# Jay Elementary School

2020-21 Schoolwide Improvement Plan

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# Jay Elementary School

## 13833 ALABAMA ST, Jay, FL 32565

## http://www.santarosa.k12.fl.us/schools/jes/

**Demographics**

# Principal: Kelly Short

Start Date for this Principal: 6/5/2013

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-6 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2018-19 Title I School** | Yes |
| **2018-19 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 61% |
| **2018-19 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups in orange are below the federal threshold) | Economically Disadvantaged Students<br>Students With Disabilities<br>White Students |
| **School Grades History** | 2018-19: A (67%)<br><br>2017-18: A (73%)<br><br>2016-17: A (68%)<br><br>2015-16: A (63%) |
| **2019-20 School Improvement (SI) Information\*** ||
| **SI Region** | Northwest |
| **Regional Executive Director** | Jeff Sewell |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | TS&I |
| \* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here. ||

**School Board Approval**

This plan was approved by the Santa Rosa County School Board on 10/8/2020.

## 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.

# Part I: School Information

## School Mission and Vision

### Provide the school's mission statement

Jay Elementary School's mission is to prepare and motivate students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values.

### Provide the school's vision statement

Our vision at Jay Elementary School is to provide all students quality instruction while encouraging them to discover their unique purpose, to cultivate their gifts and talents, to serve others, and to develop viable, valuable, and productive citizens of the community and society.

## School Leadership Team

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

| Name | Title | Job Duties and Responsibilities |
|------|-------|--------------------------------|
| Short, Kelly | Principal | • Manage and administer the overall instructional program at the assigned school.<br>• Manage and administer the overall activities of assessing and developing the instructional program.<br>• Manage and administer the selection of textbooks, materials and equipment needed at assigned school.<br>• Manage and administer the accreditation program for the assigned school.<br>• Actively participate in the development and adoption of district assessments, textbooks and curriculum.<br>• Participate, as requested, in the development of District guides related to instruction and personnel.<br>• Participate, as requested, in the development and adoption of the District's assessment program.<br>• Manage and administer the assessment program for the school.<br>• Manage and supervise the wise use of personnel resources.<br>• Manage, supervise and evaluate personnel.<br>• Manage the implementation and administration of negotiated employee contracts at the school level.<br>• Manage and administer the development of long and short-range instructional and facility needs.<br>• Manage and administer safety and facility inspection, including supervision of buildings and grounds.<br>• Manage the maintenance functions for the school in a way that ensures maximum use of facility.<br>• Coordinate facility and support service requirements with appropriate district offices.<br>• Coordinate and supervise the transportation services at the assigned school.<br>• Manage the discipline of students on buses, including statutory provisions for suspension.<br>• Maintain a high visibility within all areas of the facility.<br>• Establish guidelines for proper student conduct and effective disciplinary procedures and policies.<br>• Manage the discipline of students on campus.<br>• Understand statutory provisions for suspension and adhere to adopted District policies.<br>• Manage and supervise the function of financial planning for the school.<br>• Preparation of the school's budget.<br>• Manage and supervise, through wise use, the financial resources of the school.<br>• Manage and administer the preparation of financial reports for the school.<br>• Manage and administer through statute and District guidelines, the school food service program.<br>• Develop and maintain positive school/community relations and act as liaison between the two.<br>• Be proactive in decisions relating to school and community |

| Name | Title | Job Duties and Responsibilities |
|---|---|---|
| | | well-being.<br>• Use effective positive interpersonal communication skills.<br>• Actively participate in the recruitment of business partnership to benefit the school community.<br>• Assign and supervise special tasks to school personnel.<br>• Assign to teachers such responsibility and authority for student control as deemed appropriate.<br>• Communicate, through staff meetings and written communications.<br>• Manage and administer the function of purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services.<br>• Adhere to state statute and District policies relating to financial accounting to ensure management of school funds.<br>• Manage and administer the function of student accounting at the school, as it pertains to funding, attendance, and the FTE process. |
| Lashley, Desha | Guidance Counselor | • Is responsible for the registration of new students and scheduling of all students.<br>• Assists students in the selection of classes and graduation options.<br>• Provides small group developmental guidance activities to all students.<br>• Provides personal/social, behavioral, and/or academic counseling to all students.<br>• Provides assistance in the screening, referral, identification and placement of students with special needs.<br>• Provides assistance to parents of all students.<br>• Provides appropriate consultation/staff development to personnel and/or parents/community as needed.<br>• Provides info and counseling in the areas of financial aid, scholarships, and employment opportunities.<br>• Organizes and conducts career and college information programs.<br>• Provides information regarding community service opportunities and enters community service hours.<br>• Provides information and counseling for Bright Futures opportunities and registration.<br>• Coordinates dual enrollment programs.<br>• Identifies and counsels potential dropouts, offering them other options.<br>• Counsels students who are experiencing attendance difficulties.<br>• Interprets test results to parents, students, and other school staff.<br>• Assists students and families in need with providing basic care through referrals to appropriate resources.<br>• Provides orientation for all incoming and new students. |

| Name | Title | Job Duties and Responsibilities |
|------|-------|--------------------------------|
| | | • Counsels students in developing peer relationships, decision-making skills, and conflict resolution.<br>• Identifies and refers students to appropriate agencies (i.e. mental health, TAPP, Lutheran Services, etc.).<br>• Continually enhances the overall guidance program through in-service opportunities.<br>• Evaluates the overall guidance program on a continuing basis.<br>• Provides assistance and information to faculty, students and parents in regard to multi-cultural education.<br>• Assists in the orientation of new faculty/staff members.<br>• Assists students and parents in scheduling teacher conferences and serves as a mediator and/or advisor.<br>• Provides input in the development of curriculum and the master schedule.<br>• Coordinates the proper maintenance, transfer, and acquisition of students' records as required.<br>• Assists in the maintenance of the automated student data system.<br>• Attends and participates in faculty meetings.<br>• Coordinates all award presentations.<br>• Coordinates all graduation activities, verifying that graduation requirements have been met.<br>• Contributes to the Integrated Service Team meetings.<br>• Establishes and maintains cooperative relations with students, faculty, staff and parents.<br>• Assumes the responsibility to maintain a valid Florida teachers' certificate.<br>• Provides own method of transportation to various locations when required.<br>• Performs other tasks and responsibilities as assigned by the principal. |
| Brosnaham, Brenda | Instructional Media | • Organizes and implements an open-concept media program which fully supports the educational goals and objectives of the school.<br>• Supports curriculum through cooperative planning and consultation with faculty and administration. Creates and facilitates an appropriate atmosphere of educational innovation and accepts leadership responsibilities for new directions in educational development.<br>• Instructs small and large groups in sequential information retrieval skills.<br>• Teaches lessons with specific objectives defined by and in cooperation with individual teachers.<br>• Provides guidance in selection, location, utilization and evaluation of print and non-print materials and in technology.<br>• Furnishes reading guidance for patrons with unique needs and encourages all patrons to adopt lifelong reading interests. |

| Name | Title | Job Duties and Responsibilities |
|---|---|---|
| | | • Maintains continuing knowledge and awareness of new technologies and how they impact the curriculum and instruction.<br>• Conducts ongoing formal and informal faculty Inservice in the field of technology.<br>• Troubleshoots malfunctioning equipment.<br>• Evaluates, selects, and orders print and non-print materials, and removes those no longer usable.<br>• Establishes circulation procedures which assure maximum availability of resources to all patrons.<br>• Initiates and directs management procedures for Media Center, including supervision of clerical routines and maintenance of all records relating to collection management.<br>• Prepares and submits all required reports for Media Center usage and activities.<br>• Formulates and administers Media Center budget.<br>• Supports professional organizations at district, state and national levels.<br>• Evaluates and restructures media program, as needed, soliciting input from total school population.<br>• Ensures professional growth through attendance at seminars, conferences, and university courses, and through extensive professional reading.<br>• Assumes the responsibility to maintain a valid Florida teacher's certificate.<br>• Performs other tasks and/or responsibilities as assigned by the principal.<br>• Provides own method of transportation to various locations when required. |
| Crate, Kimberly | Assistant Principal | • Coordinates all aspects of elementary curriculum.<br>• Coordinates faculty, year level and individual teacher's planning, as assigned.<br>• Assists teachers in interpreting and implementing the District's curriculum.<br>• Coordinates, as assigned, research related to curriculum development.<br>• Recommends curriculum adjustments to meet the special learning needs of individual children.<br>• Assists teachers in organizing classrooms for effective learning.<br>• Implements and schedules the standardized testing program when assigned.<br>• Establishes and maintains a system of school-wide textbook accountability.<br>• Schedules and plans in-service programs and prepare required reports.<br>• Works with the media specialist in adapting and improving the use of media in the school. |

| Name | Title | Job Duties and Responsibilities |
|---|---|---|
| | | • Participates in proposed and on-going curriculum development projects.<br>• Serves, at the direction of the Principal, as advisor and special consultant to probationary employees.<br>• Coordinates the grade placement and grouping of children.<br>• Assists the Principal in planning and carrying out staff and parent curriculum meetings.<br>• Serves as the administrative representative on the school's Integrated Services Team.<br>• Completes special assignments assigned by the Principal.<br>• Assumes building supervisory responsibility in the absence of the Principal.<br>• Maintains high visibility within all areas of the facility, and assist teachers in maintaining discipline.<br>• Assists in the supervision of all school activities and programs.<br>• Supervises students in order to maintain a safe and orderly environment.<br>• Assists the Principal in planning and implementing the school improvement program.<br>• Assists the Principal and other staff in maintaining a clean and safe school plant.<br>• Assists in the selection, supervision and evaluation of all school personnel.<br>• Prepares such records and reports as the Principal may assign.<br>• Performs other incidental tasks consistent with the goals and objectives of this position. |
| Hendricks, Jennifer | Instructional Coach | • Provides daily intensive reading instruction to K-5 students. Grade level will be dependent on school need.<br>• Provides information, training, and support for families and educators.<br>• Collects data/ranking sheets.<br>• Organizes and monitors intervention groups.<br>• Communicates with faculty and staff with professionalism.<br>• Exhibits strength in professionalism and communication skills.<br>• Demonstrates characteristics of an on-going learner.<br>• Serves as a reading contact between the Literacy Department and elementary schools.<br>• Works with all other professional reading and support personnel in delivery of multi-system support.<br>• Promotes family involvement in education through partnerships between schools,parents, other organizations, agencies, parent centers, and community-based family partners.<br>• Accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately. |

| Name | Title | Job Duties and Responsibilities |
|---|---|---|
| | | • Provides ongoing training and follow-up in the use of assessment tools to assist the continuous development of students.<br>• Collaborates with and coach teachers on the use of assessment data to plan instruction; analyze school literacy data and plan for future literacy needs.<br>• Assesses students using a variety of measures to determine appropriate instructional needs.<br>• Increases educators' awareness of the issues that impact family involvement for at-risk, minority, or hard-to-reach families. |

## Demographic Information

**Principal start date**
Wednesday 6/5/2013, Kelly Short

**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.*
4

**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.*
8

**Total number of teacher positions allocated to the school**
26

**Demographic Data**

| | |
|---|---|
| **2020-21 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-6 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2018-19 Title I School** | Yes |
| **2018-19 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 61% |
| **2018-19 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups in orange are below the federal threshold) | Economically Disadvantaged Students<br>Students With Disabilities<br>White Students |

| School Grades History | 2018-19: A (67%) |
| :---: | :---: |
| | 2017-18: A (73%) |
| | 2016-17: A (68%) |
| | 2015-16: A (63%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Northwest |
| **Regional Executive Director** | [Jeff Sewell](#) |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | TS&I |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#). | |

## Early Warning Systems

**Current Year**

**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 | 58 | 71 | 66 | 65 | 63 | 66 | 90 | 0 | 0 | 0 | 0 | 0 | 0 | 479 |
| Attendance below 90 percent | 0 | 14 | 20 | 19 | 8 | 14 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 89 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in ELA | 0 | 0 | 1 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Course failure in Math | 0 | 0 | 1 | 1 | 1 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 2 | 3 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 2 | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |

**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 | 2 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |

**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 | 4 | 2 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**Date this data was collected or last updated**

Tuesday 9/29/2020

### Prior Year - 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 | 70 | 69 | 66 | 68 | 79 | 86 | 75 | 0 | 0 | 0 | 0 | 0 | 0 | 513 |
| Attendance below 90 percent | 4 | 9 | 11 | 6 | 6 | 11 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 51 |
| One or more suspensions | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Course failure in ELA or Math | 0 | 1 | 3 | 9 | 15 | 13 | 16 | 10 | 0 | 0 | 0 | 0 | 0 | 67 |
| Level 1 on statewide assessment | 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 | 10 | 10 | 10 | 14 | 14 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 76 |

**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 | 2 | 7 | 3 | 9 | 8 | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 41 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

### Prior Year - 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 | 70 | 69 | 66 | 68 | 79 | 86 | 75 | 0 | 0 | 0 | 0 | 0 | 0 | 513 |
| Attendance below 90 percent | 4 | 9 | 11 | 6 | 6 | 11 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 51 |
| One or more suspensions | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Course failure in ELA or Math | 0 | 1 | 3 | 9 | 15 | 13 | 16 | 10 | 0 | 0 | 0 | 0 | 0 | 67 |
| Level 1 on statewide assessment | 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 | 10 | 10 | 10 | 14 | 14 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 76 |

**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 | 2 | 7 | 3 | 9 | 8 | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 41 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

# Part II: Needs Assessment/Analysis

**School Data**
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 | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|
| | School | District | State | School | District | State |
| ELA Achievement | 74% | 68% | 57% | 74% | 64% | 56% |
| ELA Learning Gains | 66% | 64% | 58% | 61% | 53% | 55% |
| ELA Lowest 25th Percentile | 53% | 56% | 53% | 62% | 45% | 48% |
| Math Achievement | 76% | 72% | 63% | 81% | 72% | 62% |
| Math Learning Gains | 74% | 67% | 62% | 73% | 62% | 59% |
| Math Lowest 25th Percentile | 55% | 52% | 51% | 79% | 52% | 47% |
| Science Achievement | 71% | 65% | 53% | 81% | 64% | 55% |

| **EWS Indicators as Input Earlier in the Survey** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Indicator | Grade Level (prior year reported) | | | | | | | Total |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | |
| | (0) | (0) | (0) | (0) | (0) | (0) | (0) | 0 (0) |

**Grade Level Data**
**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** |
| 03 | 2019 | 76% | 71% | 5% | 58% | 18% |
| | 2018 | 83% | 66% | 17% | 57% | 26% |
| Same Grade Comparison | | -7% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 75% | 66% | 9% | 58% | 17% |
| | 2018 | 69% | 66% | 3% | 56% | 13% |
| Same Grade Comparison | | 6% | | | | |
| Cohort Comparison | | -8% | | | | |
| 05 | 2019 | 73% | 69% | 4% | 56% | 17% |
| | 2018 | 69% | 64% | 5% | 55% | 14% |
| Same Grade Comparison | | 4% | | | | |
| Cohort Comparison | | 4% | | | | |
| 06 | 2019 | 67% | 63% | 4% | 54% | 13% |
| | 2018 | 69% | 60% | 9% | 52% | 17% |
| Same Grade Comparison | | -2% | | | | |
| Cohort Comparison | | -2% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 03 | 2019 | 67% | 71% | -4% | 62% | 5% |
| | 2018 | 79% | 73% | 6% | 62% | 17% |
| Same Grade Comparison | | -12% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 74% | 73% | 1% | 64% | 10% |
| | 2018 | 69% | 74% | -5% | 62% | 7% |
| Same Grade Comparison | | 5% | | | | |
| Cohort Comparison | | -5% | | | | |
| 05 | 2019 | 76% | 71% | 5% | 60% | 16% |
| | 2018 | 84% | 70% | 14% | 61% | 23% |
| Same Grade Comparison | | -8% | | | | |
| Cohort Comparison | | 7% | | | | |
| 06 | 2019 | 82% | 66% | 16% | 55% | 27% |
| | 2018 | 82% | 63% | 19% | 52% | 30% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | -2% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 05 | 2019 | 70% | 65% | 5% | 53% | 17% |

| SCIENCE | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** | |
| | 2018 | 79% | 66% | 13% | 55% | 24% | |
| Same Grade Comparison | -9% | | | | | | |
| Cohort Comparison | | | | | | | |

## Subgroup Data

| 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 2016-17** | **C & C Accel 2016-17** |
| SWD | 29 | 41 | 50 | 32 | 45 | 17 | | | | | |
| WHT | 73 | 65 | 53 | 75 | 73 | 55 | 72 | | | | |
| FRL | 65 | 63 | 56 | 68 | 69 | 57 | 63 | | | | |

| 2018 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 2015-16** | **C & C Accel 2015-16** |
| SWD | 54 | 44 | 36 | 54 | 62 | 73 | | | | | |
| WHT | 75 | 61 | 61 | 81 | 73 | 83 | 79 | | | | |
| FRL | 66 | 62 | 66 | 75 | 75 | 77 | 73 | | | | |

## ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | TS&I |
| OVERALL Federal Index – All Students | 67 |
| 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 | |
| Total Points Earned for the Federal Index | 469 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 100% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 36 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |

| English Language Learners | |
|---|---|
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners 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 | |
| Black/African American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| **Hispanic Students** | |
| Federal Index - Hispanic Students | |
| Hispanic Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| **Multiracial Students** | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students 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 |
| **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 | 67 |
| 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 | 63 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**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 2019 FSA data within the seven measured components, the data component with the lowest area of performance was ELA Lowest 25% (53%). Contributing factors to last year's low performance were the lack of learning gains in the following subgroups: Students with Disabilities (SWD), White students (WHT), and Free/Reduced Lunch students (FRL). Of these three subgroups, there was a decline in two of the three subgroups from the 2018 ELA to 2019 ELA FSA: WHT (-8%), FRL (-10), SWD (+14).

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

Of the seven categories that comprise the school grade, the one category with the greatest decrease from 2018 to 2019 was Math Lowest 25% (79% to 55%, -24%). One factor contributing to the decline in performance with our lowest 25% in Math was identified with performance of our SWD subgroup Learning Gains which declined from 2018 to 2019 (73% to 17%). ESE inclusion strategies were inconsistent and lacked cohesiveness in regards to planning with the general education teacher and the inclusion teacher. Overall, there was a lack of structure for Math intervention to include our ESE students as well as an unusually higher number of newer students enrolling in the intermediate and middle school grades with major deficits in Reading and Math. We have also noted the SWD students who were transitioned from the self-contained ACCESS classroom setting (alternatively assessed) to the general education/inclusion setting now measured by general education standards. These students have major gaps in foundational skills measured by FSA. We also acquired 8 new ESE students in 5th and 6th grade for the 2018-19 school year who were at least 2 years below grade level, some with multiple medical needs. Science Achievement declined 10% from 81% to 71%.

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

The component with the greatest gap when compared to the state average was the 2019 ELA Lowest 25% (53%); state average of 53%. The Math Lowest 25% (55%) was only 4% above the state average of 51%. In all areas of ELA, Math, &Science, JES scored at or above the state average. Although JES does not show a gap in data when compared to the state average, the lack of learning gains may have contributed in the following subgroups: Students with Disabilities (SWD), White students (WHT), and Free/Reduced

Lunch students (FRL). Of these three subgroups, there was a decline in two of the three subgroups from the 2018 ELA to 2019 ELA FSA: WHT (-8%), FRL (-10), SWD (+14). An additional factor relating to the Math lowest 25% was the inconsistency of Math intervention school-wide. We have also noted the SWD students who were transitioned from the self-contained ACCESS classroom setting (alternatively assessed) to the general education/inclusion setting now measured by general education standards. These students have major gaps in foundational skills measured by FSA. This trend of staffing students with severe learning disabilities with IQs in the 70's and below and expecting them to meet the rigorous standards is a challenge that all schools with a high ESE population are facing. We also acquired 8 new ESE students in 5th & 6th grade for the 2018-19 school year who were at least 2 years below grade level, some with multiple medical needs. This is especially challenging in Math.

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

Of the seven categories that comprise the school grade, the component showing the most improvement from 2018 to 2019 was FSA ELA Learning gains (61% to 66%). Additionally, FSA ELA Learning Gains Lowest 25% increased with the subgroup SWD (36% to 50%). Actions during the 2018-19 school year included focused data analysis which included identifying students below proficiency and students failing to make learning gains in the previous school year. Once identified, calculations were compiled as to the number of points students would need in order to show learning gains for the current school year which supported sound instructional decisions by teachers. STAR diagnostic data was also used to identify deficits. Intervention schedules were built into the master schedule and our most intense student needs were served by highly skilled teachers and paraprofessionals. iReady supplemental resources were used as well. Our Early Intervention program is solid in closing the gap for struggling students in reading in the primary grades which is supporting ELA gains in the intermediate grades. This structure is not in place for early Math intervention. If a Math intervention coach was added to our staffing plan, we could definitely emulate the Early Intervention Model in Math.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Based on current year EWS data, two areas of concern are students who have failed a core course in ELA or Math and students who scored a Level 1 on the 2019 Math or ELA. These two areas are directly related to the poor performance of our SWD subgroup in ELA and Math and the dynamics of the number of new students as well as transitioned ACCESS students to the general education/classroom setting and standards.

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

1. ESE Inclusion
2. ELA Instruction and Intervention/Remediation due to COVID-19
3. Math Instruction and Intervention/Remediation due to COVID-19
4. Attendance due to COVID-19
5. STEAM/E3
6. Family/Community Engagement

## Part III: Planning for Improvement

**Areas of Focus:**

| #1. Instructional Practice specifically relating to ELA | |
|---|---|
| **Area of Focus Description and Rationale:** | ELA Lowest Component: ELA Lowesst 25% (53%)<br>Contributing factors to low performance based on 2018-19's FSA scores were the lack of learning gains in the following subgroups: Students with Disabilities (SWD), White students (WHT), and Free/Reduced Lunch students (FRL). Of these three subgroups, there was a decline in two of the three subgroups from the 2018 ELA to 2019 ELA FSA: WHT (-8%), FRL (-10), SWD (+14). Due to COVID-19 and the circumstances surrounding distance learning the last nine weeks of 2019-20, the students falling into this category continue to be a major focus. |
| **Measureable Outcome:** | Jay Elementary School's goal for 2020-21 is for 62% of students in the lowest 25% in ELA will demonstrate learning gains. |
| **Person responsible for monitoring outcome:** | Kelly Short (shortk@santarosa.k12.fl.us) |
| **Evidence-based Strategy:** | *ESE Inclusion- Co-teaching/Collaborative Teaching<br>*Differentiated Small Group Instruction aligned to District approved MTSS expectations and interventions<br>*Looping model from 2nd to 3rd grade for the ESE co-teaching class and the dual certified class |
| **Rationale for Evidence-based Strategy:** | In order to meet the needs of our ESE students, we need to implement a more cohesive, collaborative approach to serving these students in the general education classroom setting. Our goal is to support inclusion classrooms where general education teachers and special education teachers work together to meet the needs of students. This type of classroom gives special education students the support they need and allows them to stay in the least restrictive environment. All students can benefit from the additional resources and supportive techniques used in an inclusion classroom to include small group instruction. We will also loop 2 of the 2nd grade ESE inclusion classes to 3rd grade to address the needs of the students in relation to the loss of instruction due to COVID-19 for the 2019-20 school year. |

## Action Steps to Implement

1. Create a master schedule to support a consistent, cohesive, and collaborative structure for all grade levels.
2. Provide training for dual certified teachers as well as all general education/inclusion teachers.
- Provide subs for county PD training and school based training for each grade level.
- Utilize county directors, coordinators, and teachers on special assignment for PD and mentoring.

- Organize family engagement events through workshops/training related to ESE practices.

3. Collaborate and participate in professional development with the District ESE Department in creating model inclusion classrooms.
- Provide subs for training and planning sessions.
-Purchase 6 Fluency materials and 95% Comprehension materials.
4. Monitor all students with IEPs through our PMP process as Tier 3 students.
- Utilize Academic Intervention Specialist (AIS) and Intervention teachers to provide Multi-Tier

Systems
of Support (MTSS) at the tier II and tier III levels.

**Person
Responsible**    Kelly Short (shortk@santarosa.k12.fl.us)

| #2. ESSA Subgroup specifically relating to Students with Disabilities | |
|---|---|
| **Area of Focus Description and Rationale:** | The decline in performance with our lowest 25% in math was obvious with the performance of our SWD subgroup Learning Gains which declined from 2018 to 2019 (73% to 17%). ESE inclusion strategies were inconsistent and lacked cohesiveness in regards to planning with the general education teacher and the inclusion teacher. Overall, there was a lack of structure for math intervention to include our ESE students. We have also noted the SWD students who were transitioned from the self-contained ACCESS classroom setting (alternatively assessed) to the general education/inclusion setting now measured by general education standards lack the foundational skills to be successful with intermediate math. |
| **Measureable Outcome:** | Jay Elementary School's goal for the 2020-21 school year is to demonstrate continuous improvement in all areas with a minimum of 62% to include all subgroups. |
| **Person responsible for monitoring outcome:** | Kelly Short (shortk@santarosa.k12.fl.us) |
| **Evidence-based Strategy:** | Explicit, systematic instruction<br><br>According to The IRIS Center Peabody College, Vanderbilt University, Nashville, TN 37203 iris@vanderbilt.edu Explicit components include:<br>-Clearly identifies the skills or concepts to be learned.<br>-Connects the new content to previous learning -Gives precise instructions.<br>-Models concepts or procedures in a step-by-step manner and includes "think alouds".<br>-Provides opportunities to practice, using the following scaffolded instruction sequence:<br>*Guided practice – Students and the teacher work problems together with gradual shift.<br>*Independent practice – Students work independently or in small groups to solve problems.<br>*Encourages the student to verbalize the strategy he is using to solve the problem and his reasons for doing so.<br>*Offers specific feedback about correct and incorrect actions, followed by time to correct errors.<br>*Checks for and promotes maintenance.<br><br>ESE Co-teaching/collaborative teaching |
| **Rationale for Evidence-based Strategy:** | The rationale for using this strategy is due to the proven positive benefits of increasing student achievement for students across multi-grade levels and with diverse groups of students, including students with disabilities (SWD students) and ELL students. SWD and ELL students are subgroups that are targeted to ensure growth at the county and school-site level. |
| **Action Steps to Implement** | |

1. JES will offer professional development for staff to deliver differentiated instruction and rigorous assessments.
-Utilize county directors, coordinators, and teachers on special assignment (TSA) for PD and

mentoring.

-Organize family engagement events through workshops/ trainings related to math.

-Purchase SAXON Math materials for interventions.

3. JES will provide teachers with supplemental instructional and technology based resources.
-Utilize data from STAR, Unify Science, Coach and iReady workbooks, and Scholastic magazines, Science,
Freckle, Renaissance, and Saxon math supplemental materials.
-Utilize math manipulatives

4. JES will plan and implement family engagement activities with resources to support academic achievement.
-See PFEP for school-based Title I parent engagement activities.
-Provide event food/refreshments and educational resources to parents and students.
5. JES will utilize allocated staffing and a time-efficient master schedule to provide maximum instructional time
and support for students.
-Utilize co-teaching classrooms.
-Pair paraprofessionals with dual-certified teachers during ELA, math, science, and intervention blocks.

**Person Responsible**    Kelly Short (shortk@santarosa.k12.fl.us)

| #3. Instructional Practice specifically relating to Math | |
|---|---|
| **Area of Focus Description and Rationale:** | The decline in performance with our lowest 25% in math was obvious with the performance of our SWD subgroup Learning Gains which declined from 2018 to 2019 (73% to 17%). ESE inclusion strategies were inconsistent and lacked cohesiveness in regards to planning with the general education teacher and the inclusion teacher. Overall, there was a lack of structure for math intervention to include our ESE students. We have also noted the SWD students who were transitioned from the self-contained ACCESS classroom setting (alternatively assessed) to the general education/inclusion setting now measured by general education standards lack the foundational skills to be successful with intermediate math. |
| **Measureable Outcome:** | Jay Elementary School's goal for the 2020-21 school year is for 62% of all SWD students in the lowest 25% in Math as measured by the 2021 FSA will demonstrate learning gains. |
| **Person responsible for monitoring outcome:** | Kelly Short (shortk@santarosa.k12.fl.us) |
| **Evidence-based Strategy:** | -ESE Inclusion/Co-teaching/Collaborative Teaching Model<br>-Explicit, Systematic Instruction<br>-SAXON Math Intervention |
| **Rationale for Evidence-based Strategy:** | 1. Explicit, systematic instruction: According to The IRIS Center Peabody College, Vanderbilt University, Nashville, TN 37203 iris@vanderbilt.edu Explicit components include:<br>-Clearly identifies the skills or concepts to be learned<br>-Connects the new content to previous learning -Gives precise instructions<br>-Models concepts or procedures in a step-by-step manner and includes "think alouds"<br>-Provides opportunities to practice, using the following scaffolded instruction sequence:<br>*Guided practice – Students and the teacher work problems together with gradual shift<br>*Independent practice – Students work independently or in small groups to solve problems.<br>*Encourages the student to verbalize the strategy<br>*Offers specific feedback about correct and incorrect responses and processes<br>3. Saxon Math : Research also suggests there is value in a teaching method that uses small, easily digestible chunks of information within its lessons (Ausubel, 1969; Brophy & Everston, 1976). Studies by Rosenshine and Stevens (1986) and Brophy and Everston (1976). |

## Action Steps to Implement

1. Create a master schedule to support a consistent, cohesive, and collaborative structure for all grade levels.

2. Provide training for teachers.
-Provide subs for county PD training and school based training.
-Utilize county directors, coordinators, and teachers on special assignment for PD and mentoring.

-Purchase instructional materials to include technology and E3 supplies.
-Purchase SAXON Math materials

3. Collaborate and participate in professional development with the District ESE Department in creating model inclusion classrooms.
-Provide subs for training and planning sessions as well as opportunities for teachers to observe and
collaborate with other teachers across the district and state.

4. JES will provide teachers with supplemental instructional and technology based resources.
-Utilize data from STAR, Unify Science, Coach and iReady workbooks, and Scholastic magazines, Science,
Freckle, Renaissance, and Saxon math
-Intervention teachers and paraprofessionals will be provided with targeted supplemental materials
-Provide computers, tablets, and other technology resources

**Person Responsible**    Kelly Short (shortk@santarosa.k12.fl.us)

| #4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups | |
|---|---|
| **Area of Focus Description and Rationale:** | Greatest Gap Component: Although JES does not show a gap in data when compared to the state average, the lack of learning gains may have contributed in the following subgroups applicable to our ELA lowest 25%: Students with Disabilities (SWD), White students (WHT), and Free/Reduced Lunch students (FRL). Of these three subgroups, there was a decline in two of the three subgroups from the 2018 ELA to 2019 ELA FSA: WHT (-8%), FRL (-10), SWD (+14). We have also noted the SWD students who were transitioned from the self-contained ACCESS classroom setting (alternatively assessed) to the general education/inclusion setting now measured by general education standards. |
| **Measureable Outcome:** | Jay Elementary School's goal is for 62% of all students in the lowest 25% who are assessed on the 2020 FSA ELA to demonstrate learning gains. |
| **Person responsible for monitoring outcome:** | Kelly Short (shortk@santarosa.k12.fl.us) |
| **Evidence-based Strategy:** | *Differentiated small group instruction using consistent school-wide data<br>*Utilization of research based, district supported intervention curriculum to include 6 Minute Fluency, 95% Comprehension, and Phonics.<br>*Systematic differentiated grouping of students and supportive intervention scheduling<br>*Rigorous, ongoing training for teachers and paraprofessionals |
| **Rationale for Evidence-based Strategy:** | Contributing factors to last year's low performance were the lack of learning gains in the following subgroups: Students with Disabilities (SWD), White students (WHT), and Free/Reduced Lunch students (FRL). Of these three subgroups, there was a decline in two of the three subgroups from the 2018 ELA to 2019 ELA FSA: WHT (-8%), FRL (-10), SWD (+14). Jay Elementary School's goal is to demonstrate continuous improvement in all areas with a minimum of 62% to include our subgroups. We will use a systematic approach to addressing learning gaps to include fluency, phonics, and comprehension strategies with District and State approved intervention curriculum. |

## Action Steps to Implement

1. Create a master schedule to support a consistent, cohesive, and collaborative structure for all grade levels.

-Provide subs for county PD trainings and school based trainings for each grade level.
-Utilize county directors, coordinators, and teachers on special assignment for PD and mentoring.
-Purchase instructional materials to include technology and multisensory manipulatives.

3. Collaborate and participate in professional development with the District ELA Department in creating rigorous ELA classroom intervention models to support District goals.
-Provide subs for trainings and planning sessions as well as opportunities for teachers to observe and
collaborate with other teachers across the district and state.

4. Monitor all students through our PMP process.

5. JES will utilize allocated staffing and a time-efficient master schedule to provide maximum instructional time.
-Utilize co-teaching classrooms
-Pair paraprofessionals with dual-certified teachers during core ELA intervention blocks.
-Utilize Academic Intervention Specialist (AIS) (1) and Intervention teachers (2)

**Person Responsible**   Kelly Short (shortk@santarosa.k12.fl.us)

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**1. ESE Inclusion (Addressed in Section IIIA)**
**2. ELA Instruction/Intervention/ Remediation (Addressed in Section IIIA)**
**3. Math Instruction/Intervention/Remediation (Addressed in Section IIIA)**
**4. Attendance**
**5. STEAM/E3**
**6. Family/Community Engagement (See part IV PFEP)**

**4. Attendance:**
**Encouraging regular school attendance is one of the most powerful ways to prepare students for success—both in school and in life. When good school attendance is a top priority, students can reach their highest potential, develop healthy life habits, avoid dangerous behavior and have a better chance of graduating from high school (source:absencesaddsup.org).**

**Goal:**
**Jay Elementary School's goal is to achieve an attendance rate of 95.45%.**
**The school takes a positive approach to encourage good school attendance.**
**Strategies include:**

**Strategies:**
**-Daily call-outs of students who are absent to ensure parent notification.**
**-Notify and encourage parents through the front office staff, call-outs, newsletters and electronic marquee, not to check-in their child late or check-out their child early due to appointments that could be arranged after school hours.**
**-Mrs. Lashley, Guidance Counselor, and Mrs. Short, Principal hold parent attendance meetings to offer support and brainstorm ideas to improve school attendance for students who have missed 10% or more of school.**
**-Quarterly attendance recognition is implemented through ITV announcements for students with perfect attendance.**
**-Check-in/check-out strategy is used with students in 4th and 5th grade who are below proficiency and have a history of habitual truancy.**

**Through the actionable steps JES takes to maintain our high attendance rate, we have the opportunity to fulfilled our vision and mission of providing a superior, relevant education to the students and families we serve.**

**Persons Responsible: Kelly Short, Principal; Desha Lashley, Assistant Principal**

**5. STEAM/E3:**
**Jay Elementary School's goal is to foster skill development, aligned with standards, to help prepare our students to succeed in a global economy. While providing our students with career based experiences, they will become masters of communication, collaboration, critical thinking, and creativity. By exposing students to real-world scenarios aligned with their interests, they will grow into productive members of society. Student engagement is critical to their academic performance, and we believe that fostering a STEAM rich environment will positively impact our students performance in all areas.**

**Goal: Every student will exposed to powerful learning experiences as we shift from a traditional learning environment to an immersive learning experience where students embrace ownership of their learning, we hope to inspire and support their future career pathways. Through these engaging experiences, we hope to increase the ELA and Math lowest 25% to the expected 62% or higher.**

**Preliminary research on successful STEM schools indicates that cultivating**

## 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 ensuring all stakeholders are involved.

Jay Elementary School's culture is very inviting and is a close community that involves, students, teachers, parents, community leaders, and all stake holders to reach the same common goal- student success!
This year, we will continue to enhance Project E3 by integrating the career pathway experiences into daily classroom instruction. This exciting initiative aims to EXCITE, ENGAGE, and provide students with STEAM EXPERIENCES that will allow them to explore future career pathways while building their soft skills. Project E3 provides all stake holders with voice and students with choice. The planning process fostered positive relationships and team building opportunities between the school and its community. Project E3 not only fulfills the school's mission and need of our students, but it is fulfilling the mission and needs of our entire Jay community. We will also focus on strategies for supporting distance learning strategies for students and families to support digital learning.

### Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.