

Brevard Public Schools

Eau Gallie High School



2021-22 Schoolwide Improvement Plan

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Eau Gallie High School

1400 COMMODORE BLVD, Melbourne, FL 32935

<http://www.eghs.brevard.k12.fl.us>

Demographics

Principal: Keith Barton E

Start Date for this Principal: 1/3/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 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)	56%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: C (53%) 2016-17: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 is pending approval by the Brevard County School Board.

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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Eau Gallie High School

1400 COMMODORE BLVD, Melbourne, FL 32935

<http://www.eghs.brevard.k12.fl.us>

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 PK, 9-12	No	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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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.

To serve every student with excellence as the standard. (Revisited SY22)

Provide the school's vision statement.

Eau Gallie High School will serve every student in an environment of college and career readiness by delivering the highest quality education in a culture of professionalism, collaboration, and learning. (Revisited SY22)

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
Salmon, Jeremy	Principal	<ul style="list-style-type: none"> - Create mission and vision - Model instructional delivery methods at faculty meetings, observe and guide teachers to best practices in the classroom based on the evaluation rubric, IPPAS. - Provide support to all stakeholders by taking input and keeping them informed on operations and progress of the school - Evaluate and mentor department chairs and administrative staff - Create Budget / Respond to Audit - Support athletic director and programs to facilitate activities - Rule on administrative hearings facilitated by the administrative team - Identify future educational leaders and facilitate growth - Mentor Principal, guiding Assistant Principals in the Level II Program as well as mentoring active Principals who are new to their role - Member of the Neighbor Up Board of Directors a local nonprofit organization that supports our community through the DOCK Teen Center
Donohue, Christina	Assistant Principal	<ul style="list-style-type: none"> - Serves as instructional leader, guiding teachers to further improve instructional practice through observations and feedback using IPPAS, state standards, and assessment data - Manage and positively influence student behavior by monitoring and analyzing discipline data to drive school-wide practices for student engagement, behavior, and positive school culture - Member and administrative representative for the PBIS team - Involve stakeholders in school improvement by gathering and analyzing feedback to offer support and create plans for improvement. - Collaborate with administrative team and stakeholders for the school decision making process - Member of the MTSS team - Support and build capacity of teachers through professional development and teacher leadership opportunities - Support teachers under the Induction Program and support building teacher capacity through teacher leadership opportunities - AVID site team member, provide input and support for AVID strategies across the campus - Facilitate school emergency operations following the district-wide School Emergency Operations Plan - Oversee Safety and Security of the school and monitor/ implement strategic action steps pertaining to student, staff, and campus safety.
Rusch, John	Assistant Principal	<ul style="list-style-type: none"> - Serves as instructional leader, guiding teachers to further improve instructional practice through observations and feedback using IPPAS, state standards, and assessment data - Evaluate Science Dept. teachers and ESE teachers - Administrative contact for Eau Gallie's ESE program - Work with Instructional Assistants - Review ESE student data to help with the master schedule

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - A member of the schools MTSS team - School Advisory Council Member - AVID site team member, provide input and support for AVID strategies across the campus
Hinkle, Christopher	Assistant Principal	<ul style="list-style-type: none"> - Serves as instructional leader, guiding teachers to further improve instructional practice through observations and feedback using IPPAS, state standards, and assessment data - Oversee teacher certifications and renewals - Ensure teachers follow district curriculum guides - Monitor use of curriculum guides and the use of proper texts to ensure pacing is following FLDOE state standards - Create and oversee master schedule - Track graduation rates - Oversee testing and aggregate data from testing
Frye, Jason	Teacher, K-12	<ul style="list-style-type: none"> - Coordinate and manage state and county standardized testing - Coordinated a team of teachers as we created a data driven assessment to track student strengths and weaknesses in preparation for state End of Course Assessment - Aggregate and analyze data in conjunction with the Administrative Team to determine areas of weakness and strength. Specific examples involve tracking progress of subsets of students. - Sponsor National Beta Club service organization
Schleith, David	SAC Member	<ul style="list-style-type: none"> - AICE Physics, Pre-AICE Physics and Physics Honors instructor - Astronomy Honors instructor - Academic Team Coach - Head Freshmen Basketball Coach - School Advisory Council Chair
Armstrong, Betsy	Teacher, K-12	<ul style="list-style-type: none"> - AVID coordinator - Coordinate tutors for AVID tutorials in all AVID classes - Oversee the AVID site team for the school - Deliver instruction in AVID classes - Coordinate the mentor team for AVID students - Implement and run professional development for faculty and staff
Poulos, Cathy	Instructional Coach	<ul style="list-style-type: none"> - Coordinate the implementation of the Cambridge AICE Program curriculum - School liaison & mentor for the Take Stock In Children Scholarship Program - Exam officer for the Cambridge international examinations - AVID site team member & mentor - Facilitator for the Cambridge Program Professional Learning Community

Name	Position Title	Job Duties and Responsibilities
Briley, Mileah	Assistant Principal	<ul style="list-style-type: none"> - Serves as instructional leader, guiding teachers to further improve instructional practice through observations and feedback using IPPAS, state standards, and assessment data - Manage and positively influence student behavior by monitoring and analyzing discipline data to drive school-wide practices for student engagement, behavior, and positive school culture - Member and administrative representative for the PBIS team - Teacher evaluations and constructive conversations - Analyze and aggregate student data - Involve stakeholders in school improvement by gathering and analyzing feedback to offer support and create plans for improvement. - Support and build capacity of teachers through professional development - Collaborate with administrative team and stakeholders for the school decision making process - Lead PLC's and cohort groups to ensure consistency across the curriculum - AVID site team member, provide input and support for AVID strategies across the campus

Kerrigan, Maureen	Instructional Coach	<ul style="list-style-type: none"> - Serves as an Instructional Leader – provides PD based on current research and practice - Serves as a Literacy Coach- Carries out job description as described in Brevard's Literacy Plan set forth by Florida Statute 1011.62. - Analyzes data including test scores (formative and summative), to determine next steps for improving reading scores including the lowest 25%. - Assists teachers with planning and implementing best practices for literacy. - Advises administration in regards to literacy issues. - Provides staff development for ELA and IR teachers in using the reading and writing standards. - Serves as department chair for ILA- provides administrative communication to ILA teachers, attends regularly scheduled meeting with administration - Attends AVID site team meeting on a monthly basis. - Provides staff development in WICOR strategies as needed. - Develops and facilitates PLC(s) based on new adoptions for ELA and IR. - Builds capacity of teachers- assists with training teachers on current research and best practices for literacy - Assists teachers in analyzing their students' literacy data, analyzes school wide data for trends to determine strengths and weaknesses resulting in creating a plan for improvement - Works with administration, guidance counselors, parents, teachers, and students - Participates in leadership team meetings and consults with administration regarding current research and best practices for literacy
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Demographic Information

Principal start date

Monday 1/3/2011, Keith Barton E

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.*

10

Total number of teacher positions allocated to the school

100

Total number of students enrolled at the school

1,605

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

9

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

9

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	441	428	397	346	1612
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	88	88	62	34	272
One or more suspensions	0	0	0	0	0	0	0	0	0	0	86	43	26	12	167
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	69	112	46	13	240
Course failure in Math	0	0	0	0	0	0	0	0	0	0	65	92	58	34	249
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LEVEL 1 ON 2021 FSA ELA	0	0	0	0	0	0	0	0	0	0	119	116	63	39	337
LEVEL 1 ON 2021 FSA MATH/ALG	0	0	0	0	0	0	0	0	0	0	155	103	73	38	369

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	170	150	92	44	456

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	22	71	54	15	162
Students retained two or more times	0	0	0	0	0	0	0	0	0	27	43	23	11	104

Date this data was collected or last updated

Tuesday 9/14/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	386	457	406	344	1593
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	69	103	86	63	321
One or more suspensions	0	0	0	0	0	0	0	0	0	12	13	2	1	28
Course failure in ELA	0	0	0	0	0	0	0	0	0	38	57	18	6	119
Course failure in Math	0	0	0	0	0	0	0	0	0	46	68	31	11	156
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	73	69	63	41	246
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	63	86	72	46	267

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	85	110	62	42	299

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	19	69	40	21	149
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	12	16	1	33

2020-21 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	386	457	406	344	1593
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	69	103	86	63	321
One or more suspensions	0	0	0	0	0	0	0	0	0	12	13	2	1	28
Course failure in ELA	0	0	0	0	0	0	0	0	0	38	57	18	6	119
Course failure in Math	0	0	0	0	0	0	0	0	0	46	68	31	11	156
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	73	69	63	41	246
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	63	86	72	46	267

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	85	110	62	42	299

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	19	69	40	21	149
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	12	16	1	33

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				53%	59%	56%	53%	58%	56%
ELA Learning Gains				52%	52%	51%	52%	53%	53%
ELA Lowest 25th Percentile				39%	40%	42%	42%	44%	44%
Math Achievement				41%	48%	51%	46%	50%	51%
Math Learning Gains				36%	49%	48%	35%	46%	48%
Math Lowest 25th Percentile				48%	45%	45%	29%	43%	45%
Science Achievement				62%	66%	68%	56%	67%	67%
Social Studies Achievement				68%	70%	73%	71%	70%	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	54%	62%	-8%	55%	-1%
Cohort Comparison						
10	2021					
	2019	52%	59%	-7%	53%	-1%
Cohort Comparison		-54%				

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	59%	66%	-7%	67%	-8%

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	68%	71%	-3%	70%	-2%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	23%	61%	-38%	61%	-38%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	44%	60%	-16%	57%	-13%

Grade Level Data Review - Progress Monitoring Assessments

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

MAPs testing for all math students

I-Ready testing for ILA/ELA students

Note: Brevard does not have progress monitoring assessments for Biology and U.S. History,

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41	47	29
	Economically Disadvantaged	30	32	23
	Students With Disabilities	14	18	0
	English Language Learners	0	13	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35	32	31
	Economically Disadvantaged	33	26	28
	Students With Disabilities	3	17	0
	English Language Learners	0	0	NA
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42	35	20
	Economically Disadvantaged	31	32	15
	Students With Disabilities	25	13	0
	English Language Learners	18	19	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25	13	16
	Economically Disadvantaged	25	11	17
	Students With Disabilities	3	4	0
	English Language Learners	0	0	NA
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29	16	0
	Economically Disadvantaged	20	15	0
	Students With Disabilities	22	1	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21	5	7
	Economically Disadvantaged	20	5	6
	Students With Disabilities	7	4	0
	English Language Learners	1	0	NA
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12	14	1
	Economically Disadvantaged	10	10	1
	Students With Disabilities	0	0	13
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46	20	16
	Economically Disadvantaged	40	16	18
	Students With Disabilities	50	10	0
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

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	21	34	27	6	25	33	17	42		78	36
ELL	16	37	42	11	21	25	37	30		100	52
ASN	86	56						73		100	92
BLK	22	31	27	8	27	52	30	39		91	48
HSP	42	40	43	22	28	33	52	58		93	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
MUL	53	50	33	22	32	64	57	37		86	63
WHT	54	47	35	22	18	23	57	72		87	73
FRL	37	37	34	18	23	39	42	51		82	57
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	17	31	31	23	36	33	38	39		75	37
ELL	33	53	36	32	32	41	38	35		95	39
ASN	79	64					60			100	57
BLK	40	48	34	24	53	57	44	56		81	52
HSP	35	43	30	34	33	45	51	62		86	53
MUL	60	52		40	33	36	64	73		90	85
WHT	59	55	43	46	34	47	67	72		86	66
FRL	45	49	38	34	39	53	53	64		80	59
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	22	29	21	17	20	13	26	44		66	25
ELL	12	31	38	21	50	55	5			69	
ASN	100	78						100			
BLK	36	48	36	27	28	10	45	42		86	33
HSP	40	44	37	32	35	28	30	67		76	60
MUL	37	39	44	42	24	21	54	43		81	71
WHT	60	55	46	52	37	34	63	78		84	64
FRL	44	47	39	42	34	29	51	61		76	55

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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	37
Total Points Earned for the Federal Index	520
Total Components for the Federal Index	11
Percent Tested	91%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	32
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	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
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	50
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	49
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	41
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?

In review of state assessment data, students at EGHS declined in their overall performance for all subject areas tested for the 2021SY. ELA achievement (-3%), ELA LG (-7%), and ELA lowest 25% LG(-4%). The most significant decline from the 2019SY was in Math: MTH achievement (-21%), MTH LG (-14%), and MTH lowest 25% LG (-12%). In addition, for the 2021 year, we also saw a decrease in our science achievement, as well as our Social Studies achievement.

Continued analysis shows a decline in our subgroup data for SWD, ELL, and BLK in both ELA and Math. Notably, the greatest decline is in Math. SWD subgroup declined in the math achievement by 17% and Math LG by 11%. ELL subgroup declined in math achievement by 21% and math learning gains by 11%. BLK subgroup declined in math achievement by 16% and Math LG by 26%. It is noted that the SWD subgroup made learning gains in ELA by an increase of 4% and ELA achievement LG by an increase of 3%. Upon reflecting on the 21SY we believe our implementation of our push-in support for ELA classes provided additional academic support to allow for greater learning gains.

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

The most significant decline from the 2019SY was in Math: MTH achievement (21%), MTH LG (14%), and MTH lowest 25% (12%). Our overall math scores show the greatest gap in our school subgroups (SWD, ELL, BLK). In recent years the focus has been on the lowest 25% making learning gains. The overall achievement and learning gains have dropped showing a need for additional support and enhanced instructional strategies in the math content areas, as well as, greater focused push-in supports to provide additional instructional opportunities for the subgroups identified through the data analysis of state assessments.

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

Our students have been facing unique circumstances since the beginning of the COVID Pandemic which began during the winter of 2020. The hybrid classroom setting was not an ideal setting for most students and as a result did not allow for uninterrupted and consistent supports for classroom instruction. In addition, a high number of COVID positive cases and quarantines contributed to the

increase of absences and loss of instructional time. This framework has had a negative effect on the academic performance of our students. Additionally, instructional assistants were utilized in areas to support our lowest 25% which led to greater learning gains and decreasing the achievement gap with our lowest 25%. However, after analyzing the current data, and reviewing the results of the instructional assistant's utilization, we will reorganize the instructional assistant schedule to meet the needs of the students who had the greatest drop in academic achievement and learning gains in our subgroups. In addition, our guidance department and administration team will continue to address and provide supports to students that have a low or declining attendance rate to increase instructional time in the classroom. Teachers will engage in data chats (to make needed instructional adjustments) with their departments, as well as, with their students to increase academic awareness, determine goals and strategies to reach academic goals and show mastery of the standards.

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

The school-wide ELA scores has the least amount of decline (3% decline in achievement, 7% decline in LG, and 5% decline in our lowest 25%.) Social Studies and Science also stayed with a comparable decline of 8% decline in science and 5% decline in social studies. When looking deeper into our subgroup data, our HSP subgroup showed the most improvement in ELA LG 25% with a 13% point increase from the 2019 to 2020 school year, as well as, a 7% increase in overall ELA achievement. The HSP subgroup also made a 1% increase in science overall learning achievement.

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

One contributing factor is the progress monitoring uses in the ILA classes, as well as a school-wide focus on text based writing. In addition to progress monitoring, the ESOL push-in teacher and reading coach focused their efforts on ELA and ILA classes. To support improvement in ELA, we will continue the focus on text-based writing in every PLC and the use of the new curriculum. Teachers will engage in data chats (to make needed instructional adjustments) with their departments, as well as, with their students to increase academic awareness, determine goals and strategies to reach academic goals and show mastery of the standards.

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

- Focus on acceleration verses remediation with supporting students with specific skills needed for success (Hattie 0.88 effect-size).
- Use instructional strategies with increased opportunities for students to practice learned concepts.
- Prioritize standards and dive deeper into those standards, scaffold intentionally.
- Teachers will work with their departments and determine appropriate pacing to ensure students have adequate time to learn new material and practice the concepts for mastery.
- Determine appropriate use of digital technology that supports engagement, product development, career and college readiness skills.
- Provide opportunities for academic support before and after school.
- Utilize common assessments for progress monitoring, analyze data from common assessments (informative and formative) to determine instructional pacing/practices, acceleration implementation, small group instruction needs and follow-up with data chats (Hattie 0.56 effect size [goals]).
- Prioritize SEL for teachers and leaders, when planning for professional development.
- Appropriately place students in the most rigorous classes.
- Intentional supports provided to students who are not showing adequate academic progress through IPST/MTSS.

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.

- To better drive teaching practices, teachers will receive professional development from administration, teacher leaders, and district leaders. Our focus will be to ensure teachers have best practices that drive positive outcomes in academic achievement, understanding how to retrieve and interpret data from a variety of assessments, and work to create an action plan as a response to the student outcomes on assessments.
- Teachers will work in their professional learning community/ departments to gather and interpret data. Teachers will then determine how to address achievement gaps and monitor effectiveness of their practice and intended outcomes.
- Teachers will work collaboratively to development of common assessments in the math content area, as well as all MESH courses. Professional development will be provided to teachers to assist with the implementation of common assessments.
- Continued collaboration with district resource teachers in Math, ELA, and IR.
- Training will be provided to administration, guidance, social worker, and teacher leaders who are support school attendance in an effort to increase instructional time in the classroom.
- Guidance and administration will continue to support students through the IPST/MTSS process through early identification and increased supports.
- Ongoing PD with HMH staff developer for all Intensive Reading teachers through Zoom during planning times.

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

Scheduling of instructional assistants to meet the needs of the students identified in the subgroup data (Reading Inventory, MAP, and Common Assessments) as needing Progress monitoring through Intensive Reading, ELA, and Math classes to include all 9th and 10th grade students and 11th and 12th who have not yet passed FSA/EOC or received a concordant score on the SAT/ACT.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Using RTiB, referrals issued for behavioral infractions for the 2021SY declined for the second year in a row (19-20 SY 557 referral incidents, 20-21 SY 254 incidents). In addition, out-of-school suspensions also declined (180 OSS days 19-20 SY, 117 OSS days 20-21 SY 174 OSS days). As determined through RTiB, during the 2021 SY the risk ratio of our African American population for suspensions was 1.86. Although this is a decrease from the 2020 SY of 2.86, this subgroup continues to have a disproportionate number of suspensions when compared to the school as a whole. The ESE risk ratio, 1.78, increased from 1.71 from the 2020 SY which continues to show disproportionate rates in comparison to other subgroups. We are continuing to monitor and analyze our discipline data through the risk ratio reports and on-going tracking of referrals, detentions, restorative conferences, and suspensions to have equitable disciplinary processes at Eau Gallie High School.

Measurable Outcome: The PBIS team and administration will continue to maintain a risk ratio of suspensions below the 2.0 threshold.

Monitoring: Administration will monitor the monthly risk ratio report and determine if the implemented processes are continuing to be successful and revisit areas of concern as needed. In addition, administration has created a tracking system to monitor referrals, detentions, restorative conferences, and major incidents that have led to ALC placements. At monthly PBIS meetings, the PBIS team of teacher leaders, school psychologist, administration and other stakeholders (as needed) meet to review the PBIS data (referral incidents, iSS/OSS days) and implement positive behavior supports, as well as address areas of school-wide concern.

Person responsible for monitoring outcome: Christina Donohue (donohue.christina@brevardschools.org)

Evidence-based Strategy: Students that have a history of >8 referrals or have been identified as needing additional supports will participate in focus group meetings with administration, guidance counselor(s) and/or the social worker. The focus group participants will have the opportunity to discuss identified behaviors, possible triggers, and strategies to implement to achieve desired outcomes. It should be noted that the focus group of each meeting will consist of students who will benefit from strategies for success in the identified areas of need such as (coping strategies, conflict resolution, and social and emotional well-being). The focus group will maintain a size that allows for collaboration, problem solving and relationship building to achieve the desired outcome goals for the focused behavior.

Administration, guidance counselors, and the school social worker will continue to provide classroom observations to support improvement of behaviors identified in the data analysis.

Rationale for Evidence-based Strategy: This strategy was chosen to reduce referrals from repeated infractions by having the student reflect and create a plan to change behavior before it escalates into a suspendable offense. We use the PBIS data that is tracked in the RtiB software. Strategies discussed aim to target problematic behaviors. Facilitators of the focus group track identified needs of the student to determine further supports, class change, counseling, restorative conferences, and development or modification of behavior plans. During the focus group session or counseling session the student will create a plan to modify their behavior in the future. This gives the student "buy-in" to the plan and allows for greater accountability in the future. Facilitators will continue to focus on providing students with strategies to implement problem solving, self-control and strategies to advocate for their academic and social emotional needs.

Action Steps to Implement

Teachers will continue to implement classroom management by the development of positive relationships, classroom agreements/rules/procedures and the implementation of positive behavior strategies. Teachers will engage in restorative chats and conferences as identified in the district-wide level zero discipline plan. In addition, teachers have developed a set of corrective strategies for level 1/2 behavioral infractions. Continued behaviors and level 3,4,5 infractions will be referred to administration using the district-wide referral process.

Person Responsible Christina Donohue (donohue.christina@brevardschools.org)

Administration will continue to monitor discipline data, restorative conferences, and other incidents to determine needed focus groups. Focus groups will be held at least monthly and determined by the data guiding the focus group development.

Person Responsible Mileah Briley (briley.mileah@brevardschools.org)

Administration and the PBIS team will review behavior infractions utilizing the RTiB data base, as well as the risk ration report using AS400. Discipline data will be shared monthly with the PBIS team to assess risk ratio of subgroups and look for trends and opportunities for intervention, specifically with the subgroups that are committing repeated offenses that lead to suspensions.

Person Responsible Mileah Briley (briley.mileah@brevardschools.org)

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

In review of state assessment data, students at EGHS declined in their overall performance for all subject areas tested for the 2021SY. However, the most significant decline from the 2021SY was in Math: MTH achievement (21%), MTH LG (14%), and MTH lowest 25% (12%).

Area of Focus Description and Rationale:

Continued analysis shows a decline in our subgroup data for SWD, ELL, and BLK in both ELA and Math. Notably, the greatest decline is in Math. SWD subgroup declined in the math achievement by 17% and Math LG by 11%. ELL subgroup declined in math achievement by 21% and math learning gains by 11%. BLK subgroup declined in math achievement by 16% and Math LG by 26%. In addition, The SWD subgroup was below the 41% threshold for the 2021 school year data. The performance of the identified subgroups have a direct impact on our overall academic achievement of our lowest 25%.

Our area of focus will be to ensure quality of instruction within all MESH area subjects. Specifically, we will be prioritizing math-based instruction as this is the area of our greatest decline within our subgroups. Progress monitoring will aid in the passing of the Algebra EOC, Geometry EOC and the NWEA/MAP assessments. The Algebra EOC is a graduation requirement and therefore, careful consideration will be taken into account for the student's timeline for passing the ALG EOC. Research-based instructional practice will be utilized to increase student achievement for students in the subgroups SWD, ELL, BLK.

Measurable Outcome:

The 2021SY FSA data shows that our school-wide math data presents as: MTH achievement (21%), MTH LG (14%), and MTH lowest 25% (12%). Our goal is to improve each of these areas by 10 percentage points (math achievement, learning gains and the lowest 25%). It should also be noted that the Federal Index for the SWD in 2021 was 36. While learning gains were consistent with our lowest 25% of students with disabilities in math, for the 2021 school year (33%), our goal is to ensure continued growth within our SWD subgroup by 8%.

Monitoring:

Math students will be monitored three times a year using NWEA/MAP, as well as common assessments and administrative observations. Each department/PLC will continue to monitor data from common assessments, MAP, and informative assessments to determine if students are mastering the concepts being taught and if the students are meeting grade level benchmarks.

Person responsible for monitoring outcome:

Christopher Hinkle (hinkle.christopher@brevardschools.org)

Evidence-based Strategy:

First, we must continue to ensure that all students are receiving high quality core instruction, specifically MESH courses to ensure students are able to master the skills/standards necessary for mastery. We will continue with AVID Strategies and increase instructional support in areas of need.

Second, as we evaluate the effectiveness of core instruction through formative and informative assessments it is crucial that we diagnose skills gaps and determine strategies to address areas of needed growth. We will provide assessments through common assessments for content areas, reading inventory, and MAP(NWEA) to consistently evaluate areas of needed growth. After analyzing the data from assessments teachers will engage students in data chats and facilitate small group instruction and skills days to address skill gaps.

To support core instruction administration will schedule instructional assistants as needed as a result of assessment analysis, provide instructional feedback and engage teachers in the coaching cycle.

We will continue the use of AVID strategies, a research-based best practice to increase engagement through student ownership, accountability and critical thinking. We will identify areas of need for IA's to support the development of independent learning skill and deliver targeted interventions in small group settings. (Hattie- Effect size .59) Previously, when using IA's to target high need areas, this strategy has yielded desired achievement results

Rationale for Evidence-based Strategy:

Teachers and administration will monitor results of informal / common assessments, MAP, and state assessments to identify skills gaps and to drive instruction, small group instruction and skill days. Teachers will focus on acceleration verses remediation when supporting students with specific skills needed for success (Hattie 0.88 effect-size). We will engage in data chats in PLC/departments and with individual students.

Administration will continue to provide instructional feedback to teachers and seeking feedback on implementation of school-wide practices.

Action Steps to Implement

We will continue with AVID (WICOR) Strategies, with an emphasis on inquiry and collaboration, ensuring settings with essential questions and classroom experiences with independent demonstration of increasing mastery and application of skills reinforced through WICOR strategies, such as collaborative study groups. These skills include inquiry, note-taking, organization, collaboration, communication, and numerous other hard and soft skills necessary for college and career readiness. Collaborative Study Groups is the best strategy to be implemented in all content areas because included are all aspects of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading). We want to increase the level of rigor by providing opportunities for students to become independent learners. They will self-identify areas of confusion, engage with making connections between content ideas (math, for example) and collaboratively work through the concepts to gain a better understanding, by communicating and working through the practical skills to achieve a higher level of thinking/learning.

Person Responsible Betsy Armstrong (armstrong.betsy@brevardschools.org)

- Use Data to drive instruction:
- Administration will schedule professional learning and department meetings
 - Administration and teacher leaders will provide professional development to assist with retrieving and analyzing data.
 - Teachers will plan and implement common assessments.
 - Teachers will then review common assessments in professional learning communities / department meetings and use the data to drive instruction.
 - Teachers will collaborate among their professional learning community / department to develop a plan to address skill gaps (small groups/skills days)
 - Teachers will monitor the MAPS data for gaps and continue to utilize Carnegie math to help close those gaps. utilize post-secondary and/or cares act monies to pay teachers for boot camp/tutoring sessions for test preparation.
 - Review midterm and final exam data from common assessments to ensure improvements are made from one semester to the next and to ensure consistency across all PLC's. Teacher

Person Responsible Christopher Hinkle (hinkle.christopher@brevardschools.org)

- Implement instructional strategies to address skill gaps:
- Teachers will analyze data to determine small group instructional opportunities. Strategies used to

differentiate instructional and assessment tasks for English language learners, gifted students, and struggling students are also effective for other students in the classroom. McQuarrie, McRae, & Stack-Cutler (2008).

- Teachers will plan and implement skill days to address areas of need after analyzing assessment data.
- Teachers will strategically focus on acceleration verses remediation with supporting students with specific skills needed for success (Hattie 0.88 effect-size).
- Administration will identify areas of high need for instructional assistant placement.
- We will identify areas of need for IA's to support the development of independent learning skill and deliver targeted interventions in small group settings. (Hattie- Effect size .59) Previously, when using IA's to target high need areas, this strategy has yielded desired achievement results

Person Responsible Christopher Hinkle (hinkle.christopher@brevardschools.org)

Teachers will accelerate learning using data to drive instructional practices. Teachers will need to be able to analyze student data in order to determine if a student has mastered a standard. After identifying the students, teachers will work with district support staff and instructional coach to develop instructional strategies and lessons that are grounded in creative thinking, problem solving and innovation. Teachers will participate in a professional learning to be able to effectively implement acceleration in their classrooms.

Person Responsible Christopher Hinkle (hinkle.christopher@brevardschools.org)

Feedback:

- Teachers will provide timely feedback to students informally and through data chats
- Administration will engage in observations, provide feedback to teachers, and engage in the coaching cycle with teachers.
- Students will engage in student-led observations in classrooms to provide feedback to the administrative team and the teacher observed.

Person Responsible John Rusch (rusch.john@brevardschools.org)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: While analyzing the Youth Truth data we learned that only 35% of our students feel that the information they learn in school will help them outside of school. They were specifically discussing the need to go over topics that presented real-world skills such as preparing taxes and changing tires.

Measurable Outcome: The 2022 Youth Truth Survey results will show an improvement in the area of real-world application/information learned in school being useful outside of school.

Monitoring: The success of this strategy will be monitored via administrative/leadership meetings.

Person responsible for monitoring outcome: Christina Donohue (donohue.christina@brevardschools.org)

Evidence-based Strategy: EGHS will implement monthly workshops which will bring in community members to assist students in a topic that is necessary outside of school but would not be discussed as part of classroom curriculum. Session topics will include tax preparation, financial planning, college registration, tire rotation, etc.

Rationale for Evidence-based Strategy: It is important for our student body to know that EGHS is paying attention to their needs and comments. By implementing these workshops, we can ensure that our student population is well-rounded and prepared for life after high school. This will also help boost school culture.

Action Steps to Implement

EGHS leadership team will reach out to community partners in order to set up workshop topics and dates to present to the student body.

Person Responsible Mileah Briley (briley.mileah@brevardschools.org)

Student body will be apprised of the workshop series. Sign up opportunities will be done throughout the school day.

Person Responsible Mileah Briley (briley.mileah@brevardschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

During the 2019-2020 school year, Eau Gallie High School reported 3.3 incidents per 100 students. This rate is equal to the statewide high school rate per 100 students. When compared to all high schools in the state of Florida, EGHS ranked 288 out of 505, falling into the Moderate category. When compared to other high schools in Brevard County EGHS ranked 6 out of 16.

In 2019-2020, EGHS reported a total of 231 suspensions. This is a combination of in-school and out-of-school suspensions. In 2019, EGHS implemented the use of in-school suspension, which accounts for 153 of the total suspension days. Looking at the total number of out-of-school suspension days, there is a decrease from the previous year (187) to 78 in 2020. By having a viable in-school suspension program, the ability to meet the need of students while on campus increases.

The leadership team will continue to foster an environment of growth by implementing PBIS strategies, restorative chats/conferences (level zero), SEL learning, focus group monthly meetings, and facilitating Student Voice walk-throughs, implementing Sources of Strength training for a group of teachers and students, and continuing push-in and resource room support for our math and ELA courses. These measures will help to improve our school culture and support our areas where academic growth are needed.

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.

The Youth Truth Survey data was used to understand student perceptions of our school. This data demonstrated that 35% of our students did not feel that they were well prepared for life outside of our school walls. With current student feedback we will develop a plan to implement real-life workshops. Topics for the workshops will include relevant life skills, for example, basic auto care, financial skills, and organization and planning. By implementing the workshops students will receive skills that will help prepare them for life outside of school. In addition, EGHS offers a variety of programs available to the student body such as AICE/Cambridge, AVID Program, AFJROTC, Health and Wellness Academy, Fine Arts Academy, Aviation Program, and Career and Technical Education (Administrative Office Specialist, Automotive Maintenance and Light Repairs, Aviation Assembly and Fabrication, Digital Media/Multi-Media Design, Early Childhood Education, Outboard Marine Service Technology, and Technical Design).

Based on the feedback from the Youth Truth Survey, five descriptors of teachers that reach the whole student was created.

- Communication: Teachers will focus on being intentional and consistent when addressing students, parents and peers.

- Motivation: Teachers will motivate students by building a positive and constructive relationship to inspire the students to exceed teacher modeled expectations.

-Engagement: Teachers will engage students by using meaningful, high-quality, relevant lessons, using a variety of different WICOR strategies to deliver instruction and measure learning.

- Collaboration: Teachers will create a student-led, safe, inclusive, encouraging process of building knowledge.

Relationships: Teachers will be intentional in creating a safe environment where a non-judgmental, guided exchange of thoughts and ideas can occur with empathy and compassion, whereby students feel a connection and sense of mutual respect.

Feedback: Students will engage in student-led observations in classrooms to provide feedback to the administrative team and the teacher observed.

EGHS continues to be a PBIS school. Our PBIS program is comprised of staff and administration, as well as the school psychologist. School-wide data is reviewed monthly, and the data drives the continued efforts to support students through behavior interventions, as well as, ensuring the learning environment is protected.

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

Students play a big role in promoting a positive culture as they have the most access to each other both inside and outside of school. Promoting school pride among their peers, demonstrating respect towards each other, utilizing programs such as Speak Out! to anonymously intervene for a students' benefit are all ways that students can promote positive culture and environment. Participation in Sources of Strength and their initiatives will also help in this process.

Teachers, with positive daily interactions with students can help the student body promote a positive culture. Ensuring that relationships are built within the classroom to help students understand that there are people on campus they can go to whether they are having an issue with a math problem, or a socio-emotional one can help serve the whole student. Working closely with colleagues can help relieve some of the burden throughout the day as well. Collaborative groups can help promote strategies to make the school day better. Teacher-student relationships has an effect-size of 0.72 (Hattie) within the zone of desired-outcomes on student achievement.

The administrative team is here to support both the faculty/staff and the student body. Maintaining an open-door policy, completing regular check-ins, and providing feedback will help maintain open forums of communication and improve professional relationships. They will model strategies to be implemented both in the classroom and in the hallways.

Parent involvement is imperative for positive culture at school as they are the primary force with their students. They can help the school by echoing the message at homes. Being actively involved with the school whether it be through SAC or volunteering will greatly help promote our message.

The staff of our school helps promote positive school culture as they are the backbone of everything that occurs on our campus.

Our community at large has great influence on what happens on our campus as they provide opportunities and information that would otherwise be impossible.