

Brevard Public Schools

EAU GALLIE HIGH SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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 Department 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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

To serve every student with excellence as the standard.

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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Keith Barton

barton.keith@brevardschools.org

Position Title

Principal

Job Duties and Responsibilities

- 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
- AVID site team member, provide input and support for AVID strategies across the campus

Leadership Team Member #2

Employee's Name

Michael Gladden

gladden.michael@brevardschools.org

Position Title

Assistant Principal

Job Duties and Responsibilities

- Serves as an instructional leader, guiding teachers to further improve instructional practice through observations and feedback using evaluation tool, 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
- AVID site team member, provide input and support for AVID strategies across the campus

Leadership Team Member #3

Employee's Name

Robert Farrell

farrell.robert@brevardschools.org

Position Title

Assistant Principal

Job Duties and Responsibilities

- Serves as an instructional leader, guiding teachers to further improve instructional practice through observations and feedback using IPPAS, state standards, and assessment data
- Work with Instructional Assistants
- A member of the school's MTSS team
- School Advisory Council Member

- AVID site team member, provide input and support for AVID strategies across the campus

Leadership Team Member #4

Employee's Name

Carrie Humphrys

humphrys.carrie@brevardschools.org

Position Title

Assistant Principal

Job Duties and Responsibilities

- Serves as an instructional leader, guiding teachers to further improve instructional practice through observations and feedback using evaluation tool, 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

Leadership Team Member #5

Employee's Name

Margareth Fleming

fleming.margareth@brevardschools.org

Position Title

Assistant Principal

Job Duties and Responsibilities

- Serves as an instructional leader, guiding teachers to further improve instructional practice through observations and feedback using evaluation tool, 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

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The development of the School Improvement Plan (SIP) involved stakeholders by analyzing survey data from parents, teachers, and students of the 2024-2025 school year. This was done in collaboration with faculty and the School Advisory Council (SAC) committee to gather input and suggestions for the upcoming school year. Teacher leaders and administration convened to examine the previous year's achievement data, offering recommendations for interventions and support. Furthermore, student academic performance and behavioral data were utilized to identify areas needing enhancement for the SIP's development.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan (SIP) will be systematically monitored to ensure effective implementation and measure its impact on increasing student achievement, with special attention given to addressing the achievement gap among students. This monitoring process will involve various evidence-based practices to track progress and make informed decisions for continuous improvement. Here's how the monitoring process will be carried out:

Evidence of Implementation:

Classroom Walkthroughs: Regular classroom walkthroughs will be conducted by school administrators, coaches, and designated staff members. These walkthroughs will focus on observing instruction, classroom environment, and student engagement. The observations will be aligned with the goals and strategies outlined in the SIP. Feedback from walkthroughs will be shared with teachers to provide support and identify areas for improvement.

Data Team Meetings: Data team meetings will be held on a regular basis, bringing together teachers, instructional specialists, and administrators. During these meetings, student performance data will be analyzed in detail. This includes data from formative and summative assessments, standardized tests, and other relevant sources. The team will collaboratively review trends, identify areas of concern, and adjust instructional strategies based on the data.

Professional Learning Communities (PLC's): PLCs will provide teachers with a structured platform for collaboration and professional development. Teachers will work in grade-level or subject-area teams to discuss student performance data, share effective teaching practices, and collectively address challenges. These discussions will directly inform instructional decisions and adjustments to the SIP.

Evidence of Impact:

Student Achievement Data: Various forms of student achievement data will be collected and analyzed to gauge the impact of the SIP. This may include results from standardized assessments like FAST as well as more immediate measures such as exit slips or short quizzes. Comparing pre/post implementation data will allow for an assessment of the plan's effectiveness in improving student performance.

Plan Revision for Continuous Improvement:

Data Analysis: Student achievement data will be regularly reviewed to identify trends and patterns. This analysis will help pinpoint areas of success and areas that require improvement. The data analysis will highlight achievement gaps among different student groups. These gaps will guide the revision process, with a focus on implementing targeted interventions to address disparities.

Review of Strategies: The school's leadership team, instructional specialists, and teachers will collectively review the effectiveness of the strategies outlined in the SIP. They will determine which strategies are yielding positive outcomes and which need adjustments. Based on the data analysis

and collaborative discussions, adjustments to the SIP will be proposed. New strategies may be added, existing ones refined, or ineffective strategies replaced.

Implementation of Revisions: The revised strategies will be implemented, and the cycle of monitoring, data collection, and analysis will continue. Regular check-ins during data team meetings, PLCs, and walkthroughs will ensure that the revisions are being effectively implemented.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH PK, 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	71.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: C 2023-24: C 2022-23: C 2021-22: C 2020-21:

D. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 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
	9	10	11	12	
School Enrollment	347	305	328	343	1,323
Absent 10% or more school days	97	63	72	71	303
One or more suspensions	105	65	70	42	282
Course failure in English Language Arts (ELA)	45	64	36	39	184
Course failure in Math	30	32	62	39	163
Level 1 on statewide ELA assessment	94	63	83	78	318
Level 1 on statewide Algebra assessment	68	48	52	70	238

Current Year (2025-26)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	122	103	102	78	405

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	53	67	70	105	295
One or more suspensions	119	112	114	70	415
Course failure in English Language Arts (ELA)	35	46	22	23	126
Course failure in Math	16	32	46	38	132
Level 1 on statewide ELA assessment	74	114	105	64	357
Level 1 on statewide Algebra assessment	66	91	67	36	260

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	88	125	137	99	449

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	5	20	47	37	109
Students retained two or more times	29	33	40	39	141

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	54	59	59	49	56	55	35	43	50
Grade 3 ELA Achievement									
ELA Learning Gains	53	56	58	47	55	57			
ELA Lowest 25th Percentile	51	53	56	51	53	55			
Math Achievement*	34	42	49	26	36	45	19	34	38
Math Learning Gains	36	46	47	38	46	47			
Math Lowest 25th Percentile	46	51	49	46	51	49			
Science Achievement	58	68	72	58	64	68	47	59	64
Social Studies Achievement*	68	69	75	61	66	71	53	63	66
Graduation Rate	84	91	92	82	90	90	85	87	89
Middle School Acceleration									
College and Career Acceleration	70	73	69	76	74	67	71	72	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	49	61	52	59	61	49	36	57	45

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	603
Total Components for the FPPI	11
Percent Tested	94%
Graduation Rate	84%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
55%	54%	51%	51%	47%		55%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		
English Language Learners	41%	No		
Asian Students	78%	No		
Black/African American Students	47%	No		
Hispanic Students	51%	No		
Multiracial Students	50%	No		
White Students	59%	No		
Economically Disadvantaged Students	51%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	54%		53%	51%	34%	36%	46%	58%	68%		84%	70%	49%
Students With Disabilities	32%		45%	43%	24%	39%	42%	26%	46%		84%	38%	
English Language Learners	28%		50%	50%	25%	32%	29%	33%	38%		54%	62%	49%
Asian Students	83%		73%										
Black/African American Students	52%		57%	60%	22%	27%	28%	39%	61%		75%	46%	
Hispanic Students	44%		49%	49%	33%	42%	47%	46%	63%		74%	69%	49%
Multiracial Students	49%		45%	36%	19%	24%		76%	50%		86%	67%	
White Students	57%		54%	52%	40%	36%	58%	65%	72%		87%	73%	
Economically Disadvantaged Students	48%		53%	52%	27%	35%	46%	48%	59%		76%	57%	61%
19/2025													

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	49%		47%	51%	26%	38%	46%	58%	61%		82%	76%	59%
Students With Disabilities	22%		39%	43%	9%	28%	33%	35%	41%		79%	44%	
English Language Learners	27%		43%	35%	5%	36%	54%	8%	30%		59%	81%	59%
Asian Students	72%		56%								100%	79%	
Black/African American Students	38%		45%	50%	8%	22%	32%	41%	52%		73%	60%	
Hispanic Students	39%		42%	42%	11%	35%	53%	43%	42%		80%	75%	62%
Multiracial Students	48%		50%	57%	26%	28%		59%	52%		71%	75%	
White Students	54%		48%	56%	36%	43%	46%	64%	67%		85%	79%	
Economically Disadvantaged Students	45%		42%	42%	21%	35%	48%	52%	58%		72%	66%	63%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	35%				19%			47%	53%		85%	71%	36%
Students With Disabilities	16%				8%			25%	19%		78%	42%	
English Language Learners	13%				7%			24%	13%		76%	77%	44%
Asian Students	63%							75%					
Black/African American Students	18%				8%			23%	26%		79%	41%	
Hispanic Students	23%				13%			36%	43%		84%	79%	41%
Multiracial Students	40%				14%			53%	65%		83%	70%	
White Students	43%				24%			55%	63%		87%	73%	
Economically Disadvantaged Students	29%				16%			38%	46%		78%	61%	45%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	48%	61%	-13%	58%	-10%
ELA	9	56%	58%	-2%	56%	0%
Biology		56%	71%	-15%	71%	-15%
Algebra		18%	49%	-31%	54%	-36%
Geometry		30%	54%	-24%	54%	-24%
History		64%	68%	-4%	71%	-7%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		12%	15%	-3%	16%	-4%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		17%	16%	1%	18%	-1%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

ELA in the Learning Gains showed the most improvement. This improvement was attributed to implementation of the following supports:

- ELA Push-ins
- Tutoring (Before and after)
- Boot camps
- Data Analysis and planning days for ELA teachers

Lowest Performance

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

Math Achievement showed the lowest performance. Contributing factors to this low student performance were due to:

- inconsistent instruction in Algebra in previous 9th grade led to difficulties in Geometry (10th)
- inconsistent push-in support
- 2027 cohort – consistent low performance across subjects
- low attendance rate
- need differentiated instruction for all learning types
- need updated teaching methods
- Teacher Clarity
- look at student placement – honors vs. non-honors placement

Greatest Decline

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

Math Learning Gains showed the greatest decline last year. Contributing factors to this decline were due to:

- inconsistent instruction in Algebra in previous 9th grade led to difficulties in Geometry (10th)
- inconsistent push-in support
- 2027 cohort – consistent low performance across subjects

- low attendance rate
- need differentiated instruction for all learning types
- need updated teaching methods
- Teacher Clarity
- look at student placement – honors vs. non-honors placement

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap was found between Algebra 1, which was at 18% proficiency and the Algebra 1 state Avg. was at 54% proficiency.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on Eau Gallie's population, 23% of students had poor attendance below 90% on a daily basis and 31% of students with two or more Early Warning Signs were areas of concern.

Highest Priorities

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

- 1) Increasing overall math achievement
- 2) Improving ELA proficiency levels within specific subgroups, Students with Disabilities and English Language Learners.
- 3) Boosting the attendance rate to above 90%
- 4) Increasing the graduation rate
- 5) Increasing science achievement

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In 2025, the percentage of students achieving proficiency in English Language Arts (ELA) rose from 49.3% to 54%. Despite this improvement, the achievement level remains below the district's benchmark of 60%. This indicates a need for continued focus on strategies to further enhance ELA performance to meet and exceed district expectations.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the 2025-2026 school year, the goal is to increase ELA proficiency by 8%, raising it from 52% to 60% compared to the previous year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To ensure high-quality instruction and support for teachers, the administration will conduct daily classroom walkthroughs. These walkthroughs are brief, informal visits to observe teaching practices and student engagement. The goal is to gather insights into instructional methods, teacher clarity and provide constructive feedback to ensure benchmark aligned instruction, which will enhance student engagement and increase student achievement.

Person responsible for monitoring outcome

Keith Barton

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Collaborative planning and pacing in departments to align standard-based instruction. Utilization of common assessments to analyze student achievement data for targeted support.

Rationale:

Collaborative planning and common assessment empower high school teachers to share expertise, align curriculum, and ensure consistent standards. This approach fosters a supportive environment where teachers can innovate and address diverse student needs collectively. It enhances instructional quality, promotes equity, and improves student outcomes by providing a unified framework for evaluating progress.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Incorporating interactive note-taking strategies for students will be essential for the school's planning and instructional approach to support student engagement, critical thinking, and content retention.

Rationale:

At AVID schools, AVID strategies have demonstrated success in enhancing performance across all subjects. These strategies are effective, as evidenced by the fact that 94% of AVID students meet their four-year college entrance requirements and are prepared for college and careers. Monitoring will take place through classroom walkthroughs and weekly notebook checks, teachers and administration participating in PLCs will provide time for reflection on lesson planning.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Providing feedback on teacher planning and instruction.

Person Monitoring:

Keith Barton

By When/Frequency:

September 2025 through May 2026 (bi-weekly)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administration will conduct monitoring using a classroom walkthrough tool tailored for Eau Gallie, complemented by weekly calibration meetings to discuss observations. Evaluating administrators will conduct meetings with teachers to discuss observations during the classroom walkthroughs.

Action Step #2

Data Analysis of student achievement data

Person Monitoring:

Richina Grau- Literacy Coach

By When/Frequency:

September 2025- May 2026 (Bi-weekly)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data analysis meetings where the literacy coach and teachers collaboratively review student assessment data, identify trends, and develop targeted instructional strategies. Ensure each session includes time for discussing student progress, sharing best practices, and setting actionable goals to enhance assessment outcomes.

Action Step #3

Schoolwide Interactive Note-Taking Strategy

Person Monitoring:

Administration

By When/Frequency:

September 2025- May 2026 (weekly)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

In order to support student engagement, critical thinking, and long-term content retention, Eau Gallie High School will adopt Two-column notes as common framework for interactive notetaking.

Action Step #4

Weekly Collaborative Planning Meetings

Person Monitoring:

Administration

By When/Frequency:

Weekly collaborative planning periods

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Create structured, weekly common planning time for teachers by subject/grade level teams to align on lesson objectives, pacing, and instructional strategies to promote consistent, standards-based instruction and shared ownership of student outcomes.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In 2025, overall science achievement increased minimally from 57.9% to 58%, which fell below the state and district averages of 71%. To address this performance, targeted support measures will be implemented to enhance student proficiency in the 2025-2026 school year. This focus aims to reverse the current lateral trend and ensure students meet or exceed proficiency standards.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2026 school year, science proficiency will rise from 58% to 60%, reflecting a significant improvement from the previous year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To ensure high-quality instruction and support for teachers, the administration, department chair, and district content specialists (quarterly) will conduct daily classroom walkthroughs. These walkthroughs are brief, informal visits to observe teaching practices and student engagement. The goal is to gather insights into instructional methods, teacher clarity and provide constructive feedback to ensure benchmark aligned instruction, which will enhance student engagement and increase student achievement.

Person responsible for monitoring outcome

Mr. Gladden, Carrie Humphrys

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Collaborative planning and pacing in departments to align standard-based instruction. Utilization of common assessments to analyze student achievement data for targeted support.

Rationale:

Collaborative planning and common assessment empower high school teachers to share expertise, align curriculum, and ensure consistent standards. This approach fosters a supportive environment where teachers can innovate and address diverse student needs collectively. It enhances instructional quality, promotes equity, and improves student outcomes by providing a unified framework for evaluating progress.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Incorporating interactive note-taking strategies for students will be essential for the school's planning and instructional approach.

Rationale:

At AVID schools, AVID strategies have demonstrated success in enhancing performance across all subjects. These strategies are effective, as evidenced by the fact that 94% of AVID students meet their four-year college entrance requirements and are prepared for college and careers. Monitoring will take place through classroom walkthroughs and weekly notebook checks, teachers and administration participating in PLCs will provide time for reflection on lesson planning.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Instructional walk throughs

Person Monitoring:

Keith Barton, Michael Gladden, Carrie Humphrys

By When/Frequency:

September 2025- May 2026 (Bi-weekly)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administration will conduct monitoring using a classroom walkthrough tool tailored for Eau Gallie, complemented by weekly calibration meetings to discuss observations. Evaluating administrators will conduct meetings with teachers to discuss observations during the classroom walkthroughs.

Action Step #2

Align Collaborative Planning Agendas with AVID Note-Taking Strategies

Person Monitoring:

Administration

By When/Frequency:

September 2025- May 2026 (weekly)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Incorporate dedicated time during weekly science team meetings to plan lessons that integrate AVID note-taking methods (e.g., Focused Note-Taking) aligned with key science concepts.

Action Step #3

Analyze Student Work and Note-Taking Samples During Planning

Person Monitoring:

Administration

By When/Frequency:

September 2025- May 2026 (weekly)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Regularly bring student science notebooks or digital note samples to planning/PLC meetings for peer review and discussion using AVID rubrics or success criteria in order to monitor fidelity of implementation, identify trends in student understanding, and adjust instruction based on observed strengths and gaps.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as

a crucial need from the prior year data reviewed.

In 2025, overall math achievement saw a modest increase from 26.7% to 27%. This slight improvement was primarily due to a decline in students meeting proficiency requirements on the Geometry end-of-course exam, coupled with Algebra 1 proficiency remaining below 20%. This focus aims to significantly enhance math proficiency and ensure students achieve higher standards.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By Spring 2026, overall math proficiency will rise from 27% to 35%, marking a substantial improvement from the previous year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To ensure high-quality instruction and support for teachers, the administration and coaches will conduct daily classroom walkthroughs. These walkthroughs are brief, informal visits to observe teaching practices and student engagement. The goal is to gather insights into instructional methods, teacher clarity and provide constructive feedback to ensure benchmark aligned instruction, which will enhance student engagement and increase student achievement.

Person responsible for monitoring outcome

Mike Gladden, Keith Barton

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Collaborative planning and pacing in departments to align standard-based instruction. Utilization of common assessments to analyze student achievement data for targeted support.

Rationale:

Collaborative planning and common assessment empower high school teachers to share expertise, align curriculum, and ensure consistent standards. This approach fosters a supportive environment where teachers can innovate and address diverse student needs collectively. It enhances instructional quality, promotes equity, and improves student outcomes by providing a unified framework for evaluating progress.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Incorporating interactive note-taking strategies for students will be essential for the school's planning and instructional approach.

Rationale:

At AVID schools, AVID strategies have demonstrated success in enhancing performance across all subjects. These strategies are effective, as evidenced by the fact that 94% of AVID students meet their four-year college entrance requirements and are prepared for college and careers. Monitoring will take place through classroom walkthroughs and weekly notebook checks, teachers and administration participating in PLCs will provide time for reflection on lesson planning.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Providing Quality Feedback

Person Monitoring:

Keith Barton, Michael Gladden

By When/Frequency:

Daily: September 2025-May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administration will conduct monitoring using a classroom walkthrough tool tailored for Eau Gallie, complemented by weekly calibration meetings to discuss observations. Evaluating administrators will conduct meetings with teachers to discuss observations during the classroom walkthroughs.

Action Step #2

Administrative calibration of walkthrough.

Person Monitoring:

Keith Barton, Michael Gladden

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administration will convene weekly to align notes from observations, ensuring the provision of constructive and high-quality feedback to teachers is consistent among the administrative team.

Action Step #3

Adjusting Instruction Based on Formative Data

Person Monitoring:

Administration

By When/Frequency:

September 2025-May 2026 (weekly)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration and teachers will conduct weekly data meetings to review formative assessment results and adjust instruction. Teachers will also use exit tickets and quick checks daily to inform future instruction. Teachers will utilize ALEKS data tracking to monitor student progress and identify trends.

Action Step #4

Note-Taking Implementation Support

Person Monitoring:

Administration

By When/Frequency:

September 2025-May 2026 (weekly)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Train teachers on structured note-taking strategies (e.g., Cornell Notes, Two-Column notes, interactive notebooks). Create exemplar note-taking templates aligned to math standards. Monitor student notebooks during walkthroughs and provide feedback to teachers. Teachers will incorporate note-taking expectations into lesson plans and instructional routines.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In 2025, the proficiency rate for Students with Disabilities (SWD) in English Language Arts (ELA) was 42%, showing an improvement from 37% in 2024. Similarly, our English Language Learners (ELL) subgroup saw a slight increase in ELA proficiency, rising from 40% to 41%. While these gains are encouraging, there is a clear need for continued focus and targeted strategies to further enhance ELA proficiency among these student groups. By addressing the specific needs and challenges faced by SWD and ELL students, we can work towards closing the achievement gap and ensuring all students have the opportunity to succeed academically.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The data shows that for the 2023-2024 academic year 37% of our Students with Disabilities were proficient in ELA, the goal is to have 45% of our Students with Disabilities showing as proficient in ELA. According to state reports, 41% of English Language Learner (ELL) students reached proficiency in the ELA assessment during the 2024-2025 school year. Our school aims to raise this percentage to 45% of ELL students to be proficient on the FAST PM3.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Administrators and coaches will conduct regular classroom walk-throughs to observe the implementation of instructional strategies from school-based and district professional development opportunities. Teachers will receive feedback to improve instruction and boost student outcomes. Additionally, student performance data, such as common assessments, will be examined and discussed during regular data and PLC meetings to inform instructional adjustments that enhance student learning gains. Moreover, IEP case managers and ELL support staff will evaluate student support and academic progress to determine any required instructional modifications.

Person responsible for monitoring outcome

Keith Barton, Michael Gladden, Robert Farrell, Carrie Humphrys, Margareth Fleming

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Classroom walk-throughs are an evidence-based intervention where school administrators observe classroom instruction to assess teaching practices and student engagement. These brief, focused visits allow administrators to gather real-time data on instructional effectiveness. Following the walk-throughs, administrators provide constructive feedback to teachers, highlighting strengths and areas for improvement. This feedback is used to adjust and refine instructional strategies, ensuring they are tailored to meet the diverse needs of students.

Rationale:

By regularly conducting walk-throughs, schools can foster a culture of continuous improvement and support teachers in delivering high-quality education that effectively addresses student needs.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Walk-Through Look-For Tool Focused on SWD/ELL Supports

Person Monitoring:

Administration

By When/Frequency:

September 2025-May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Create a walk-through checklist that includes indicators of effective instructional strategies for SWD and ELL students to ensure classroom observations are focused on equitable access and appropriate supports for diverse learners.

Action Step #2

Targeted Feedback and Coaching to Strengthen Inclusive Practices

Person Monitoring:

Administration

By When/Frequency:

September 2025-May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

After each walk-through, give teachers specific, actionable feedback related to how instruction is supporting SWD and ELL learners, with follow-up coaching as needed to build teacher capacity to implement high-leverage strategies that improve access, engagement, and achievement for all students.

IV. Positive Learning Environment

Area of Focus #1

Other: Building positive school culture and climate

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the School Climate survey data, only 41% of both students and staff had a favorable response to "Discipline is clear and applied fairly to all students." Additionally, only 52% of students feel that "our teacher respect all students." Likewise, only 57% of teachers feel that students hold their teachers in high regard. We believe that discipline and mutual respect are inversely related and are negatively impacting our school climate and overall learning environment.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

As a school team, we plan to increase the School Climate Survey results from students and staff's perception of "Discipline is clear and applied fairly to all students" by 10% from 41% to 51% for both focus groups. We believe that clarifying behavioral expectations and ensuring that disciplinary actions are equitable to all students will have a direct impact on student-teacher relationships and the learning environment. In regard to "Our teachers respect all students" our goal is to increase student survey results by 10% from 52% to 62%. Concurrently, we plan to increase survey results from teachers regarding "Teachers at this school are highly regarded by students" by 10% from 57% to

67%. In summary, we believe improving respect between teachers and students directly correlates to discipline and vice versa. By working on both of these aspects, we will increase both areas by 10% from both focus groups in the 25-26 School Climate Survey.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Eau Gallie High School will monitor the increase by implementing a school-wide program focused on teaching and reinforcing values of mutual respect between students and teachers through professional development, student workshop(s), school-based surveys, and clear & consistent disciplinary policies. Building a school culture of mutual respect allows for students to feel more valued and understood, which can lead to improved behavior and a more positive school atmosphere.

Person responsible for monitoring outcome

Carrie Humphrys, Magareth Fleming

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

During pre-planning, faculty will collaborate to determine a list of non-negotiable behavioral expectations that will be enforced school-wide.

Rationale:

When students feel respected and discipline is perceived as fair, they are more likely to participate actively in their education and strive for success.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Communicate a Clear, Consistent Discipline Framework

Person Monitoring:

Deans: Humphrys, Fleming

By When/Frequency:

September 2025- May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

(1) Create a Discipline Equity Review Team to monitor referrals and ensure fairness across student groups. (2) Create a Discipline Equity Review Team to monitor referrals and ensure fairness across student groups.

Action Step #2

Increase Student Voice and Agency

Person Monitoring:

Deans: Humphrys, Fleming

By When/Frequency:

October 2025- May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

(1) Launch a Student Advisory Council to provide feedback on school climate and discipline. (2) Conduct student-led forums on respect, inclusion, and fairness.

Area of Focus #2

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Reflecting on Eau Gallie's population, 23% of students had poor attendance below 90% on a daily basis and 31% of students with two or more Early Warning Signs were areas of concern.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In the 2024-2025 school year, 23% of students' attendance fell below 90%. In the 2025-2026 school year, Eau Gallie plans to decrease this number to 10% of the student population missing excessive days.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Ensure that attendance data is reviewed regularly by leadership team. Identify and track individual students' progress and provide support to improve overall attendance.

Person responsible for monitoring outcome

Michael Gladden, Kim Lietz

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Regular school attendance is crucial for high school students as it directly impacts their academic performance, social development, and future opportunities. Evidence-based interventions, such as mentoring programs and notification-based strategies, have proven effective in improving attendance rates

Rationale:

Regular school attendance is essential for academic achievement, social development, and long-term success. High school students who attend consistently are more likely to stay on track for graduation, build strong relationships, and develop the habits needed for college and careers. Chronic absenteeism leads to learning gaps, lower performance, and disengagement. Improving attendance ensures all students have equitable access to instruction, support, and a positive school experience.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Monitoring daily attendance

Person Monitoring:

Michael Gladden, Kim Lietz

By When/Frequency:

September 2025- May 2026 (Weekly)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

With the assistance of the attendance clerk, a weekly attendance report will be run to check for excessive absences. Students with excessive absences will be referred to the child study team for support measures.

Action Step #2

Make School a Welcoming Place

Person Monitoring:

Gladden

By When/Frequency:

September 2025- May 2026 (Monthly)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Organize monthly spirit days, clubs, and events to increase student engagement and belonging.

Action Step #3

A Child Study Team will be created.

Person Monitoring:

Keith Barton, Michael Gladden

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The team will work to address chronic absenteeism and improving the school attendance rate. The team will identify students early and monitor students throughout the school year. Conduct meetings with students, families, teachers, counselors, and administrators to understand why a student is missing school. The team will develop individualized intervention plans tailored to the student's specific barriers.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

The school administration has identified key areas for improvement, including academic performance, student engagement, special education services, and post-graduation opportunities. Eau Gallie High School is dedicated to providing quality instruction for every student to succeed. The school embraces a continuous improvement cycle, leveraging stakeholder feedback, assessment results, and evolving conditions to refine its strategies. This commitment ensures the school's responsiveness to changing needs. By adopting this approach, Eau Gallie High School can effectively allocate improvement funds, distribute resources based on identified needs, and implement targeted interventions to achieve positive outcomes for all students.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

At Eau Gallie, we recognize that some of our student subgroups are still struggling and falling below state and district averages. To address this, we are continuing our support facilitation model within the classroom. Our dedicated teachers will provide specialized assistance, nurture positive relationships, and enhance student performance through focused instructional support.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00