

Gulf County Schools

# Port St. Joe High School



## 2022-23 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: 7/20/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 7-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	70%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: B (56%) 2018-19: C (53%) 2017-18: B (60%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Gulf County School Board on 9/8/2022.

## 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](http://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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<b>Title I Requirements</b>	<b>0</b>
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## 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)	2021-22 Title I School	2021-22 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	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

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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**

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

Name	Position Title	Job Duties and Responsibilities
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.
Summerlin, Ashley	Dean	Mr. Summerlin serves as the Dean of Students as it pertains to student discipline and attendance. 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 of scheduling personnel for school sponsored events.
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.
Riley, Laurel	Teacher, K-12	As the Social Studies Department Chair, 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 vetting information and ideas before it reaches teachers and parents. She is currently serving as PSJHS new teacher mentor.
Chafin, Wendy	Teacher, K-12	Mrs. Chafin serves in our middle school science department . She teaches 7th and 8th grade science. She is also the leader of our Pals of Pets (POP's) program. This program allows middle school students to volunteer at the Port St. Joe Humane Society and assist with the care of animals.
Flowers, Fred	Teacher, K-12	Mr. Flowers teaches 11th and 12th grade English and is the Key Club sponsor. His many years of experience helps to lead and guide teachers with instruction and preparation of lessons. Through Key Club, he works with students to organize service projects in our school and community.

Name	Position Title	Job Duties and Responsibilities
Hoffman, Sharon	Other	Mrs. Hoffman, a former middle and elementary math and science teacher, is our technology facilitator and testing coordinator. She does an incredible job assisting and training teachers to implement technology into the classroom. As the testing coordinator, she works closely with administration to coordinate training and statewide assessments. Mrs. Hoffman is also our Odyssey of the Mind Sponsor.
Payne, Willie	Teacher, K-12	Mr. Payne is a civil engineer serving as our upper level high school math teacher. He teaches Algebra II, Math for College Algebra, and Math for Data and Financial Literacy. He also serves at various duty stations as needed throughout the school day.
Summerlin, Lindsay	Teacher, ESE	Mrs. Summerlin is our MTSS coordinator. She works closely with staff to ensure we are in compliance with student IEP's. She leads monthly meetings with teachers to monitor the progress of MTSS, ESE, and EWS students. Lindsay is also a mentor teacher to students.

## Demographic Information

### Principal start date

Wednesday 7/20/2022, Sissy Godwin

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

1

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

8

**Total number of teacher positions allocated to the school**

37

**Total number of students enrolled at the school**

515

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

3

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

6

### Demographic Data

## Early Warning Systems

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	80	81	91	91	95	82	520	
Attendance below 90 percent	0	0	0	0	0	0	0	26	25	34	34	41	52	212	
One or more suspensions	0	0	0	0	0	0	0	12	14	17	18	12	17	90	
Course failure in ELA	0	0	0	0	0	0	0	1	3	0	5	9	3	21	
Course failure in Math	0	0	0	0	0	0	0	1	1	0	4	4	1	11	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	23	26	17	29	31	20	146	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	19	23	9	12	18	6	87	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	12	19	17	25	30	24	127

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

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

Date this data was collected or last updated

Wednesday 7/20/2022

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	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	

**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	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	3	2	4	2	1	0	12	
Students retained two or more times	0	0	0	0	0	0	0	0	1	2	2	2	1	8	

**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	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	

**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	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	3	2	4	2	1	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	1	2	2	2	1	8

**Part II: Needs Assessment/Analysis****School Data Review**

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	53%		51%				53%		56%
ELA Learning Gains	53%						48%		51%
ELA Lowest 25th Percentile	40%						25%		42%
Math Achievement	54%		38%				60%		51%
Math Learning Gains	56%						63%		48%
Math Lowest 25th Percentile	55%						42%		45%
Science Achievement	39%		40%				46%		68%
Social Studies Achievement	71%		48%				63%		73%

**Grade Level Data Review - State Assessments**

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019	44%	45%	-1%	52%	-8%
Cohort Comparison						
08	2022					
	2019	49%	49%	0%	56%	-7%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	16%	16%	0%	54%	-38%
Cohort Comparison						
08	2022					
	2019	65%	54%	11%	46%	19%
Cohort Comparison		-16%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison						
08	2022					
	2019	0%	47%	-47%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	47%	50%	-3%	67%	-20%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	63%	67%	-4%	71%	-8%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	55%	0%	70%	-15%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	56%	3%	61%	-2%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	78%	67%	11%	57%	21%

### Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	31	47	41	36	57	54	35	61		75	
BLK	28	39	29	33	62	46	11	50			
HSP	56	60		60	50		25	58			
MUL	45	50		39	44		27	75			
WHT	58	55	48	58	57	59	47	75	66	87	49
FRL	42	47	36	40	53	56	32	63	63	72	26
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	15	26	13	24	55	56	16	32			
BLK	20	46	35	5	23	29	15	41			
HSP	42	35		39	41			67			
MUL	35	41		42	38						
WHT	48	45	30	51	54	50	51	64	70	98	43
FRL	32	34	18	30	43	45	27	48	44	97	30
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	26	39	17	25	38	47	25	39		85	36
BLK	29	29	5	27	31	17	30	10		88	36
HSP	54	60		67	62						
MUL	38	43		64	57						
WHT	60	50	26	66	71	60	50	75	55	79	63
FRL	47	43	18	54	57	39	41	57	41	72	46

### ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	

ESSA Federal Index	
Total Points Earned for the Federal Index	615
Total Components for the Federal Index	11
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	47

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### Data Analysis

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

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

The trends across grade levels, subgroups, and core content areas is an upward trend in ELA, math, and history.

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

The greatest need for improvement based for our 2022 FSA Assessment Biology. Student scores dropped from 61% to 48% proficiency-a decrease of 13%..

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

During the 2021-2022 school year, due to unforeseen circumstances, we had three teachers teach our Biology class at different times during the year. We had to cover the class with a substitute for 7 weeks before a replacement was found which was 8 weeks prior to testing. We have a teacher in that position that is committed to our school and students for the foreseeable future.

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

Using data from our state assessments our students showed the most gains in ELA, Math, and History. ELA grew from 43% to 53 %, math grew from 45% to 54%, and history grew from 59% to 71%.

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

The contributing factors for this improvement was a 100% movement to in class learning. Our system did not offer a online learning platform so our students had to be in class to learn. Another factor was the decrease of Covid cases and the elimination of quarantining students without symptoms.

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

In the 2022-2023 school year we will provide in-person learning and strict attendance/tardy that will help prevent students absenteeism. We will continue Progress Monitoring, Monthly MTSS Progress Monitoring, Intensive Reading programs, and Academic Advisor Program. We will also be participating in a rotating bell schedule to help alleviate chronic absenteeism and tardies for the same classes all year.

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

Teachers will participate in STEM, BEST Standards training, CIVICS, and Literacy training in the summer. Administration will participate in BEST Standards training and attend the annual Leadership Conference.

**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  
 Monthly Academic Advisor periods  
 Teacher Collaboration with Reading and Math Coaches  
 Quarterly Progress Monitoring for ELA and Math  
 Intensive Reading Intervention Classes for Identified Students  
 Rotating Bell Schedule  
 Cell Phone Policy Implementation  
 Inclusion of Students with Disabilities

**Areas of Focus**

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

:

**#1. Instructional Practice specifically relating to Science****Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Port St. Joe High School students declined in the area of high standards from 45% to 39%. This dramatic drop for our students science scores gave us clarity in making this a area of focus for our school.

**Measurable Outcome:**

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

PSJHS students will increase high standards in Science from 39% to 54% on the 8th Grade Science and Biology EOC combined.

**Monitoring:**

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

Monthly Academic Advisor Period  
MTSS Monthly Grade-Level Meetings  
FOCUS

**Person responsible for monitoring outcome:**

Sissy Godwin (sgodwin@gulf.k12.fl.us)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Instructional Observations and Feedback  
Small Group Instruction when needed  
Inclusion of Students with Disabilities into the General Education class  
MTSS Monthly Progress Monitoring

**Rationale for Evidence-based Strategy:**

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

Observing teachers and providing needed instructional support is critical in ensuring that teachers are delivering standards based instruction. Small, inclusive groups provide opportunity support struggling learners. Monthly Progress Monitoring helps to inform instructional interventions.

**Action Steps to Implement**

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

Classroom Walk-Throughs

MTSS/EWS Monthly Progress Monitoring Meetings

**Person Responsible**

Sissy Godwin (sgodwin@gulf.k12.fl.us)

**#2. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Port St. Joe High School students in the lowest quartile scored a 40% in the high standards percentage. This subgroup was the only group that graded in the "D" range for the 2022 FSA test.

**Measurable Outcome:**

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

Students in the lowest quartile will increase their high standards percentage from 40% to 45% to move into the "C" range by the Spring PM3.

**Monitoring:**

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

Academic Advising  
MTSS/EWS Monthly Grade-Level Meetings  
STAR Reading Progress Monitoring  
FAST Progress Monitoring

**Person responsible for monitoring outcome:**

Sissy Godwin (sgodwin@gulf.k12.fl.us)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

STAR Reading/Freckles Intervention  
Scaffolding  
Inclusion of Students with Disabilities

**Rationale for Evidence-based Strategy:**

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

Inclusive 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**

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

MTSS/EWS Monthly Progress Monitoring  
STAR Reading Progress Monitoring

**Person Responsible**

Lindsay Summerlin (lsummerlin@gulf.k12.fl.us)

**#3. Positive Culture and Environment specifically relating to Drop out Prevention****Area of Focus  
Description and  
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

24% (127/520) of Port St. Joe High School students were identified with 2 or more EWS indicators at the close of the 2021-2022 school year.

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

The number of Port St. Joe High School EWS students with 2 or more indicators will decrease from 24% to 14% from 2021-2022 to 2022-2023.

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

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

**Person responsible for monitoring outcome:**

Micah Peak (mpeak@gulf.k12.fl.us)

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

1-on-1 Academic Advising  
Small Group Tutoring  
Intensive Reading Intervention Programs (STAR Reading/Math)  
Truancy Home-Visits  
Rotating Bell Schedule

**Rationale for Evidence-based Strategy:**  
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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. The new Rotating bell schedule will help students with chronic tardies and absences not to fall so far behind in a particular class. It also will help those students who take medication for attention purposes and students who perform better at certain times of the day.

**Action Steps to Implement**

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

Collaborate with Parents, Students, and Truancy Officer to decrease habitual absenteeism  
Collaborate with Teachers to Put Behavioral Interventions in place to decrease referrals

**Person Responsible** Ashley Summerlin (asummerlin@gulf.k12.fl.us)

**#4. Instructional Practice specifically relating to Career & Technical Education****Area of Focus Description and****Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Port St. Joe High School scored 42% in the College and Career Acceleration of the 2021-22 School Grade.

**Measurable Outcome:**

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

In 2022-23, Port St. Joe High School will increase the College and Career Acceleration from 42% to 47%.

**Monitoring:**

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

Improvement of College and Career Acceleration will be monitored to by the successful completion of certifications (Welding, EKG/Phlebotomy, Gaming, Photo Shop/Illustrator, Drones, and Welding).

**Person responsible for monitoring outcome:**

Sissy Godwin (sgodwin@gulf.k12.fl.us)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

1-on-1 Instruction  
Hands-On Experiences

**Rationale for Evidence-based****Strategy:**

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

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

Support Industry Certification Instructors with required training  
Provide Industry Certification Students with needed materials and resources  
Inform and assist high schoolers with accessing dual-enrollment opportunities

**Person Responsible** Micah Peak (mpeak@gulf.k12.fl.us)

## **Positive Culture & Environment**

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

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

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.

Port St. Joe High School also ensures that students have various opportunities to explore learning outside of traditional academic courses through dual-enrollment, industry certifications (welding, EKG/Phlebotomy, gaming, Photo Shop/Illustrator, and Drones) and Florida Virtual School.

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 school culture and environment.**

Details included in Section A.