Santa Rosa County School District

GULF BREEZE 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

Santa Rosa County and Gulf Breeze High School's mission is to love, educate, and prepare all students for graduation and a successful future.

Provide the school's vision statement

Santa Rosa County and Gulf Breeze High School provides an environment that fosters each learner's potential, equips students for academic excellence, and promotes lifelong 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

Sarah Barker

barkers@santarosa.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

The Principal shall assume all administrative responsibility and instructional leadership for the planning, management, operation, and evaluation of the educational program of Gulf Breeze High School.

Leadership Team Member #2

Employee's Name

Sarah Smith

smithsh@santarosa.k12.fl.us

Position Title
Assistant Principal of Guidance and Curriculum

Job Duties and Responsibilities

The Assistant Principal shall be responsible for assisting the Principal in the administrative and leadership responsibilities for curriculum and guidance services. Such duties include, but are not limited to, 504's, academic records, ACCEL appeals coordinator, master schedule, out of field reports, AP classes and testing, curriculum development, student registration, instructional leadership, teacher evaluation, and other duties as assigned by the Principal, including acting on the Principal's behalf in his/her absence.

Leadership Team Member #3

Employee's Name
Joe Trujillo

trujilloj@santarosa.k12.fl.us

Position Title
Assistant Principal of Student Services

Job Duties and Responsibilities

The Assistant Principal shall be responsible for assisting the Principal in the administrative and leadership responsibilities for Student Services. Such duties include, but are not limited to, overseeing school wide student discipline, student attendance and truancy, student parking, student mental health programs, assessment coordination for state testing, instructional leadership, teacher evaluation, and any other duties assigned by the Principal, including acting on the Principal's behalf in his/her absence.

Leadership Team Member #4

Employee's Name
Jon Watts

wattsj@santarosa.k12.fl.us

Position Title
Assistant Principal of Athletics and Facilities

Job Duties and Responsibilities

The Assistant Principal shall be responsible for assisting the Principal in the administrative and leadership responsibilities for administration services. Such duties include, but are not limited to,

accident reports, athletics, facilities, safety drills, FISH report, insurance, leave approval, textbook accountability, volunteers, substitutes, custodial, instructional leadership, teacher evaluation, and any other duties as assigned by the Principal, including acting on the Principal's behalf in his/her absence.

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.

In analyzing GBHS' school assessment data, attendance data, and behavior data from the 2024-2025 school year, the administrative team develops goals and strategies to address learning gaps that are evident in our students. After identification of the gaps, these are shared with the SAC SIP committee for their feedback and input to develop goals for the new school year. Once those goals are developed, they are shared with the entire School Advisory Council (SAC), which includes parents, students, faculty members, and community members. These stakeholders are given an opportunity to share their input toward those goals and strategies, as well as any gaps they may see which need to be addressed.

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) is presented to the School Advisory Council (SAC) in the beginning of the school year, once the plan has been developed by school administration. This rough draft is provided to the SAC SIP sub-committee for review and input prior to SAC voting on approval. Once SAC has approved the SIP and it has been submitted, it is shared with the faculty and staff, in addition to being shared publicly on the school website. SIP goals are monitored monthly through school MTSS meetings, as well as when assessment data is made available. Teacher observations are also used as a method for monitoring SIP goals, as well as Professional Learning Community (PLC) meeting minutes. A mid-year and year-end review is also provided on the SIP goals during schedule SAC meetings.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **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	**23.4%**
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)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A** **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	457	471	493	489	1,910
Absent 10% or more school days	30	48	57	110	245
One or more suspensions	42	51	40	26	159
Course failure in English Language Arts (ELA)	14	18	15	10	57
Course failure in Math	1	5	30	9	45
Level 1 on statewide ELA assessment	54	43	37	55	189
Level 1 on statewide Algebra assessment	34	18	17	23	92

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	30	36	38	45	149

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	44	55	74	74	247
One or more suspensions	50	38	50	13	151
Course failure in English Language Arts (ELA)	1	5	3	2	11
Course failure in Math	1	8	4	4	17
Level 1 on statewide ELA assessment	53	54	54	6	167
Level 1 on statewide Algebra assessment	41	21	22	8	92

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	44	34	54	20	152

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	1				1
Students retained two or more times	1	1			2

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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	69	64	59	72	63	55	61	55	50
Grade 3 ELA Achievement									
ELA Learning Gains	59	58	58	65	58	57			
ELA Lowest 25th Percentile	51	55	56	61	55	55			
Math Achievement*	63	59	49	70	59	45	62	49	38
Math Learning Gains	50	48	47	56	47	47			
Math Lowest 25th Percentile	40	41	49	42	42	49			
Science Achievement	86	80	72	85	78	68	82	76	64
Social Studies Achievement*	92	80	75	90	79	71	86	73	66
Graduation Rate	97	92	92	98	92	90	95	91	89
Middle School Acceleration									
College and Career Acceleration	74	69	69	75	70	67	72	66	65
Progress of ELLs in Achieving English Language Proficiency (ELP)		67	52		48	49		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	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	681
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	97%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
68%	71%	76%	65%	65%		70%

* 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	43%	No		
Asian Students	88%	No		
Black/African American Students	57%	No		
Hispanic Students	64%	No		
Multiracial Students	73%	No		
White Students	68%	No		
Economically Disadvantaged Students	64%	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	69%		59%	51%	63%	50%	40%	86%	92%		97%	74%	
Students With Disabilities	18%		39%	37%	22%	38%	42%	52%	68%		95%	23%	
Asian Students	88%		59%						100%		100%	93%	
Black/African American Students	50%		64%										
Hispanic Students	57%		42%	38%	58%	57%	54%	88%	87%		98%	63%	
Multiracial Students	79%		62%	56%	68%	55%	43%	90%	88%		97%	87%	
White Students	69%		60%	52%	63%	49%	37%	85%	92%		97%	75%	
Economically Disadvantaged Students	62%		56%	53%	56%	43%	46%	82%	84%		96%	63%	

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	72%		65%	61%	70%	56%	42%	85%	90%		98%	75%	
Students With Disabilities	32%		44%	42%	30%	29%	23%	53%	59%		98%	19%	
Asian Students	89%		72%		92%	64%					100%	92%	
Black/African American Students	50%		29%		59%	62%	60%	75%					
Hispanic Students	69%		64%	60%	66%	53%	29%	76%	86%		100%	78%	
Multiracial Students	79%		68%	64%	67%	48%	40%	79%	95%		96%	73%	
White Students	71%		66%	62%	70%	57%	41%	86%	90%		98%	73%	
Economically Disadvantaged Students	59%		62%	68%	59%	47%	37%	79%	76%		92%	56%	

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	61%				62%			82%	86%		95%	72%	
Students With Disabilities	21%				27%			35%	53%		90%	28%	
Asian Students	67%				75%			82%	100%		100%	73%	
Black/African American Students	54%				45%								
Hispanic Students	49%				62%			70%	86%		93%	64%	
Multiracial Students	59%				65%			79%	86%		89%	76%	
White Students	62%				62%			84%	86%		96%	73%	
Economically Disadvantaged Students	43%				49%			70%	83%		85%	49%	

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	71%	64%	7%	58%	13%
ELA	9	66%	62%	4%	56%	10%
Biology		85%	78%	7%	71%	14%
Algebra		50%	59%	-9%	54%	-4%
Geometry		67%	68%	-1%	54%	13%
History		91%	78%	13%	71%	20%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		20%	14%	6%	16%	4%
Biology		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
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
Biology		18%	37%	-19%	29%	-11%
Algebra		20%	20%	0%	18%	2%
Geometry		14%	12%	2%	19%	-5%
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?

Based on the State Assessment EOC data, we saw an increase in our Biology EOC proficiency scores. Our Biology EOC scores improved by 4 percentage points from 82% in the 23-24 school year to 86% in the 24-25 school year. New actions taken in the 24-25 school year include Biology teachers using the program "Study Island" with their students to address individual student deficiencies in Biology standards. Our Biology teachers also utilized "Student Led Academic Teaming" strategies in their classrooms, which included higher level student questioning and hands on labs.

Based on the State Assessment EOC data, we saw an increase in our US History EOC proficiency scores. Our US History scores improved by 3 percentage points from 89% in the 23-24 school year to 92% in the 24-25 school year. New actions taken in the 24-25 school year include our US History teachers collaboratively planning and pacing together. Our US History teachers also participated in a Professional Learning Community focused on standards based planning and teaching, in which they met weekly to discuss and analyze alignment of tasks with US History standards.

Lowest Performance

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

Based on the 24-25 FAST Algebra I data, our proficiency was 54%. One of the contributing factor to this lower performance is that the majority of our students take Algebra I in 8th grade and perform on grade level. This means that the students who take Algebra I at GBHS as a 9th grader are students who historically have performed below proficiency on FAST Math 6-8. Students who take the Algebra I EOC at GBHS are either in an on- level Algebra I course or our remedial Algebra 1A and 1B course.

Greatest Decline

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

Based on the 24-25 State EOC Assessments for Geometry, we saw a decrease in students performing on grade level from 72% in 23-24 to 68% in 24-25. One of the contributing factors to this lower performance is an increased number of students coming into high school math from the middle

school with a lack of basic math skills. This creates a gap in their knowledge for basic math skills which can require more time spent on remedial math instruction in order to be prepared for Geometry standards. We also did not have a Geometry specific PLC, which will be put into place for the 25-26 school year.

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.

Based on the 24-25 FAST Algebra I data, our proficiency was 54%. One of the contributing factor to this lower performance is that the majority of our students take Algebra I in 8th grade and perform on grade level. This means that the students who take Algebra I at GBHS as a 9th grader are students who historically have performed below proficiency on FAST Math 6-8. Students who take the Algebra I EOC at GBHS are either in an on- level Algebra I course or our remedial Algebra 1A and 1B course.

EWS Areas of Concern

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

Math scores
Attendance

Highest Priorities

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

1. Increase Algebra I & Geometry scores, focusing on the lowest 25%.
2. Work on rigor alignment between student tasks and standards through professional development opportunities.
3. Decrease student truancy rates.
4. Increase scores for lowest 25% subgroup for ELA.

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 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.

Our two lowest tested areas for the 24-25 school year were both math- Algebra I and Geometry.

Based on 24-25 Algebra I EOC PM3 scores, overall on-grade level proficiency dropped from 57% to 54%. On-grade level proficiency on Algebra I EOC is required for graduation, causing those students who do not meet proficiency to re-test several times and receive remediation in order to graduate on time with their cohort.

Based on 24-25 Geometry EOC PM3 scores, overall on-grade level proficiency dropped from 72% to 68%. The Geometry EOC is 30% of the student's final grade and also can provide a graduation concordant score for Algebra I if needed.

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.

Gulf Breeze High will increase Algebra I EOC on-grade level student proficiency percentage by 5 percentage points from 54% in 2025 to 59% in 2026. Gulf Breeze High will increase Geometry EOC on-grade level student proficiency percentage by 5 percentage points from 68% in 2025 to 73% in 2026.

Monitoring

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

Algebra and Geometry teachers will use Progress Monitoring to assess students' proficiency throughout the year. Remediation in standards not achieved will be provided through Progress Learning and through teacher-created resources and lessons. In addition to in-class remediation opportunities, our level 1 Math students will receive intervention pull out sessions once a week with

our certified intervention teacher, Mrs. Segers.

Person responsible for monitoring outcome
Lauren Segers, Sarah Smith, Algebra & Geometry teachers

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:
Algebra & Geometry teachers will use their progress monitoring data (Progress Learning assessments) to address the instructional deficiencies of this subgroup. Teachers will use the assessment results to provide remediation to increase proficiency in our Algebra I & Geometry scores.

Rationale:
Students that scored a level 1 on Algebra I or Geometry EOC will use Progress Learning for intervention in the classroom and will be pulled for remediation once a week for focused instruction. Research has shown that Tier 2 mathematics interventions can provide promising outcomes for struggling math learners (1). Resources: (1). "Math Interventions to Improve Classroom Grades in a Secondary Math Classroom". Morgan Bolger, Northwestern College, Spring 2025.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Our Algebra I teachers and Geometry teachers will take part in a Professional Learning Committee (PLC) where they will collaborate using student data to plan instruction and assessments to reteach/ provide remediation on standards not yet met.

Rationale:
Research suggests positive school reform occurs when teachers participate in authentic PLCs, with improved student achievement as a by-product (Wilson, 2016). Wilson, A. (2016). From professional practice to practical leader: Teacher leadership in professional learning communities. International Journal of Teacher Leadership, 7(2), 45-62.

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
Progress Learning Use in Algebra I & Geometry classrooms

Person Monitoring:
Jon Watts, Sarah Smith

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Algebra I & Geometry teachers will utilize the Progress Learning platform to provide remediation and acceleration to their students. Program use will be tracked by administration.

Action Step #2
Level 1 Algebra & Geometry students will be provided remediation support through weekly intervention sessions.

Person Monitoring:
Lauren Segers, Jon Watts, Sarah Smith

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
PMPs will be used to monitor student progress as well as documentation from the interventions sessions.

Area of Focus #2

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

Instructional Practice specifically relating to Professional Learning

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.

All GBHS teachers will focus on increasing student rigor through alignment between student tasks and standards. Student tasks and assignments should be aligned with the Florida Standards and share the same taxonomy level of rigor.
This is a district focused goal, and in reflection on the rigor of GBHS' student tasks, it has been determined that this is an area of need.

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.

Professional development on student rigor alignment of tasks and standards will be presented three times during the 25-26 school year. Those three times are pre-planning (August 2025), beginning of 2nd semester (January 2026) and end of 3rd quarter (March 2026).

Monitoring

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

Implementation will be monitored through sign in sheets and provided professional development, as well as classroom walk throughs and teacher evaluations.

Person responsible for monitoring outcome
Sarah Barker, Sarah Smith, Joe Trujillo, Jon Watts

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:
Professional development will be provided to teachers three separate times during the 25-26 school year. Teacher-led PLC's may also be a way that teachers receive their professional development in this area.

Rationale:
Teachers will chose a PLC that is based on a student achievement goal and will collaborate with their PLC on a regular basis. They will be given the opportunity to reflect upon their teaching practices and student achievement. "PLCs are being used by schools and districts of all sizes and demographics to make significant impacts on student achievement." (1). Resource: (1). Evaluating Professional Learning Communities: Final Report An APQC® Education Benchmarking Project

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
Student task/standards taxonomy alignment professional development.

Person Monitoring:	**By When/Frequency:**
Sarah Barker	3 times/year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Professional development on this topic will be provided to teachers during pre-planning, and twice during 2nd semester.

Action Step #2
Teacher-led Professional Development Communities

Person Monitoring:	**By When/Frequency:**
Sarah Barker/Emily Franks	2x/month

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

One of the PLCs offered during the 25-26 school year will be on student task/standards alignment.

Area of Focus #3

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.

Based on 24-25 lowest quartile FAST ELA 9th & 10th Grade PM3 scores, learning gain proficiency dropped from 61% to 51%. This means that only 51% of our lowest quartile made a learning gain in ELA.

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.

Gulf Breeze High will increase our lowest quartile FAST ELA 9th & 10th Grade learning gains by 9 percentage points from 51% in 2025 to 60% in 2026.

Monitoring

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

This Area of Focus will be monitored for implementation through Tier 2 and Tier 3 Progress Monitoring Plans as well as school-wide Progress Monitoring assessments, which will take place in September, January, and May.

Person responsible for monitoring outcome

ELA Teachers, Administration

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:

Teaching decoding skills and specific remediation for lowest quartile students. This will occur through our tier 3 corrective reading course.

Rationale:

While most secondary reading approaches can be used with struggling readers, there is a particular category of approaches uniquely focused on the needs of students lacking key skills that should have been learned in elementary school, especially decoding. Such programs also focus on comprehension, vocabulary, and other objectives, but they are distinctively focused on identifying and remediating serious gaps in students' prior learning. Resource: Baye, A., Lake, C., Inns, A. & Slavin, R. E. (2019). Effective reading programs for secondary students. Reading Research Quarterly, 54 (2), 133-166.

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
Tier 3 Decoding Class

Person Monitoring:
Torie Fowler, Administration

By When/Frequency:
Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Dr. Fowler will be providing specific reading intervention to students lacking foundational reading skills, specifically in decoding. Action step will be monitored through classroom assessments, teacher observations, and progress monitoring assessments.

Action Step #2
Tier 2 Progress Monitoring Plans

Person Monitoring:
ELA Teachers/Administration

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Any student in the lowest quartile for ELA will be placed on a progress monitoring plan, and will receive reading intervention in their ELA class. Action step will be monitored through each student's progress monitoring plan.

IV. Positive Learning Environment

Area of Focus #1

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.

Based on 24-25 attendance data, the percent of students chronically absent was 14.38%. Chronic absences are missed school days for any reason such as excused absences, unexcused absences, as well as suspensions that can lead to being academically at-risk and unable to graduate on time with their cohort.

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.

Gulf Breeze High will decrease the percentage of chronically absent students from 14.38% in May 2025 to 13% in May 2026.

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.

Utilizing multi-tiered system of supports, a concerted effort will be made by the Gulf Breeze High School MTSS team, teachers, counselors, and support staff, to measure attendance data every month in order to identify and provide students who are exhibiting a pattern of non-attendance, interventions and guidance to decrease absenteeism.

Person responsible for monitoring outcome

Joe Trujillo

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:

MTSS members will analyze FOCUS portal attendance data to address students who are exemplifying a pattern of non-attendance for reasons such as unexcused absences, suspensions, skipping classes, late arrival and early checkouts from school. Any students trending in this manner will be afforded interventions through positive data-chats, parent conferences, truancy monitoring plans, and one-on-one meetings to discuss attendance improvement goals.

Rationale:

Research has shown that the use of data chats with students and specific discussion on goals help students to take ownership of specific goals, while working hard to reach goals if extrinsic rewards are implemented with fidelity (1). Resource: (1). Schultz, L. (2023) Using Student Data to Inspire Goal-Setting

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
Attendance Meetings/Data Chats with Students

Person Monitoring:
Joe Trujillo

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Mr. Trujillo will meet with students who have more than 5 absences in a 30-day period and discuss the importance of attendance, as well as discuss ways to remove barriers to school attendance.

Action Step #2
Parent Attendance Meetings

Person Monitoring:
Joe Trujillo

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Mr. Trujillo will meet with parents of students exhibiting a pattern of non-attendance to discuss interventions.

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 ATSIor 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.

No Answer Entered

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).

No Answer Entered

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