

Gulf County Schools

Port St. Joe High School



2021-22 Schoolwide Improvement Plan

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Port St. Joe High School

100 SHARK DR, Port St Joe, FL 32456

[no web address on file]

Demographics

Principal: Sissy Godwin

Start Date for this Principal: 8/21/2021

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | High School 7-12 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2020-21 Title I School | No |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 70% |
| 2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: C (53%) 2017-18: B (60%) 2016-17: B (56%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northwest |
| Regional Executive Director | Rachel Heide |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

This plan is pending approval by the Gulf County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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| Budget to Support Goals | 0 |

Port St. Joe High School

100 SHARK DR, Port St Joe, FL 32456

[no web address on file]

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| High School 7-12 | No | 70% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 30% |

School Grades History

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The faculty and staff of Port St. Joe High School are dedicated to providing a safe, challenging, and diverse learning environment that will enable students to become productive citizens and lifelong learners.

Provide the school's vision statement.

Port St. Joe High School will create and foster a school climate that yields the highest level of student performance, thus developing successful leaders and participants in the local and global community.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|--------------------|------------------|---|
| Godwin, Sissy | Principal | As the instructional leader of Port St. Joe High School, Principal Godwin is responsible for guiding and supporting instructional and support staff in implementing the schools vision/mission. As the school leader, she sets expectations and facilitates collaboration through faculty meetings, professional development opportunities, and classroom observations. She is responsible for participating in and approving the master schedule, teacher assignments, and student discipline. Mrs. Godwin also works closely with the school's bookkeeper in overseeing and monitoring the school's budget. Mrs. Godwin's main focus in building relationships with students and staff in an effort to create a cohesive and cooperative school environment so that students can learn and reach their full potential while attending Port St. Joe High School. |
| Smallwood, Kristal | Other | Mrs. Smallwood is our 10th Grade ELA Instructor and also teaches Reading Intervention classes. |
| Riley, Laurel | Other | As the SSDC, Mrs. Riley provides instructional support to our Social Studies teachers in the way of classroom instruction, assessment preparation, and technology implementation. Mrs. Riley also assists Principal Godwin with various tasks as it relates to rolling out information to teachers and parents. |
| Peak, Micah | School Counselor | Mrs. Peak's primary task is creating and revising the Master Schedule, as well as creating initial student schedules and making needed changes along the way. She oversees our Dual-Enrollment admissions and works closely with Gulf Coast State College to ensure that PSJHS students have maximum access to Dual-Enrollment opportunities. Mrs. Peak also supports the overall wellness of students as she works alongside of our licensed mental health counselor. She collaborates with general educators and ESE staff to ensure that student IEP/ 504 and ELL plans are followed appropriately. |
| Hynson, Darrell | | Mr. Hynson provides instructional expertise as it relates to students with disabilities. He offers insight and guidance in meeting the needs of these students through appropriate instructional techniques and accommodations/modifications. He is also a support in developing behavioral strategies and plans for students with emotional/behavioral issues. |
| McFarland, Kim | | As the MDC, Mrs. McFarland provides instructional support to our Math Department teachers in the way of classroom instruction, assessment preparation, and technology implementation. |
| Summerlin, Ashley | Dean | Mr. Summerlin serves as the Dean of Students as it pertains to student discipline, attendance, and COVID-19. He collaborates with teachers, students, parents, SRO, and Principal Godwin to ensure that Port St. Joe High School provides a safe and conducive learning environment that fosters success for every student. He also is responsible for overseeing scheduling |

| Name | Position Title | Job Duties and Responsibilities |
|---------------|----------------|--|
| | | personnel for school sponsored events, as well as overseeing our partnership with PSJES in the student mentor program. |
| Jones, Tanner | | Coach Jones oversees all athletic programs and works closely with Mrs. Godwin to ensure that school athletics are within compliance of FHSAA rules, that athletic schedules are completed in a timely manner, and that athletes are participating in a safe atmosphere. |
| Martin, Jeff | | Commander Martin oversees our NJROTC program which serves as an active member of our school and community. The NJROTC has a strong presence in the extended community and acts as ambassadors for the school in many cases. |
| Coker, Thomas | | Mr. Coker is over our Middle Grades STEM and High School Drones program. The Drones Program is fairly new to Port St. Joe High School and is another effort to assist students in obtaining career certifications that will assist them in being more employable following high school graduation. |

Demographic Information

Principal start date

Saturday 8/21/2021, Sissy Godwin

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

515

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

5

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

5

Demographic Data

Early Warning Systems

2021-22

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

| Indicator | Grade Level | | | | | | | | | | | | | Total | |
|--|-------------|---|---|---|---|---|---|---|----|----|----|-----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 80 | 97 | 83 | 100 | 91 | 64 | 515 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 29 | 14 | 25 | 16 | 15 | 127 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 8 | 13 | 5 | 2 | 34 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 5 | 3 | 3 | 2 | 18 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 28 | 24 | 29 | 20 | 11 | 124 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 27 | 13 | 20 | 8 | 8 | 90 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|----|----|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 20 | 10 | 18 | 7 | 5 | 65 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total | |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 4 | 2 | 1 | 0 | 12 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 2 | 2 | 1 | 8 |

Date this data was collected or last updated

Saturday 8/21/2021

2020-21 - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | Total | |
|---|-------------|---|---|---|---|---|---|---|----|----|-----|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 92 | 75 | 101 | 88 | 72 | 75 | 503 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 6 | 18 | 8 | 8 | 24 | 78 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 4 | 0 | 0 | 6 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 6 | 2 | 2 | 12 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 1 | 2 | 6 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 20 | 30 | 17 | 9 | 11 | 103 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 16 | 22 | 11 | 9 | 9 | 101 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|----|----|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 12 | 21 | 14 | 8 | 11 | 86 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 3 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 2 | 1 | 2 | 2 | 10 |

2020-21 - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|-------------|---|---|---|---|---|---|----|----|-----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 92 | 75 | 101 | 88 | 72 | 75 | 503 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 6 | 18 | 8 | 8 | 24 | 78 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 4 | 0 | 0 | 6 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 6 | 2 | 2 | 12 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 1 | 2 | 6 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 20 | 30 | 17 | 9 | 11 | 103 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 16 | 22 | 11 | 9 | 9 | 101 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|----|----|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 12 | 21 | 14 | 8 | 11 | 86 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 3 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 2 | 1 | 2 | 2 | 10 |

Part II: Needs Assessment/Analysis

School Data Review

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

| School Grade Component | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 53% | | 56% | 56% | | 56% |
| ELA Learning Gains | | | | 48% | | 51% | 45% | | 53% |
| ELA Lowest 25th Percentile | | | | 25% | | 42% | 28% | | 44% |
| Math Achievement | | | | 60% | | 51% | 63% | | 51% |
| Math Learning Gains | | | | 63% | | 48% | 55% | | 48% |
| Math Lowest 25th Percentile | | | | 42% | | 45% | 54% | | 45% |
| Science Achievement | | | | 46% | | 68% | 64% | | 67% |
| Social Studies Achievement | | | | 63% | | 73% | 72% | | 71% |

Grade Level Data Review - Progress Monitoring Assessments

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

ELA/Reading Write Score Reading Assessment Program Fall and Winter/FSA Reading Spring. PERT is used for those students taking courses above 10th grade ELA.

Pre- Algebra (7th & 8th Graders) Pearson Envision PM, Algebra I, and Geometry Teacher Made Standards Based PM Assessments. PERT is used for those students taking courses above Geometry.

| Grade 7 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 45% | 45% | 40% |
| | Economically Disadvantaged | NA | | |
| | Students With Disabilities | NA | | |
| | English Language Learners | NA | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | NA | NA | NA |
| | Economically Disadvantaged | NA | | |
| | Students With Disabilities | NA | | |
| | English Language Learners | NA | | |
| Civics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | NA | NA | 56% |
| | Economically Disadvantaged | NA | | |
| | Students With Disabilities | NA | | |
| | English Language Learners | NA | | |

| Grade 8 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 52% | 48% | 45% |
| | Economically Disadvantaged | NA | | |
| | Students With Disabilities | NA | | |
| | English Language Learners | NA | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 27% | 36% | 45% |
| | Economically Disadvantaged | NA | | |
| | Students With Disabilities | NA | | |
| | English Language Learners | NA | | |
| Science | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | NA | NA | 25% |
| | Economically Disadvantaged | NA | | |
| | Students With Disabilities | NA | | |
| | English Language Learners | NA | | |

| Grade 9 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 53% | 56% | 46% |
| | Economically Disadvantaged | NA | | |
| | Students With Disabilities | NA | | |
| | English Language Learners | NA | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 30% | 39% | 38% |
| | Economically Disadvantaged | NA | | |
| | Students With Disabilities | NA | | |
| | English Language Learners | NA | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | NA | NA | 65% |
| | Economically Disadvantaged | NA | | |
| | Students With Disabilities | NA | | |
| | English Language Learners | NA | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | NA | NA | NA |
| | Economically Disadvantaged | NA | | |
| | Students With Disabilities | NA | | |
| | English Language Learners | NA | | |

| Grade 10 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 48% | 48% | 41% |
| | Economically Disadvantaged | NA | | |
| | Students With Disabilities | NA | | |
| | English Language Learners | NA | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 32% | 65% | 48% |
| | Economically Disadvantaged | NA | | |
| | Students With Disabilities | NA | | |
| | English Language Learners | NA | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | NA | NA | NA |
| | Economically Disadvantaged | NA | | |
| | Students With Disabilities | NA | | |
| | English Language Learners | NA | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | NA | NA | NA |
| | Economically Disadvantaged | NA | | |
| | Students With Disabilities | NA | | |
| | English Language Learners | NA | | |

| Grade 11 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | NA | NA | 81% |
| | Economically Disadvantaged | NA | | |
| | Students With Disabilities | NA | | |
| | English Language Learners | NA | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | NA | NA | 91% |
| | Economically Disadvantaged | NA | | |
| | Students With Disabilities | NA | | |
| | English Language Learners | NA | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | NA | NA | NA |
| | Economically Disadvantaged | NA | | |
| | Students With Disabilities | NA | | |
| | English Language Learners | NA | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | NA | NA | 64% |
| | Economically Disadvantaged | NA | | |
| | Students With Disabilities | NA | | |
| | English Language Learners | NA | | |

| Grade 12 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | NA | NA | 83% |
| | Economically Disadvantaged | NA | | |
| | Students With Disabilities | NA | | |
| | English Language Learners | NA | | |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | NA | NA | 91% |
| | Economically Disadvantaged | NA | | |
| | Students With Disabilities | NA | | |
| | English Language Learners | NA | | |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Biology | All Students | NA | NA | NA |
| | Economically Disadvantaged | NA | | |
| | Students With Disabilities | NA | | |
| | English Language Learners | NA | | |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| US History | All Students | NA | NA | NA |
| | Economically Disadvantaged | NA | | |
| | Students With Disabilities | NA | | |
| | English Language Learners | NA | | |
| | | | | |

Analysis

Data Analysis

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

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

Across grade-levels, subgroups, and core content areas, were obvious downward trends particularly in Math and ELA.

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

According to Progress Monitoring Instruments and FSA 2021 Assessment Date, Math demonstrates the greatest need for improvement. FSA scores dropped from 60% proficiency in 2019 to 44% (-16) proficiency in 2021.

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

Loss of instructional time in the Spring of 2020 and poor attendance and Distance Learning due to Covid-19 in 2020-21, students missed a deal of instruction. Because Math requires sequential steps to problem solving, we believe that students who were absent or trying to distance learn missed a great deal of necessary instruction. We also lost our Algebra I teacher after the 1st semester and were unable find a replacement so we had to move our Pre-Algebra teacher to Algebra leaving us with 4 different teachers covering the 7th/8th grade pre-algebra courses.

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

While students did not demonstrate improvements in the core areas, based on FSA date from 2019 to 2021, Civics and History were the areas that appear to be least impacted, with scores dropping from 63% in 2019 to 60% in 2021.(-3).

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

We believe that these core courses, being primarily information based, did not present as many obstacles for learning to students as did Math and ELA.

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

In the 2021-22 school year we will provide in-person learning and strict attendance policies will be adhered to in order to prevent habitual absenteeism. More unified Progress Monitoring, Monthly MTSS Progress Monitoring meetings by grade-level, Intensive Reading programs, Academic Advisor Program and student recognition incentives will be implemented.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Math teachers will attend the BEST Standards training Summer '21. Teachers will participate in training with Math Coach and Data Scientist to monitor student progress and interventions.

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

Monthly Grade-Level MTSS meetings
 Academic Advisor periods each Progress Report and Report Card
 Teacher Collaboration with Reading and Math Coaches
 Quarterly Progress Monitoring for ELA and Math
 Intensive Reading Intervention Classes for Identified Students

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Port St. Joe High School students declined in the area of High Standards from 2019 to 2021 dropping from 60% to 44%. Though a -16 loss in overall percentage points, we were still at the state average, which confirms our belief that Math at the secondary is strongly impacted by the instructional modifications due to Covid-19.

Measurable Outcome: Based on the 2021-22 Math FSA Scores, Port St. Joe High School students will increase High Standards percentage by 8%, from 44% to at least 52%.

Quarterly Progress Monitoring

Monitoring: Academic Advisor Period
MTSS Monthly Grade-Level Meetings

Person responsible for monitoring outcome: Sissy Godwin (sgodwin@gulf.k12.fl.us)

Evidence-based Strategy: Tutoring
Admin./Math Coach Instructional Observations and Feedback
Small Group Instruction when needed

Rationale for Evidence-based Strategy: Tutoring will provide struggling students with a 1-on-1 opportunity to clarify information/ practice skills. Instructional Observations/Feedback will provide teachers with valuable feedback that will lead to the enhancement of instructional techniques and best practices. Small Group Instruction will provide teachers with the opportunity to reteach and reinforce specific skills and concepts.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to ELA

| | |
|---|--|
| Area of Focus | |
| Description and Rationale: | Port St. Joe High School students declined in the area of High Standards from 2019 to 2021 dropping from 53% to 43% a -16 loss in overall percentage points. |
| Measurable Outcome: | Based on the 2021-22 ELA FSA Scores, Port St. Joe High School students will increase High Standards percentage by 5%, from 43% to at least 48%. |
| Monitoring: | Quarterly Progress Monitoring Assessments Academic Advising MTSS/EWS Monthly Grade-Level meetings |
| Person responsible for monitoring outcome: | Sissy Godwin (sgodwin@gulf.k12.fl.us) |
| Evidence-based Strategy: | Intensive Reading Intervention Programs (REWARDS, iREADY) Scaffolding |
| Rationale for Evidence-based Strategy: | Small group instruction and Intensive Reading Intervention will be used to reinforce and reteach specific skills and allow for practice and feedback. Scaffolding provides students with the opportunity to break down new information and demonstrations on how to do so. |

Action Steps to Implement

No action steps were entered for this area of focus

#3. Other specifically relating to Drop Out Prevention EWS

Area of Focus Description and Rationale: 10% (49/515) of Port St. Joe High School students were identified with 2 or more EWS indicators in 2020-21 school year.

Measurable Outcome: The number of Port St. Joe High School EWS students with 2 or more indicators will decrease by 3% from 2020-21 to 2021-22.

Monitoring: Quarterly progress monitoring data, attendance and discipline records, report cards, and FSA/EOC scores will be used to monitor desired outcomes.

Person responsible for monitoring outcome: Micah Peak (mpeak@gulf.k12.fl.us)

Evidence-based Strategy: 1-on-1 Academic Advising
Small Group Tutoring
Intensive Reading Intervention Programs (REWARDS, iREADY)
Truancy Home-Visits

Rationale for Evidence-based Strategy: Small group instruction and Intensive Reading Intervention will be used to reinforce and reteach specific skills and allow for practice and feedback. Truancy Visits will provide necessary communication opportunities between parents and instructional and administrative staff.

Action Steps to Implement

No action steps were entered for this area of focus

#4. Other specifically relating to College and Career

Area of Focus Description and Rationale: From 2018-19 to 2020-21, Port St. Joe High School's Welding Program has certified 0 students.

Measurable Outcome: In 2021-22, Port St. Joe High School will certify 3 to 5 students

Monitoring: Successful Completion of Sequential Welding Modules and Assessments

Person responsible for monitoring outcome: Sissy Godwin (sgodwin@gulf.k12.fl.us)

Evidence-based Strategy: 1-on-1 Instruction
Hands-On Shop Experiences

Rationale for Evidence-based Strategy: 1-on-1 Instruction creates an environment where the teacher is able to gauge the student's progress and mastery of certain skills, as well as eliminating distraction.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

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

There is no discipline data at FLDOE site as this time for the 2020-21 school year. I can provide primary areas of concern for Port St. Joe High School:

Tobacco/Vaping-25: We have assigned teachers to do periodic sweeps of the restrooms between classes and during classes. Students caught with tobacco also receive a civil citation, 3-5 days of in-school and have to attend a tobacco course at the Gulf County Health Dept.

Excessive Tardies-45: This issue hopefully will be resolved with the installation of a new bell system and the assistance of teachers who are assigned to do a sweep of the halls between classes.

Incidents that were Physical in Nature- 25: Of these 25 incidents, most were repeat offenders. Those repeat offenders were met with this summer and signed Behavior Contracts that would place them at our Gulf Academy should they be the aggressor in a physical related incident. They are also recommended for Counseling on campus.

Class/Campus Disruption-27: We have moved our In-School Suspension back to our school campus. Students who engage in classroom or campus disruptions will be immediately removed from the classroom and place in in-school to prevent any further incident.

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Port St. Joe High School has established a positive school culture and environment through a variety of opportunities and relationships. At the helm are Administration and Instructional/Support Staff, along with our School Advisory Council (which acts as ambassadors within the community). We also have very active and supportive parental groups within each grade-level, as well as local merchants and business owners who rally around and support our school clubs, athletic programs, and academic initiatives.

We partner with sister schools for student mentoring opportunities and with Gulf Coast State College to offer certification and dual-enrollment programs to eligible students. Our active student organizations, such as Student Government, the National Honor Society, the National Art Honor Society, the Fellowship of

Christian Athletes, and the Key Club partner with groups and churches within the community to provide additional support to students from feeding teams before their games, holding fundraisers, and gathering needed student supplies throughout the year. Throughout the year, PSJHS Cheerleaders partner with SGA to host Pep Rallies, Homecoming events, and Power Puff Football which all increase school spirit and pride.

Any parent, community member, or potential enrollee can visit our school website, Instagram, or Facebook page to learn about current events as it relates to Port St. Joe High School.

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

Details included in Section A.