

Brevard Public Schools

Eau Gallie High School



2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	56%
2021-22 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	2021-22: C (51%) 2018-19: B (55%) 2017-18: C (53%)
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	ATSI
* 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	56%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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SIP Authority

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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

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

Name	Position Title	Job Duties and Responsibilities
Salmon, Jeremy	Principal	<ul style="list-style-type: none"> - Create mission and vision statements - 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
Hinkle, Christopher	Assistant Principal	<ul style="list-style-type: none"> - Serves as an 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 the use of curriculum guides and the use of proper texts to ensure pacing is following FLDOE state standards - Create and oversee the master schedule - Track graduation rates - Oversee testing and aggregate data from testing
Rusch, John	Assistant Principal	<ul style="list-style-type: none"> - Serves as an 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 - A member of the school's MTSS team - School Advisory Council Member

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - AVID site team member, provide input and support for AVID strategies across the campus
Briley, Mileah	Dean	<ul style="list-style-type: none"> - Serves as an 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 the capacity of teachers through professional development - Collaborate with the administrative team and stakeholders for the school decision-making process - Lead PLC's and cohort groups to ensure consistency
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 the 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 meetings with administration - Attends AVID site team meetings 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

Name	Position Title	Job Duties and Responsibilities
		<p>teachers on current research and best practices for literacy</p> <ul style="list-style-type: none"> - 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
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
Humphrys, Carrie	Dean	<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 schoolwide 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

Name	Position Title	Job Duties and Responsibilities
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
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
Webb, Catherine	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

Demographic Information

Principal start date

Monday 1/3/2011, Keith Barton E

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

1

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

14

Total number of teacher positions allocated to the school

84

Total number of students enrolled at the school

1,611

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

12

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

12

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	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	407	389	326	1122
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	99	134	85	318
One or more suspensions	0	0	0	0	0	0	0	0	0	0	70	50	29	149
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	76	75	39	190
Course failure in Math	0	0	0	0	0	0	0	0	0	0	99	124	48	271
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	106	106	37	249
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	44	44	12	100
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	0	144	146	91	381

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	12	43	15	70
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	14	29	11	54

Date this data was collected or last updated

Tuesday 7/12/2022

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	441	428	397	346	1612
Attendance below 90 percent	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	86	43	26	12	167
Course failure in ELA	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	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	
Level 1 on 2019 statewide FSA Math assessment	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	
LEVEL 1 ON 2021 FSA ELA	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	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

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	441	428	397	346	1612
Attendance below 90 percent	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	86	43	26	12	167
Course failure in ELA	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	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	
Level 1 on 2019 statewide FSA Math assessment	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	
LEVEL 1 ON 2021 FSA ELA	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	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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	44%	52%	51%				53%	59%	56%
ELA Learning Gains	49%						52%	52%	51%
ELA Lowest 25th Percentile	40%						39%	40%	42%
Math Achievement	21%	40%	38%				41%	48%	51%
Math Learning Gains	35%						36%	49%	48%
Math Lowest 25th Percentile	47%						48%	45%	45%
Science Achievement	52%	37%	40%				62%	66%	68%
Social Studies Achievement	64%	44%	48%				68%	70%	73%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	11	43	41	10	25	48	28	30		79	26
ELL	25	42	35	16	29	47	41	33		88	43
ASN	53	50					60				
BLK	24	39	25	15	33	36	34	39		93	50
HSP	40	40	34	19	35	48	53	57		85	60
MUL	44	58	91	26	43	50	48	77		95	54
WHT	48	52	41	22	35	49	54	65		90	69
FRL	38	47	39	22	38	51	48	58		88	57
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
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

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	565
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	54
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

In the review of our state assessment data, learning gains increased in ELA performance among our lowest 25% by 5%, however, ELA Achievement fell by 6% overall for the second consecutive year. Overall, Math achievement stagnated at 20% and learning gains among the lowest 25% have stagnated at 35%. Although some fluctuations and learning gains occurred in some subgroups, EGHS instructional methods have to support all students in order to improve overall math achievement.

A review of our discipline data, the majority of referrals written were for truancy and skipping classes. This was a major increase from the year before when students had an option of e-learning. 589 referrals were written for skipping class, 115 were written for tardies, and 47 were written for leaving campus without permission. This is a total of COMPARE Pre COVID AND CURRENT NUMBERS HERE.

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

Math: The most significant area of concern is our overall math achievement at EGHS. Overall, 20% of EGHS students scored level 3 or above on the End-Of-Course (EOC) in mathematics. Scores for SY 2021-2022 were stagnant at 20% proficiency, this is 13% below the district average (33%) and 11%

below the state average (31%). Subgroup data also reveals an achievement gap in math proficiency. Proficiency percentages across subgroup data include achievement gaps of 10% of students with disabilities, 15% of African American students, 16% of English language learning students, 19% of Hispanic students, 22% of Caucasian students, 22% of Free or Reduced lunch students, and 26% of multi-racial students. Discipline is an area of concern for supporting math skill improvement. In 2021-22 referrals were most often written for tardies, skipping class, and out of area. If students are not present, they cannot learn.

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. During fall 2021, prior to the mask mandate, a large number of students, faculty, and staff were quarantined one or multiple times, losing the essential review and base point math understanding needed to be successful on the End of Course exams. Additionally, 20% of our students at EGHS are in attendance less than 90% of school days. We will continue to review the utilization of our instructional assistants to ensure they are meeting the needs of students who have the greatest decrease in academic performance. In addition, our guidance department and administration team will continue to address and provide support to students that have a low or declining attendance rate to increase instructional time in the classroom. Our attendance social worker and parent liaison will make contact at three absences and home visits at seven. This year, we are adding a homeroom for students at EGHS. This time is set aside to engage students and discuss study skills, attendance requirements, increase academic awareness and determine goals and strategies so that students will be more equipped to show mastery of the standards. EGHS plans to utilize its AVID school demonstration site status to support all students who may be lacking these skills.

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

The school-wide ELA learning gains increased by 4% from 45% in School Year 2020-2021 to 49% in School Year 2022-2023. Our lowest 25% Multi-racial student population had a 91% learning gain in ELA, in Math, the same subgroup had a learning gain of 50%. Again, the multi-racial subgroup had an achievement rate of 77% in Social Studies. Social Studies and Science also stayed with a comparable decline of 1.2% in Science and 2.3% in Social Studies. Finally, we have a low percentage of inexperienced teachers in comparison to the state and district. EGHS has a rate of 9.3% of inexperienced teachers, while Brevard Public Schools has a rate of 14% and the state 20.8%.

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

One of the biggest contributing factors to academic success for our multi-racial subgroup is that they have the best attendance rates among our subgroups. This affords instructional staff the opportunity to teach them the skills they need to know in order to show mastery of the state standards. Additionally, proficiency in Social Studies and the ability to read are closely linked. The gains that this subgroup made in ELA are seen again in the area of Social Studies.

EGHS works hard to retain the best teachers with the most experience. We have a culture and retention practices to show that this is effective in retaining the best teachers. The administrative and leadership team works closely with our teachers to promote a positive school culture.

Although ELA scores did show an overall decline of 6%, there were gains made by subgroups in the area of ELA which included the aforementioned Multi-racial subgroup, ELL achievement increased by 9%, and

our Hispanic population increased by 2%. These gains in subgroups can be attributed to our progress monitoring methods in ILA classes as well as a focus on text-based writing.

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

- Use instructional strategies with increased opportunities for students to practice learned concepts.
- Prioritize standards and dive deeper into those standards, scaffold intentionally, and re-teach as needed.
- Utilize common assessments for progress monitoring, analyze data from common assessments (informative and formative) to determine instructional practices, determine small group instruction needs, and follow up with data chats (Hattie 0.56 effect size [goals])
- Appropriately place students in the most rigorous classes.
- Intentional support is provided to students who are not showing adequate academic progress through IPST/MTSS
- PBIS strategies will be revamped to ensure positive reinforcements to align with AVID And SIP goals to encourage classroom timeliness, attendance, and participation.

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.

- Teachers will receive professional development from a variety of resources. Our focus will be to ensure teachers have best practices for academic achievement, understand how to retrieve and interpret data from assessments, and work to create an action plan based on student outcomes.
- Utilizing data, teachers will then determine how to address achievement gaps and monitor the effectiveness of their practice.
- Teachers will continue to utilize common assessments in the math content area, as well as all MESH courses with professional development provided as needed. Math textbooks are new this year, and teachers will participate in professional development to become familiar with the new textbooks.
- Continued collaboration with district resource teachers in Math, ELA, and IR.
- Training will be provided to administration, guidance, social worker, and teacher leaders who 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 support.
- Ongoing PD with HMH staff developer for all Intensive Reading teachers.
- Eau Gallie is an AVID demonstration school. Training is provided to select teachers and administrators every summer for AVID strategies for their specific roles in the school. Additionally, all teachers receive training through staff meetings. These cooperative learning strategies and methods is will continue as cooperation vs individual learning leads to an increase in academic achievement (Hattie 0.55 effect sizes).

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

Intentional scheduling of instructional assistants to meet the various needs of students, particularly in math. Continued utilization of progress monitoring through Intensive Language Arts and common assessments. Continued progress monitoring of students who have not yet achieved graduation requirements for the state of Florida.

Areas of Focus

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

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#1. Positive Culture and Environment specifically relating to Early Warning Systems

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

During School Year 2021-2022, there were 1,323 referrals. This was almost three times the number written in 2019-2020. 59% of referrals, or 786, were written because students were out of area. Out of area is defined as students who are skipping, tardy, leaving campus without permission or simply in an unauthorized area. Due to this loss in instructional time, student achievement suffered. In fact, 44% of all students at EGHS scored proficient or higher on the FSA in ELA. In Math, 20% of EGHS students scored proficient. Among subgroups, there was a decrease in achievement for all subgroups with the exception of our multi-racial group.

Additionally, attendance rates at EGHS suffered. There were 1505 student days missed due to absences, and 65 incidents of students suspended for more than five days due to behavioral infractions. These absences eventually resulted in EGHS getting a grade of "Incomplete" from the state as we could not test 95% of all students on all Florida Standards Assessments and End of Course assessments. Therefore our area of focus is to increase not only the attendance rate but the amount of time students are staying in their classrooms preparing for life after high school.

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

Decrease referrals for being out of area by 10%. SY 21-22, there were 786 referrals for being out of the area. The target for SY22-23 is 707.

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

The administration will closely monitor the number of referrals teachers are writing for students being out of area (as defined by skipping, leaving class without permission, being tardy, or being gone too long in the restroom). These statistics will be reviewed in the Monday Administration meetings where problem-solving will occur. At monthly PBIS meetings, the PBIS team of teacher leaders, school psychologists, administration and other stakeholders (as needed) meet to review the PBIS data and implement positive behavior supports, as well as address areas of school-wide concern

Person responsible for monitoring outcome:

Mileah Briley (briley.mileah@brevardschools.org)

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

PBIS creates schools where all students succeed, it is a framework for creating safe, positive, equitable schools, where every student can feel valued, connected to the school community, and supported by caring adults. schools support their student's academic, social, emotional, and behavioral success, engage with families to create locally-meaningful and culturally-relevant outcomes and use data to make informed decisions that improve the way things work for everyone.

The Evidence-based Strategy being used is a Multi-Tiered System of Support (MTSS) Tier 2 Intervention. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on improving behavior through connecting and developing coping strategies to achieve desired outcomes. These are

also considered PBIS Tier 2 strategies.

Additionally, a PBIS ticket for punctuality has been added so that students can be rewarded for arriving at class on time. PBIS tickets are drawn twice per week.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this 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 through the use of FOCUS data. Facilitators of the focus group track identified needs of the student to determine further supports. During the focus group 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

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

Teachers will continue to implement classroom management through the development of positive relationships, classroom agreements/rules/procedures, and PBIS tickets. Teachers will engage in restorative chats and conferences to reduce maladaptive behaviors in the classroom.

Through administration directives, there will be a re-emphasis on our basic PBIS system. Additionally, another incentive for PBIS will be given to students for being punctual and teachers will be rewarded for using PBIS. The prizes students received have been reinvented to reflect student and teacher interests. Teacher PD occurred for AVID strategies, and we have added homerooms with lesson plans for every teacher. During homeroom, all teachers will introduce AVID strategies to all students. In this way, students will learn how to organize and reflect upon their day to meet their behavioral and academic goals. PD for MTSS regarding behavior support will occur so that teachers know the next steps needed to support behaviorally struggling students.

Person Responsible Mileah Briley (briley.mileah@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 Carrie Humphrys (humphrys.carrie@brevardschools.org)

The administration and the PBIS team will review behavior infractions utilizing FOCUS data and look for trends and opportunities for intervention. Our focus groups will also come up with ideas for students to get to class and stay in class so that they have an opportunity to learn the material to be successful and graduate on time.

Person Responsible Carrie Humphrys (humphrys.carrie@brevardschools.org)

Our attendance social worker and parent liaison will review attendance data on a regular basis to determine an appropriate intervention for students who are at risk of failure due to absences. Teachers will also notify the administration if a student has missed their class three days in a row. Then the administrator will forward the message to the parent liaison and the social worker for attendance. During

our Monday administration meetings, the data from our interventions as well as our overall attendance will be reviewed so that areas of opportunity and success are identified. From that data, we will adjust our interventions as needed.

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

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The most significant area of concern is our overall math achievement at EGHS. Overall, 20% of EGHS students scored level 3 or above on the End-Of-Course (EOC) in mathematics. Scores for SY 2021-2022 were stagnant at 20% proficiency, this is 13% below the district average (33%) and 11% below the state average (31%). Subgroup data also reveals an achievement gap in math proficiency. Proficiency percentages across subgroups include: 10% Proficiency- students with disabilities, 15% Proficiency - African American students, 16% Proficiency English language learning students, 19% Proficiency - Hispanic students, 22% Proficiency Caucasian students, 22% Proficiency Free or Reduced lunch students, and 26% Proficiency of multi-racial students achieving a level 3 on math EOC exams.

Contributing Factors: Using RTiB data, referrals issued for behavioral infractions increased from SY 20-21. During SY 20-21, there were 254 referrals written, during SY 21-22 there were 1,323 referrals written. Part of this increase (approximately 1/3) was due to the fact that many students stayed home for e-learning during SY 20-21. Additionally, many students who returned to campus missed their entire Middle School experience and went from being 6th graders to 9th graders due to e-learning during the COVID-19 pandemic. 59% (786) of referrals written during the 21-22 SY were due to students being out of their assigned area. The lack of students being in their assigned area probably contributed to a decrease in our overall student achievement data, since students out of area are missing instruction.

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

Decrease referrals for being out of area by 12%. SY 21-22 there were 786 referrals for being out of area. The target for SY 22-23 is 692, therefore increasing student seat time. Informal Classroom Observations will demonstrate that 70% of students will be engaged in an academic task
Increase math proficiency by 10%.

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

At monthly PBIS meetings, the PBIS team of teacher leaders, school psychologist, administration and other stakeholders (as needed) meet to review the PBIS data to determine the frequency of referral incidents. Therefore, we will determine if the implemented processes are working and make adjustments as needed as well as problem-solve any areas of concern. Additionally, the administration will review student achievement on Performance Matters to establish benchmarks for our new testing procedures (FAST). Although we cannot correlate FSA scores with FAST scores, we can monitor for benchmark performances in ELA and Math and adjust instruction as needed. In addition, classroom observations will occur to monitor the use of AVID collaborative strategies and student engagement.

Person responsible for

Mileah Briley (briley.mileah@brevardschools.org)

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

AVID: Advancement Via Individual Determination is an academic support program to prepare students for college and life success. According to the AVID website, first-generation low-income students who go through the program are much more likely to earn a bachelor's degree within six years than their peers nationwide without an AVID experience, at a rate of 42% to 11%. For students going from high into a career, 100% of FL AVID students graduated high school in 2019.

PBIS: Positive Behavior Intervention and Supports.

A PBIS framework gives you a natural system for selecting, implementing, and sustaining evidence-based practices. Our leadership team meets regularly, using data, and answering the questions: Did we do what we said we would do and how has that affected students? This leads to ongoing improvement that makes schools implementing PBIS up to three times more likely to sustain their school-based practices than non-implementing schools.

**Rationale for
Evidence-based
Strategy:
Explain the
rationale for
selecting
this specific
strategy.**

PBiS is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed, it is a framework for creating safe, positive, equitable schools, where every student can feel valued, connected to the school community, and supported by caring adults. schools support their student's academic, social, emotional, and behavioral success, engage with families to create locally-meaningful and culturally-relevant outcomes, and use data to make informed decisions that improve the way things work for everyone.

**Describe the
resources/
criteria used
for selecting
this
strategy.**

AVID: assists students with learning the tools they need to be successful whether they choose college or a career. The strategies emphasize organization, encourage students to answer higher-level thinking questions, and develop college-level writing skills. With AVID strategies in the classroom, students are more engaged and less likely to find reasons to not attend class.

Action Steps to Implement

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

Teachers will continue to implement classroom management by the development of positive relationships, classroom agreements/rules/procedures and the implementation of positive behavior strategies.

Through administration directives, there will be a re-emphasis on our basic PBiS system, in addition, another incentive for PBiS will be given to students for being punctual. Teachers will also be rewarded for consistent use of the PBiS system. The prizes students receive through the PBiS system have been reinvented to reflect student and teacher interests.

Monthly school wide professional development will focus on improving and increasing teacher implementation of AVID strategies to improve math instruction.

Math will be a focus across curriculum, with teachers increasing awareness of how math applies in their subject areas.

Extra tutoring will be offered to Eau Gallie High students in all areas, but specifically in math after school Monday through Thursday for an hour starting in October, 2022

**Person
Responsible**

Carrie Humphrys (humphrys.carrie@brevardschools.org)

Positive Culture & Environment

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

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

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 with plans to certify students as personal trainers, 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, 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 school culture and environment.

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, and utilizing programs such as Speak Out! to anonymously intervene for a student's 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. In addition, there is a plan to utilize students in Sources of Strength and integrate them into our small group conversations. This will assist with positive coping strategies, and encourage relationships among students. This will give students participating in Sources of Strength another avenue to practice building their skills.

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 socioemotional one can help serve the whole student. Working closely with colleagues can help relieve some of

the burdens 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 home. 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 a great influence on what happens on our campus as they provide opportunities and information that would otherwise be impossible.