniors to meet with administration team.

Person Responsible Patrick Keen (keenp@santarosa.k12.fl.us)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Gulf Breeze High School builds a positive school culture and environment through encouraging all students to become involved in athletics, clubs, extracurricular activities, and school-wide events. We offer many opportunities for students to find a positive outlet and support group through a wide range of interests including but not limited to: ROTC, drama, chorus, art, athletics, community service clubs, Student Government, honor societies, band, yearbook, debate, mock trial, newspaper, etc. Traditional school-wide events also bring together students to celebrate their school culture and environment including dress-up days, Homecoming, pep rallies, fine arts presentations, prom, and senior events. All students are encouraged to join clubs and students participate in "Club Rush" at the beginning of each school year to see what clubs are available and to sign-up. Each nine weeks, new students are invited to a social event during the school day to meet other students as well as staff. Faculty and staff are aware of students who may be at-risk for not graduating and provide tutoring, testing opportunities and support to meet student needs. Parents are encouraged to be partners in their child's education through teacher communication, parent conferences, Open House, AP night, PTSO, SAC, and other opportunities. In addition to the opportunities for students to become involved, GBHS trains all students in mental and emotional health every year, as well as presentations on anti-bullying and inclusion of all students. Gulf Breeze High School strives to be a safe and positive place of belonging for all students.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Gulf Breeze High School encourages and supports stakeholders having a part in building a positive school culture and environment. This includes monthly Parent Teacher Student Organization (PTSO) and School Advisory Council (SAC) meetings, in which community and parent input is encouraged and discussed with

faculty and students. The Guidance Department invites and encourages college and vocational representatives to hold meetings with students throughout the school year. Military recruiters are also welcome on campus to speak with students interested in one of the military branches. These recruiters also offer the ASVAB to interested students in the fall. The Student Government Association plans schoolwide events including pep rallies, Homecoming celebrations, and other community events that include clubs and athletic groups at GBHS. Several school clubs are partnered with community groups including the local Optimist, Rotary, and Kiwanis Clubs. The administration at GBHS encourages parent support and open communication through use of the school marquee, call-outs and emails, the school web page, parent nights, freshman orientation, Open House, and parent/teacher conferences when needed or requested. Parent volunteers are encouraged and utilized for all extra-curricular activities, athletic events, and community service events.