Santa Rosa County School District

Gulf Breeze High School

2020-21 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: Sarah Barker

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	22%
2019-20 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	2018-19: A (70%) 2017-18: A (70%) 2016-17: A (67%) 2015-16: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* 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 10/8/2020.

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.

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Gulf Breeze High School

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	20%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	17%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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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.

The mission of Gulf Breeze High School is to achieve and maintain an academic community that fosters achievement for all students, regardless of ability and background. The teachers, students, administration, staff, parents, and community assume responsibility for the achievement and progress of each student. Ultimately, we must prepare our students to be problem-solving, creative, productive, and responsible citizens in an ever-changing world.

Provide the school's vision statement.

We believe...
Student learning is the highest priority for our school and that clear goals and high expectations for student achievement should guide our curriculum and extracurricular activities. The learning environment must honor academic achievement, innovation, diversity, and personal expression in a safe, respectful, and supportive manner. Our curriculum and the personal example we set should foster strong personal values in our students. A commitment to continuous improvement is imperative if our school is to keep pace with rapidly evolving technology and to continue to inspire our students to become confident, self-directed, life-long learners.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Brothers, Danny	Principal	The Principal shall assume administrative responsibility and Instructional leadership for the planning, management, operation, and evaluation of the educational program of Gulf Breeze High School.
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 not limited to, accident report forms, assist with athletics, facility use, safety drills, FISH report, insurance, leave approval, textbook accountability, etc.
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 not limited to, 504 and IEP's, academic records, ACCEL, appeals coordinator, curriculum development, graduation, master schedule, Out of Field reports, student registration and scheduling, etc.
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, assessment coordination, and any other duties assigned by the Principal.

Demographic Information

Principal start date

Thursday 10/1/2015, Sarah Barker

Number of teachers with a 2019 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.*

2

Number of teachers with a 2019 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.*

15

Total number of teacher positions allocated to the school

88

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	22%
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2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	76%	67%	56%	73%	64%	53%
ELA Learning Gains	58%	55%	51%	58%	53%	49%
ELA Lowest 25th Percentile	47%	45%	42%	44%	41%	41%
Math Achievement	74%	65%	51%	72%	61%	49%
Math Learning Gains	55%	49%	48%	54%	48%	44%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Lowest 25th Percentile	46%	45%	45%	45%	37%	39%
Science Achievement	95%	91%	68%	82%	71%	65%
Social Studies Achievement	84%	79%	73%	82%	81%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	77%	65%	12%	55%	22%
	2018	76%	61%	15%	53%	23%
Same Grade Comparison		1%				
Cohort Comparison						
10	2019	75%	64%	11%	53%	22%
	2018	74%	65%	9%	53%	21%
Same Grade Comparison		1%				
Cohort Comparison		-1%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	96%	86%	10%	67%	29%
2018	79%	69%	10%	65%	14%
Compare		17%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	83%	78%	5%	70%	13%
2018	80%	78%	2%	68%	12%
Compare		3%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	69%	73%	-4%	61%	8%
2018	67%	67%	0%	62%	5%
Compare		2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	76%	66%	10%	57%	19%
2018	74%	65%	9%	56%	18%
Compare		2%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 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

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	43	50	52	44	30	25	63	39		91	19
ASN	81	62		70							
BLK	65	73	70	44	23		55				
HSP	65	62	54	66	48		68	73		100	52
MUL	60	56	40	66	48		70	75		100	74
WHT	77	64	56	74	54	59	82	82		95	68

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
FRL	69	60	57	64	48	49	72	77		88	54

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	33	47	42	34	40	34	48	50		100	6
ASN	63	79		72	69						
BLK				27	20						
HSP	63	57	33	64	50	33	61			95	37
MUL	70	55		73	59	46	74	79		100	40
WHT	75	58	46	74	54	47	84	85		97	66
FRL	58	51	37	56	46	32	64	67		93	40

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	699
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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

Asian Students	
Federal Index - Asian Students	64
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	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	70
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	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial 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	70
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	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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

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

Due to COVID-19, data is from 2018-2019 school year. The lowest performance is Math Learning Gains of the lowest 25% at 46%. The 2018 school year saw an increase of student enrollment from outside of the state, which can create a lag in identifying student's correct placement in math classes, and therefore, create a delay in providing appropriate remedial math instruction.

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

ELA Learning Gains of the lowest 25% showed the greatest decline from the prior year from 56% in 2018 to 47% in 2019, creating a 9% decrease in gains. The 10th grade class that year had 24% of students that were marked as the lowest 25% in the prior year, which is a 2% increase from when they were 9th graders. A 10th grade ELA teacher was also out due to maternity leave for the second semester, which can create a lack of instructional continuity.

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.

GBHS is consistent with scores that trend higher than the state average. The greatest gap compared to the state average is the Science Achievement component. The state average for the Biology EOC was 67% and GBHS's average was 96%, creating a difference of 29%. In the 2018-2019 school year, students taking Biology at GBHS were only 5 honors classes and 1 regular class. Future scores will most likely close that gap due to our pupil progression plan moving Biology to allow 10th graders to take regular Biology in addition to 9th grade honors classes.

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

Science Achievement showed the most improvement going from 80% in 2018 to 95% in 2019, creating a 15% increase from the previous year. In the 2018-2019 school year, students taking Biology at GBHS were only 5 honors classes and 1 regular class. Future scores will most likely close that gap due to our pupil progression plan moving Biology to allow 10th graders to take regular Biology in addition to 9th grade honors classes.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

N/A for high schools

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

1. Increase student proficiency on the ELA Learning Gains.
2. Increase Math Learning Gains of the lowest 25%.
3. Provide opportunities for seniors who have yet to meet state standardized testing requirements for graduation via multiple testing options.
4. Continue to closely monitor attendance to prevent truancy.
5. Decrease student discipline referrals.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	In the 2018-2019 school year, there was a drop in ELA Learning Gains by 5% and a drop in the Lowest 25% by 9%. The trend over the last three years show overall growth in the achievement of the Lowest 25%. A low of 44% in 16-17 to a high of 56% in 17-18, then down to 47% in 18-19.
Measurable Outcome:	The intended outcome is to increase the overall ELA Learning Gains and the Learning Gains of the Lowest 25% to at or near 62%, which is the specified state standard.
Person responsible for monitoring outcome:	Danny Brothers (brothersd@santarosa.k12.fl.us)
Evidence-based Strategy:	1. All students scoring a Level 1 on 18-19 ELA FSA will be placed in an Intensive Language Arts class, which will focus directly on reading skills for the FSA and SAT/ACT assessments. 2. GBHS will create a Literacy Leadership Team for the 2020-2021 school year. This team will review how to best monitor and target our Level 2 reading students, as well as provide insight and strategies for improving reading instruction across all disciplines. 3. The STAR assessment will be used to monitor ELA students and allow ELA teachers to target instruction based on the data from STAR in the fall and winter.
Rationale for Evidence-based Strategy:	The strategies being selected all have a direct impact on the students who are in the lowest 25% for ELA but also have a large impact on all students at GBHS. The Literacy Leadership Team provides additional insight and accountability for monitoring ELA students.

Action Steps to Implement

1. Schedule Level 1 students into the ILA class.
2. Create and maintain Literacy Leadership Team.
3. Give the STAR assessment at least twice during the 2020-2021 school year to ELA students in the fall and winter.

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	There was an increase in overall Math Learning Gains from 52% to 55% in the 18-19 school year. However, there was a decrease in achievement for the Lowest 25%. That subgroup scored 53% in 17-18 to 46% in the 18-19 school year, which is a 7% decrease.
Measurable Outcome:	The intended outcome is to continue to improve achievement in the overall Math Learning Gains with an increased focus on improving the achievement of the Lowest 25% by 4% to an overall score of 50%.
Person responsible for monitoring outcome:	Danny Brothers (brothersd@santarosa.k12.fl.us)
Evidence-based Strategy:	1. Math Learning Gains covers two subject courses, Algebra I and Geometry. For Algebra I, we have implemented "double blocking" Algebra IA and Algebra IB for the students identified as the lowest 25%, meaning they will have two math classes every day with a highly effective teacher. 2. In Geometry, teachers are using detailed guided notes to address the needs of our lowest 25% students. Teachers will use Geometry Nation to provide examples that closely resemble the types and level of difficulty on the Geometry End of Course Exam.
Rationale for Evidence-based Strategy:	1. Having our lowest 25% math students take two math classes, Algebra IA and Algebra IB, (back to back this year) allows these students to have more intensive time to not only learn new content, but to correct math deficiencies. 2. For the Geometry students, the use of guided notes helps students take the focus off of organizational deficiencies and focus more on problem solving. Students can draw directly on pictures, charts, and graphs and it gives them a stronger method to study for assessments.

Action Steps to Implement

1. Schedule Lowest 25% Math students into the double block math class.
2. Geometry teachers plan together (universal design planning) and create guided notes for students utilizing the same questioning method as used on the Geometry End of Course Exam.

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

#3. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale:	Seniors that have not met state standardized testing requirements for graduation is historically a small group of students, but they can have a major impact on GBHS' graduation rate, which impacts the overall school grade.
Measurable Outcome:	There are 27 (Reading) and 6 (Math) rising seniors for the 2020-2021 school year that will take ACT/SAT school day assessment in the fall and the spring, along with FSA and EOC retakes (if applicable).
Person responsible for monitoring outcome:	Danny Brothers (brothersd@santarosa.k12.fl.us)
Evidence-based Strategy:	Students are given four additional opportunities (in addition to the FSA/EOC retakes) to score a concordant score to satisfy the graduation assessment requirement.
Rationale for Evidence-based Strategy:	These four tests are offered during the school day with extra time in the fall and the spring. Students have four additional opportunities to score a concordant score. The district pays for seniors to take the assessments, so it's no cost to them.

Action Steps to Implement

1. Identify seniors for 2020-2021 school year that will take ACT/SAT school day assessments.
2. Facilitate ACT/SAT school day assessments and encourage students to be in attendance.

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

#4. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Increased school attendance is tied to increased school performance. A reason to focus on increased attendance is to ensure that students do not fall into truancy. Focusing on students that miss school is a way to create solutions before they become truant.
Measurable Outcome:	The 18-19 school year attendance rate was 93.5%. For the 2020-2021 school year, the goal would be to maintain that attendance rate and focus on students that have 10 or more absences in a 90 day period.
Person responsible for monitoring outcome:	Sarah Barker (barkers@santarosa.k12.fl.us)
Evidence-based Strategy:	Weekly monitoring of the school-wide attendance report is conducted by GBHS' attendance clerk and the assistant principal; parent contact via letters, phone calls, and conferences for students with attendance issues; students with 10 absences in a semester will require a dr. note for additional absences to be excused. Students deemed "truant" will have their name reported to the DMV, and could progress as far as a petition for truancy court.
Rationale for Evidence-based Strategy:	Continual monitoring of student attendance and parent communication has been successful in resolving attendance issues and will continue in the 2020-2021 school year.

Action Steps to Implement

1. Weekly monitoring of school-wide attendance report.
2. Parent letters/conferences/phone calls to discuss attendance.
3. Discuss truant students in MTSS (Multi-Tiered Systems of Support Team) to create solutions for increased attendance.

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

#5. Culture & Environment specifically relating to Discipline	
Area of Focus Description and Rationale:	Decrease student discipline referrals. Student behavior in the classroom affects learning and achievement. Creating a culture of student responsibility for behavior will lead to increased student achievement and engagement.
Measurable Outcome:	In the 2018-2019 school year, 71 students received 6 or more office discipline referrals (3.8%). The goal for the 2020-2021, is to decrease the number of students who receive 6 or more ODRs.
Person responsible for monitoring outcome:	Sarah Barker (barkers@santarosa.k12.fl.us)
Evidence-based Strategy:	The Multi-Tiered Systems of Support Team (MTSS) monitors the students with 6 or more ODRs from the previous year through Progress Monitoring Plans (PMPs) and monthly MTSS meetings. In addition, faculty and staff will engage in Professional Learning Communities (PLCs) throughout the school year which focus on Responsibility Centered Discipline and other classroom management professional development.
Rationale for Evidence-based Strategy:	Student behavior affects classroom culture and student achievement. Creating an atmosphere of learning that is uninterrupted by student discipline and teaching students to understand behavior triggers is vital to achievement.

Action Steps to Implement

1. PLCs will continue study of Responsibility Centered Discipline and other research-based classroom management strategies.
2. MTSS Team will meet monthly to monitor, review, and document student behavior and discipline needs.
3. Deans will create small groups to conduct a book study with high-risk students.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Gulf Breeze High School encourages and supports stakeholders having a part in building a positive school culture and environment. This includes monthly PTSO and SAC meetings, in which community and parent input is encouraged and discussed with faculty and students. The guidance department invites and encourages college representatives to hold meetings with students throughout the school year. The Student Government Association plans school-wide events including pep rallies, Homecoming celebrations, and other community events that include clubs and athletic groups at GBHS. The administration at GBHS encourages parent support and open communication through use of the school marquee, call-outs and emails, parent nights, freshman orientation, 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.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.