Santa Rosa County School District

Gulf Breeze High School

2021-22 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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	22%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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 10/5/2021.

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	22%

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

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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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	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, 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 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, 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 not limited to, accident report forms, assist with athletics, facility use, safety drills, FISH report, insurance, leave approval, textbook accountability, 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, 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

87

Total number of students enrolled at the school

1,943

Identify the number of instructional staff who left the school during the 2020-21 school year.
8

Identify the number of instructional staff who joined the school during the 2021-22 school year.
11

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				76%	67%	56%	75%	65%	56%
ELA Learning Gains				58%	55%	51%	63%	55%	53%
ELA Lowest 25th Percentile				47%	45%	42%	56%	44%	44%
Math Achievement				74%	65%	51%	72%	63%	51%
Math Learning Gains				55%	49%	48%	52%	49%	48%
Math Lowest 25th Percentile				46%	45%	45%	53%	43%	45%
Science Achievement				95%	91%	68%	80%	70%	67%
Social Studies Achievement				84%	79%	73%	81%	80%	71%

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
09	2021					
	2019	77%	65%	12%	55%	22%
Cohort Comparison						
10	2021					
	2019	75%	64%	11%	53%	22%
Cohort Comparison		-77%				

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**
2021					
2019	96%	86%	10%	67%	29%

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	83%	78%	5%	70%	13%

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	69%	73%	-4%	61%	8%

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	76%	66%	10%	57%	19%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring tools include Renaissance STAR Reading and Performance Matters/Unify assessments. STAR is an adaptive assessment whereas Performance Matters/Unify is a static assessment. The types of assessments are reflected in the percentage rate differences between the two assessments.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	425/65%	438/62%	0
	Economically Disadvantaged	76/59%	79/56%	0
	Students With Disabilities	30/23%	28/21%	0
	English Language Learners	1/0%	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	Alg 35%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	320/54%	331/50%	0
	Economically Disadvantaged	58/33%	52/34%	0
	Students With Disabilities	26/19%	28/11%	0
	English Language Learners	2/50%	2/0%	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	Geo 40%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	48%	55%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	41%	51%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

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

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
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

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
FRL	69	60	57	64	48	49	72	77		88	54

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	645
Total Components for the Federal Index	10
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

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%	

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%	

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%	

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	71
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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%	

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%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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?

The Students with Disabilities subgroup dropped in 9th and 10th grade in English Language Arts (ELA). There was a small decrease in the Economically Disadvantaged subgroup in 9th grade ELA, but the 10th grade subgroup increased. Both of these subgroups are a small sample size.
Both Biology and US History scores increased.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The lowest performance for GBHS, based on 2019 data, is the subgroup of math learning gains of the lowest 25%. Based on 2019 state assessments, the lowest 25% of math learning gains subgroup was 46%. The state average that year was 45% and the district average that same year was 45%.

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

Most GBHS students take Algebra I at the middle school. This removes the majority of high achieving students from our Algebra I EOC scores because they do not take that class with us. We've created a double block back to back of Algebra 1A (first semester) and Algebra 1B (second semester) for our 9th grade students that score level 1 or 2 on their 8th grade Math FSA. This double block provides intensive Algebra instruction with a highly effective teacher.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Biology scores increased in 2019 to 96% from only 80% in 2018. In looking at the 2020 progress monitoring data, Biology scores improved from 48% in fall to 55% in winter.
US History scores also improved in 2020 from the fall assessment (41%) to the winter assessment (51%).

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

The increase in the Biology scores was first attributed to mostly honor students taking the class in the 2018-2019 school year. However, the continued increase is most likely attributed to the sequence of science classes that students take. 9th grade students that take Biology are in the Biology Honors class. Regular biology students are in 10th grade. Those students take Integrated Science the year before, which prepares them better for Biology in their 10th grade year. New actions taken this year is to move the Biology and Biology Honors classes to four teachers that are Highly Effective. Our regular Biology class also has three full class periods with the same ESE push-in teacher supporting ESE students to create consistency. Our Biology teachers will be participating in STEAM initiatives, including professional development provided by the district.

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

1. Using Microsoft TEAMS to keep students who are absent on track.
2. Increased classroom walk throughs by administration.
3. Specific feedback provided to teachers after observations.
4. Teachers will resume Professional Learning Communities (PLC) once a month for increased professional development.
5. Revitalized new teacher program with new teacher leaders.
6. Continue following the Pupil Progression Plan, as instructed by the district office to create schedules that best meet student needs through sequence of class offerings.
7. Students with level 1 or level 2 scores on state assessments will have a Professional Monitoring Plan (PMP) opened to address instructional weaknesses through interventions.

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 through book studies. The English 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. The school leadership team has attended 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.

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 deep diving into 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.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	2019 ELA State Assessment Data: 9th grade- 77%; 10th grade- 75% 2020 ELA State Assessment Data: 9th grade- 69%; 10th grade- 69% ELA data shows a drop in both 9th and 10th grade scores. This is consistent with district and state-wide scores. The English (ELA) department will be teaching from a new curriculum and textbook this year: Savvas. Teachers will participate in district provided curriculum training to teach the standards through a new textbook. ELA teachers also have new state standards this year (B.E.S.T. Standards) and will participate in district-provided professional development on those standards.
Measurable Outcome:	2019 ELA State Assessment Data: 9th grade- 77%; 10th grade- 75% 2020 ELA State Assessment Data: 9th grade- 69%; 10th grade- 69% Students taking the 9th/10th grade English Language Arts Florida State Assessment will increase their overall scores by 5 percentage points. Goal for 9th grade ELA: 74% Goal for 10th grade ELA: 74%
Monitoring:	ELA teachers will conduct STAR assessments to monitor their students' progress (three per year). Data chats will be held by administration with the ELA teachers to provide STAR training and PMP training. Teachers will participate in district provided curriculum training to teach the standards through a new textbook. ELA teachers also have new state standards this year (B.E.S.T. Standards) and will participate in district-provided professional development on those standards. PD records will be kept to monitor attendance.
Person responsible for monitoring outcome:	Patrick Keen (keenp@santarosa.k12.fl.us)
Evidence-based Strategy:	District provided professional development will be provided for all ELA teachers on their new Savvas curriculum and textbook (Hattie effect size 0.62). ELA teachers will collaborate with each other to plan lessons and assessments through their grade levels. Data chats will be held by administration with the ELA teachers to provide STAR training and PMP training.
Rationale for Evidence-based Strategy:	This year in addition to new standards, the ELA and Intensive Reading teachers will be working with a new curriculum and intervention programs. It will be imperative that teachers are provided, attend, and implement the strategies shared during this professional development opportunities. Teachers will be provided with professional development on opening, writing, and providing interventions through individual students' PMPs. The reading teacher will be provided with district professional development on using iLit45 (literacy intervention program) with the level 1 and 2 ELA students in 9th and 10th grade. The teacher will monitor each student's specific instructional through iLit45 and progress monitoring data (STAR assessments for ELA).

Action Steps to Implement	
ELA teachers will participate in PLC groups together to discuss strategies and interventions to address ELA gaps in instruction, based on 2020 STAR assessment data and ELA data from 2019-2020.	
Person Responsible	Sarah Barker (barkers@santarosa.k12.fl.us)
ELA teachers will collaborate together to plan lessons and assessments.	

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

The reading teacher will attend iLit45 training on how to implement strategies and interventions for 9th and 10th grade reading students.

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

ELA teachers will receive professional development provided by school administration on PMP interventions and strategies, along with how to monitor students with the STAR assessments.

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

#2. Leadership specifically relating to Walkthroughs	
Area of Focus Description and Rationale:	GBHS school administration attended Blueprint Leadership training in the summer of 2021. Through this professional development, the need for increased visibility from administration in teacher classrooms and school hallways was identified as a need. The lack of visibility of administration in the school was also reinforced by faculty feedback during pre-planning.
Measurable Outcome:	The goal is to increase visibility of all 4 administrators in all classrooms (core and elective classes) by 4 or more walk-throughs a nine weeks.
Monitoring:	All four administrators will rotate areas of the school to conduct walkthroughs and will measure this through a weekly check-off schedule. This schedule was developed by GBHS administrators at the school site.
Person responsible for monitoring outcome:	Danny Brothers (brothersd@santarosa.k12.fl.us)
Evidence-based Strategy:	The strategy is based on classroom walkthroughs increasing faculty and administrative effectiveness through "Leadership Leverage" by Paul Bambrick-Santoyo. "The purpose of observation and feedback is not to evaluate teachers but to develop them" (Bambrick-Santoyo, 2018).
Rationale for Evidence-based Strategy:	Classroom walkthroughs is an evidence-based strategy through Robert Marzano, John Hattie, and Paul Bambrick-Santoyo's research. Increasing classroom walk-throughs allows the administration to connect with teachers and students at the learning level.

Action Steps to Implement

All four administrators will increase the amount of classroom walk-throughs. All classroom will have at least four classroom walk-throughs per grading period (not including scheduled observations).

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

Through monthly department chair meetings, administrators will share what they are seeing in their classroom walk-throughs and will celebrate successes.

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

All four administrators will meet weekly to discuss teacher development, based on information gathered through the classroom walkthroughs.

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

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	2018-2019: Algebra I EOC- 69% on grade level or above 2020-2021: Algebra I EOC- 63% on grade level or above Our Algebra I EOC scores dropped 6% points.
Measurable Outcome:	The goal is for 100% of the Algebra 1A/1B students to improve their math level by at least one level (1 to 2, or 2 to 3) on the Algebra I EOC from the 8th Grade Math Assessments from the previous year. We will monitor this goal by using the 2021-2022 Algebra I EOC scores, as well as using the FOCUS Assessments for Algebra I three times a year. Our level 1 and 2 ninth grade math students are co-enrolled in Algebra 1A (2 periods, 1st semester) and Algebra 1B (2 periods, 2nd semester). These classes are taught by the same instructor to provide consistency.
Monitoring:	The Algebra 1A/1B teacher will use FOCUS assessments to monitor student progress three times a year. The teachers will analyze the results from each assessment by providing instructional interventions to readdress areas of need. Learning gaps will be analyzed and retaught.
Person responsible for monitoring outcome:	Patrick Keen (keenp@santarosa.k12.fl.us)
Evidence-based Strategy:	The strategy is increasing intensive/remedial instruction by providing two Algebra classes with the same instructor. This will increase to frequency and continuity of intensive instruction (https://www.tandfonline.com/doi/abs/10.1080/00220671.2016.1209454).
Rationale for Evidence-based Strategy:	Previously, these Algebra 1A/1B students would not be taught together, which created inconsistencies. The students will now have two Algebra classes which creates intensive instruction. Students will take two Algebra 1A classes first semester and two Algebra 1B classes second semester. These classes are double blocked and the teacher these students are placed with is highly effective.

Action Steps to Implement	
Students are placed in the Algebra 1A/1B classes based on 8th grade FSA math scores.	
Person Responsible	Patrick Keen (keenp@santarosa.k12.fl.us)
Students will receive intensive instruction through the double block and the remedial instruction that comes from the FOCUS assessment data results.	
Person Responsible	Patrick Keen (keenp@santarosa.k12.fl.us)
FOCUS assessments will be given 3 times a year, to assess students for remedial instruction.	
Person Responsible	Patrick Keen (keenp@santarosa.k12.fl.us)
Teacher will plan with ESE inclusion teacher to provide instructional strategies for ESE students in the double block class. The teachers will collaborate during their planning time once a week.	
Person Responsible	Patrick Keen (keenp@santarosa.k12.fl.us)

#4. 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 2020-2021 school year, a total of 67 students who had 6 or more Office Discipline Referrals (42 students 6+ ODRs) and/or 6 or more day of Out of School Suspension (25 students 6+ OSS). The goal for the 2021-2022, is to decrease the number of students who receive 6 or more ODR and/or 6 or more OSS days.
Monitoring:	Using the FOCUS system to monitor referrals and out of school suspensions.
Person responsible for monitoring outcome:	Sarah Barker (barkers@santarosa.k12.fl.us)
Evidence-based Strategy:	The Multi-Tiered System of Support Team (MTSS) monitors the students with 6 or more ODRs and/or 6 or more OSS days 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 focuses 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	
PLCs will continue to focus on how to increase student engagement, responsibility, building positive relationships with students, and other evidenced-based classroom management strategies.	
Person Responsible	Sarah Barker (barkers@santarosa.k12.fl.us)
MTSS team will meet monthly to monitor, review, and document student behavior and discipline needs.	
Person Responsible	Sarah Barker (barkers@santarosa.k12.fl.us)
Deans will meet in small groups and individually with high-risk students.	
Person Responsible	Sarah Barker (barkers@santarosa.k12.fl.us)
Deans will meet with teachers to provide strategies and classroom management feedback for high-risk students.	
Person Responsible	Sarah Barker (barkers@santarosa.k12.fl.us)

#5. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

(for the 19-20 school year):
According to SafeSchoolforAlex.org, Gulf Breeze High School is ranked #178 out of #505 high schools in the state for school incident ranking, which places it in the "low" category (reported 2.3 incidents per 100 students). GBHS monitors behavior and discipline data monthly through our school wide Multi-Tiered Systems of Success Team meetings and Threat Assessment Team meetings. Teachers are encouraged to make frequent communication with parents, counselors, and administration regarding behavior concerns with students in their classrooms, in addition to following the Santa Rosa County Code of Student Conduct and GBHS Student Handbook in handling discipline issues. Students with six or more discipline referrals in the previous or current school year are monitored by the MTSS team and our school deans through frequent check-ins, parent communication, behavior plans, and mentoring. In School Suspension is used more frequently than Out of School Suspension when appropriate. Student reflection on behavior and the restoration process is provided through ISS, along with opportunities to improve the school campus through work detail.
GBHS encourages students to report any incidents of bullying, violence, or suspicious behavior to any staff member at any time. In addition, students have the opportunity to report anonymously via the Fortify Florida or the Speak Out websites. All GBHS staff members and administration strives to plug students into events, organizations, or areas of the school where students can have a sense of belonging or ownership.

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.

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, 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.
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 culture and environment at the school.

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.