

Santa Rosa County School District

Jay High School



2022-23 Schoolwide Improvement Plan

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Jay High School

3741 SCHOOL ST, Jay, FL 32565

<http://www.santarosa.k12.fl.us/schools/jhs/>

Demographics

Principal: Benjamin West

Start Date for this Principal: 6/4/2021

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	47%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* White Students Economically Disadvantaged Students
School Grades History	2021-22: B (54%) 2020-21: (48%) 2018-19: B (55%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
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 10/13/2022.

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.

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.

To love, educate, and prepare all students for graduation and a successful future.

Provide the school's vision statement.

Santa Rosa County District Schools provides an environment that fosters each learner's potential, equips students for academic excellence, and promotes lifelong learning.

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
West, Benjamin	Principal	<p>Duties and Responsibilities (Essential Functions):</p> <ol style="list-style-type: none"> 1) Provide training opportunities and feedback to personnel at the assigned school. 2) Manage the operation and all other activities and functions which occur at the assigned school. 3) Develop positive school/community relations and act as liaison between the school and community; communicate effectively both orally and in writing with parents, students, teachers, and the community. 4) Develop, implement, and assess the instructional programs at the assigned school and coordinate with District instructional staff in program planning. 5) Establish procedures for an accreditation program and monitoring accreditation standards at the assigned school. 6) Participate in developing the District strategic plan, District school calendar, District staffing plan and manpower plans; manage and administer school functions relating to these items. 7) Interview and select qualified personnel to be recommended for employment. 8) Conduct performance appraisals and make reappointment recommendations for school personnel. 9) Manage and administer personnel development through training, in-service and other developmental activities. 10) Implement and administer negotiated employee contracts at the school site. 11) Develop long-range and short-range facility needs at the assigned school. 12) Coordinate facility and support service requirements. 13) Coordinate plant safety and facility inspections at the assigned school. 14) Coordinate all maintenance functions at the assigned school. 15) Coordinate and supervise transportation services at the assigned school. 16) Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget, textbook budget, and school's internal accounts. 17) Establish and manage student accounting and attendance procedures at the assigned school. 18) Coordinate the school food service program at the assigned school, including the free and reduced lunch program. 19) Assign and supervise school personnel to special projects for the enhancement of the school. 20) Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment. 21) Establish procedures to be used in the event of school

Name	Position Title	Job Duties and Responsibilities
		<p>crisis and/or civil disobedience and provide leadership in the event of such happenings.</p> <p>22) Conduct staff meetings to discuss policy changes, instructional programs, potential problems, and resolution of existing problems.</p> <p>23) Communicate, through the Director of High Schools, to keep the Superintendent informed of impending problems or events of unusual nature.</p> <p>24) Participate in county-wide management meetings and other meetings appropriate for professional development.</p> <p>25) Direct the establishment of adequate property inventory records and ensure the security of school property.</p> <p>26) Coordinate the supervision of all extracurricular programs at the assigned school.</p> <p>27) Manage and supervise the school's athletic and student activity programs, including the selection of club sponsors and coaches, approve all school sponsored activities, and maintain a calendar of all school events.</p> <p>28) Serve as a member of the Superintendent's District-wide management team.</p> <p>29) Provide leadership in the school improvement process and implement the school improvement plan.</p> <p>30) Maintain visibility and accessibility on the school campus.</p> <p>31) Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>32) Use effective interpersonal communication skills.</p> <p>33) Direct the development of the master schedule and assign teachers according to identified needs.</p> <p>34) Establish the job assignments for all school site administrators and assess the school site administrator's performance.</p> <p>35) Manage the preparation and maintenance of required records and reports to insure accuracy, thoroughness, and timeliness.</p> <p>36) Assume responsibility for all official school correspondence and news releases.</p> <p>37) Perform other incidental tasks consistent with the goals and objectives of this position.</p>
<p>Jordan, Kevin</p>	<p>Assistant Principal</p>	<p>Duties and Responsibilities (Essential Functions):</p> <p>1) Act on the Principal's behalf in his/her absence.</p> <p>2) Develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal.</p> <p>3) Develop the master teaching schedule and assign teachers according to identified needs.</p> <p>4) Utilize current educational trends in the planning and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>preparation of the school instructional program.</p> <p>5) Understand and adhere to School Board policy, state statutes and federal regulations.</p> <p>6) Implement the accreditation program for the assigned school.</p> <p>7) Coordinate the selection of textbooks, material and equipment needed at the assigned school.</p> <p>8) Manage and administer the testing program for the school.</p> <p>9) Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities.</p> <p>10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions.</p> <p>11) Assume responsibility for control and direction of students related to suspensions from school, suspension from the bus and school in accordance with Board policies and statutes.</p> <p>12) Provide leadership in the event of school crisis and/or civil disobedience.</p> <p>13) Provide leadership in the school improvement process.</p> <p>14) Administer and develop teacher duty rosters for the school.</p> <p>15) Provide supervision while maintaining visibility about the campus and classroom.</p> <p>16) Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school.</p> <p>17) Interpret and enforce the District's Code for Student Conduct.</p> <p>18) Supervise all facets of the registration process, including, but not limited to, the production of the curriculum guide and related materials.</p> <p>19) Prepare or oversee the preparation and maintenance of required records and reports.</p> <p>20) Supervise and evaluate personnel as directed by the Principal.</p> <p>21) Demonstrate knowledge of and appropriate administration of the collective bargaining agreement.</p> <p>22) Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal.</p> <p>23) Develop and maintain positive school/community relations and act as a liaison between school and community.</p> <p>24) Coordinate the school food service program as it relates to the special needs of the school.</p> <p>25) Maintain adequate property inventory records, key control and security of school property.</p> <p>26) Participate in the development of long-range facility</p>

Name	Position Title	Job Duties and Responsibilities
		<p>needs at the assigned school.</p> <p>27) Coordinate plant safety and facility inspection at the school.</p> <p>28) Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility.</p> <p>29) Coordinate the transportation services at the assigned school.</p> <p>30) Participate in the function of financial planning for the school which may include assisting in the preparation of the school's budget.</p> <p>31) Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services.</p> <p>32) Supervise the function of student accounting at the school, as it pertains to funding and attendance.</p> <p>33) Manage and administer the attendance policy and procedures.</p> <p>34) Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature.</p> <p>35) Coordinate data processing activities as assigned.</p> <p>36) Provide leadership for, and supervision of, extracurricular activity programs.</p> <p>37) Participate in the administration of the school's athletic program.</p>

Lashley, Desha
 Guidance Counselor

Duties and Responsibilities (Essential Functions):

- 1) Is responsible for the registration of new students and scheduling of all students.
- 2) Assists students in the selection of classes and graduation options.
- 3) Provides small group developmental guidance activities to all students.
- 4) Provides personal/social, behavioral, and/or academic counseling to all students.
- 5) Provides assistance in the screening, referral, identification and placement of students with special needs.
- 6) Provides assistance to parents of all students.
- 7) Provides appropriate consultation and staff development to school personnel and/or parents/community as needed.
- 8) Provides information and counseling in the areas of financial aid, scholarships, and employment opportunities.
- 9) Organizes and conducts career and college information

Name	Position Title	Job Duties and Responsibilities
		<p>programs.</p> <p>10) Provides information regarding community service opportunities and enters community service hours in the computer.</p> <p>11) Provides information and counseling for Bright Futures opportunities and registration.</p> <p>12) Coordinates dual enrollment programs.</p> <p>13) Identifies and counsels' potential dropouts, offering them other options.</p> <p>14) Counsels students who are experiencing attendance difficulties.</p> <p>15) Interprets test results to parents, students, and other school staff.</p> <p>16) Assists students and families in need with providing basic care through referrals to appropriate resources.</p> <p>17) Provides orientation for all incoming and new students.</p> <p>18) Counsels students in developing peer relationships, decision-making skills, and conflict resolution (character education).</p> <p>19) Identifies and refers students as needed to appropriate agencies (i.e. mental health, TAPP, Lutheran Services, etc.).</p> <p>20) Continually enhances the overall guidance program through in-service opportunities.</p> <p>21) Evaluates the overall guidance program on a continuing basis.</p> <p>22) Provides assistance and information to faculty, students and parents in regard to multi-cultural education.</p> <p>23) Assists in the orientation of new faculty/staff members.</p> <p>24) Assists students and parents in scheduling teacher conferences and serves as a mediator and/or advisor.</p> <p>25) Provides input in the development of curriculum and the master schedule.</p> <p>26) Coordinates the proper maintenance, transfer, and acquisition of students' records as required.</p> <p>27) Assists in the maintenance of the automated student data system.</p> <p>28) Attends and participates in faculty meetings.</p> <p>29) Coordinates all award presentations.</p> <p>30) Coordinates all graduation activities, verifying that graduation requirements have been met.</p> <p>31) Contributes to the MTSS Team meetings.</p> <p>32) Establishes and maintains cooperative relations with students, faculty, staff and parents.</p> <p>33) Assumes the responsibility to maintain a valid Florida teachers' certificate.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>34) Provides own method of transportation to various locations when required.</p> <p>35) Performs other tasks and responsibilities as assigned by the principal.</p>
Hullett, Henry	Other	<p>Principle Duties and Responsibilities (Essential Functions):</p> <ol style="list-style-type: none"> 1) Assures compliance with all FHSAA rules and regulations 2) Organizes, and is responsible for, all game schedules, contracts, travel and finances 3) Works jointly with all coaches and sponsors concerned with athletic events 4) Assists, upon request, in the selection of candidates to fill coaching vacancies 5) Coordinates and schedules use of all facilities and equipment 6) Represents the school at all meetings requiring athletic representation 7) Promotes entire program through the media, finances, and an awards system 8) Coordinates athletic event activities, including but not limited to, officials, travel, maintenance, safety, tickets, workers, volunteers, band 9) Promotes public awareness of insurance opportunities and procedures 10) Works with both boys' and girls' coaches to maintain gender equity in all aspects of the school's athletic program 11) Performs other tasks and responsibilities as assigned
Raley, Duane	Other	<p>Primary Duties and Responsibilities (Essential Functions):</p> <ol style="list-style-type: none"> 1) Work cooperatively with school guidance counselor 2) Assist with registration of new students and scheduling of all students 3) Assist students in the selection of classes and graduation option plans 4) Oversee the provision of career development activities for students 5) Provide information and assistance for Bright Futures opportunities and registration 6) Provide appropriate consultation with parents on all issues related to student success 7) Provide appropriate consultation and staff development to school personnel as needed 8) Provide information and assist in the areas of career exploration and college selection, further education, college entrance exams, financial aid, scholarships, and employment opportunities 9) Organize and conduct career and college information

Name	Position Title	Job Duties and Responsibilities
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- programs
- 10) Provide information regarding community service opportunities and enter community service hours in the computer
- 11) Assist with the coordination of dual enrollment, advanced placement, and early admissions programs
- 12) Identify and mentor potential at risk students
- 13) Assist with tracking students who are experiencing attendance difficulties
- 14) Assist with the coordination of district and state-mandated assessments and assist in the interpretation of results to parents, students, and other school staff
- 15) Assist with referrals to other service providers and outside agencies
- 16) Provide or assist with orientation for all incoming and new students
- 17) Consult and collaborate with school personnel and parents in understanding and meeting the needs of students
- 18) Assist with parent/teacher conferences as requested
- 19) Maintain access to current information regarding community resources
- 20) Assist in the orientation of new faculty/staff members
- 21) Provide input in the development of curriculum and the master schedule
- 22) Participate in MTSS meetings
- 23) Participate in faculty meetings
- 24) Attend professional meetings and staff development activities
- 25) Accept responsibility for extracurricular activities as assigned
- 26) Coordinate 504 plan meetings and development as well as ensure distribution of plan to appropriate parties
- 27) Distribute Health Care Plans developed by school nurse
- 28) Establish and maintain cooperative relations with students, faculty, staff, and parents
- 29) Maintain a valid Florida teachers' certificate
- 30) Provide own method of transportation to various locations when required
- 31) Perform other tasks and responsibilities as assigned by the principal
- 32) Organize community service projects
- 33) Assist students with job applications or resume's

Demographic Information

Principal start date

Friday 6/4/2021, Benjamin West

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.*

0

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

33

Total number of students enrolled at the school

520

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

8

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

8

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	78	97	84	89	88	78	514
Attendance below 90 percent	0	0	0	0	0	0	0	10	20	26	23	23	21	123
One or more suspensions	0	0	0	0	0	0	0	1	12	18	11	13	5	60
Course failure in ELA	0	0	0	0	0	0	0	1	1	1	1	14	3	21
Course failure in Math	0	0	0	0	0	0	0	2	2	1	2	7	6	20
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	13	18	31	25	25	13	125
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	5	20	19	12	17	6	79
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	18	16	16	23	13	86

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	5	18	23	13	26	17	102

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	0	0	1	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 9/1/2022

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	87	73	74	77	75	66	452
Attendance below 90 percent	0	0	0	0	0	0	0	27	23	24	30	13	21	138
One or more suspensions	0	0	0	0	0	0	0	4	6	6	8	3	5	32
Course failure in ELA	0	0	0	0	0	0	0	0	2	2	5	5	3	17
Course failure in Math	0	0	0	0	0	0	0	1	2	3	9	3	3	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	5	7	6	20	10	6	54
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	8	6	4	16	7	0	41
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	1	6	4	13	9	3	36

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	12	13	12	22	9	7	75

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	0	0	1	0	1	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	0	1	2

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	87	73	74	77	75	66	452
Attendance below 90 percent	0	0	0	0	0	0	0	27	23	24	30	13	21	138
One or more suspensions	0	0	0	0	0	0	0	4	6	6	8	3	5	32
Course failure in ELA	0	0	0	0	0	0	0	0	2	2	5	5	3	17
Course failure in Math	0	0	0	0	0	0	0	1	2	3	9	3	3	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	5	7	6	20	10	6	54
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	8	6	4	16	7	0	41
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	1	6	4	13	9	3	36

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	12	13	12	22	9	7	75

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	0	0	1	0	1	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	0	1	2

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	51%	58%	52%	45%			52%	67%	56%
ELA Learning Gains	44%	54%	52%	36%			48%	55%	51%
ELA Lowest 25th Percentile	33%	40%	41%	27%			39%	45%	42%
Math Achievement	49%	57%	41%	45%			54%	65%	51%
Math Learning Gains	49%	49%	48%	29%			46%	49%	48%
Math Lowest 25th Percentile	42%	40%	49%	36%			32%	45%	45%
Science Achievement	62%	69%	61%	57%			54%	91%	68%
Social Studies Achievement	62%	74%	68%	70%			66%	79%	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	43%	59%	-16%	52%	-9%
Cohort Comparison						
08	2022					
	2019	48%	68%	-20%	56%	-8%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019	38%	54%	-16%	54%	-16%
Cohort Comparison						
08	2022					
	2019	53%	76%	-23%	46%	7%
Cohort Comparison		-38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison						
08	2022					
	2019	39%	62%	-23%	48%	-9%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	73%	86%	-13%	67%	6%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	75%	-22%	71%	-18%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	78%	-3%	70%	5%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	54%	73%	-19%	61%	-7%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	58%	66%	-8%	57%	1%

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	15	36	32	18	30	35	41	9			
WHT	51	45	33	49	50	43	61	62	49	98	53
FRL	40	43	35	38	46	44	53	47	13	94	29
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	8	15	18	11	32	35	25	35		100	9
HSP	50			20							
WHT	45	36	24	46	29	34	58	71	41	99	49
FRL	32	27	20	39	33	41	48	61	22	96	29
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	15	32	35	26	31	30	21	27			
WHT	52	47	38	55	47	33	53	66	53	98	63
FRL	38	41	39	43	40	32	36	60	31	100	50

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)	TS&I
OVERALL Federal Index – All Students	54

ESSA Federal Index	
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	591
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3

English Language Learners	
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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	
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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	
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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	
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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	
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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	54
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	44
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?

When comparing 2021 and 2022 data, Jay High School increased in 7 of 8 categories. In those 7 categories JHS improved by a aggregate of 55 points, or a 7.8% average increase. Those categories include: ELA Achievement (6% increase), ELA Learning Gains (8% increase), ELA Lowest 25th Percentile (6% increase), Math Achievement (4% increase), Math Learning Gains (20% increase), Math Lowest 25th Percentile (6% increase), and Science Achievement (5% increase). When comparing 2021-2022 data, the only category that decreased was Social Studies Achievement (8% decrease).

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

According to data from the 2021 - 2022 school year, students with disabilities (SWD) underachieved in Social Studies (9%), ELA (15%), Math (18%), and Science (41%) when compared to their regular education cohort group. With an overall 2021-2022 achievement score of 27% falling well below the 41% state threshold, students with disabilities (SWD) is a subgroup that demonstrates the greatest need.

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

Our Jay High School Exceptional Student Education (ESE) Department encountered a complete overhaul during the 2021-2022 school year. Our ESE Department chair left JHS early in the school year, as well as each of our ESE Inclusion teachers. Jay High School replaced those teachers during the school year, and will have each returning during the 2022-2023 school year. We feel that continuity and familiarity between ESE teachers, Inclusion teachers, and students will provide the opportunity to see great improvements within our students with disabilities (SWD) subgroup.

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

Based on comparisons between 2021 and 2022 data, learning gains in both ELA (8% increase) and Math (20% increase) were the largest areas of improvement from the 2020-2021 school year to the 2021-2022 school year.

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

Instability within the these two subject areas (ELA and Math) has led to underachieving scores. During the 2021-2022 school year we revamped our ELA Department, including hiring three new ELA teachers and repositioning existing ELA teachers into appropriate grade levels. We also hired one new Math teacher. We feel these new hires have stabilized both departments, leading to very positive student results.

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

Jay High School will be addressing accelerated learning via the MTSS process, with emphasis on skill deficits and overall student growth. We will be utilizing Freckle Math to supplement our math curriculum, as well as Savvas for our English Language Arts curriculum. At risk students will be offered small group instruction/remediation opportunities before and after school.

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.

Jay High School will provide teachers with a collaborative teaching professional development, thus addressing our need within the ESE/SWD subgroup. Jay High will be actively involved in School Leadership MTSS training during the 2022-2023 school year. This training will then be communicated to faculty and staff via MTSS/PMP professional developments opportunities.

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

Jay High School is committed to stability and continuity within the faculty and staff. Teacher recruitment and retention will be emphasized, as well as providing staff members professional learning opportunities through guided and collaborative PLCs and professional development opportunities.

Areas of Focus

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

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#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to 2021-2022 school data, Student with Disabilities (SWD) scored 27%, well below the state threshold of 41%. During the 2022-2023 school year, we will focus on closing achievement gaps and improving student performance. In order to achieve this goal, we will also need to target and focus on specific subgroups. Students with disabilities (SWD) often struggle to follow processes and formulas in math. In literacy, struggling students have difficulties understanding selected text.

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

As a result of focused and direct instruction towards Students with Disabilities (SWD), the overall proficiency for this subgroup will increase from 27% to 41% to meet the state index level.

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

We will use standards-based progress monitoring FAST data a minimum of three times per year and Progress Learning two times per year. We will also use district approved curriculum assessments for data points to drive instruction. Additionally, monthly MTSS meetings will be used to monitor progress and guide instruction.

Person responsible for monitoring outcome:

Kevin Jordan (jordanks@santarosa.k12.fl.us)

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

Teachers will design lessons to use differentiated instruction with a focus on meeting the specific needs of each learner. These lessons will be specific to various student interests and abilities, as well as diverse learning styles. Teachers will also use differentiated assessments to meet student abilities. Methods of differentiation could include instruction methods, differentiated assessments to show mastery of content, and various classroom management styles and techniques to support a learning environment conducive to all learners.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

According to Carol Ann Tomlinson's research, to differentiate instruction is to acknowledge various student backgrounds, readiness levels, languages, interests and learning profiles (Hall, 2002). Differentiated instruction sees the learning experience as social and collaborative, the responsibility of what happens in the classroom is first to the teacher, but also to the learner (Tomlinson, 2004c)

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.

1. Teachers will participate in a minimum of 5 hours of professional development specific to differentiated learning.
2. Teachers will participate in professional learning communities with a focus on developing and implementing differentiated instruction within the classroom.
3. ESE Inclusion teachers will provide opportunities for students to participate in small group pullout sessions while providing differentiated instruction during small group sessions.
4. School leadership will monitor student progress within the students with disabilities subgroup through the MTSS process, FAST/Progress Learning assessments, and data chats with teachers to verify that differentiated instruction is having a positive effect on student achievement.

Person

Responsible

Kevin Jordan (jordanks@santarosa.k12.fl.us)

#2. Transformational Leadership specifically relating to Graduation

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Jay High School Administration has reviewed state assessment data and identified 28 "at risk" seniors (35.9% of the senior class) from the 2023 class that currently have not met graduation requirements to receive a high school diploma. Twenty-four of the twenty-eight (30.7% of the senior class) are missing two graduation requirements.

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

Through remediation, small group tutoring, testing opportunities, and diligent work with these students, it is our goal that each (100%) 2023 senior at Jay High School will receive a high school diploma during the 2022-2023 school year.

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

New district generated MTSS reports have made the monitoring process efficient and precise. Students will be given various opportunities to meet graduation requirements including, but not limited to: FSA retakes for Algebra I EOC, FSA retakes for 10th grade ELA reading and writing, ACT testing, SAT testing, as well as PERT testing. Following these testing opportunities, the Jay High Administrative team will closely monitor progress and testing results to check for passing FSA and/or concordant scores. Students who fall short of required scores will continue to be given makeup testing opportunities to meet minimum requirement.

Person responsible for monitoring outcome:

Kevin Jordan (jordanks@santarosa.k12.fl.us)

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

Multi-tiered Systems of Support (MTSS) is an evidence based strategy that has shown to assist in monitoring student progress and produce increased overall student achievement. MTSS reports allow for monitoring graduation requirements including, but not limited to: GPA/Credits/Assessments/Attendance/Behavior/etc.. Additionally, Response to Intervention (RTI) is an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention and frequent progress measurement (Hattie 2012).

Rationale for Evidence-based Strategy:
Explain the

Through the MTSS/RTI process, Jay High School will monitor progress and address deficiencies in graduation requirements for 2023 seniors. Students who haven't met those requirements will be given opportunities to accelerate learning through remedial instruction. The MTSS/RTI process, along with remedial opportunities, will lead to a

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

100% graduation rate for 2023 seniors. John Hattie's research indicates an effect-size of Rtl as 1.29.

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.

1. Jay High School will monitor student progress and graduation requirements using the MTSS reports for "at risk" students.
2. Jay High School Administrative team will identify those "at risk" students in ELA and place them into an Intensive Reading class.
3. At-Risk students will be given small group and one-on-one instruction during class, using both the pull-out model and small group instruction within the classroom. Additionally, at-risk students will receive small group tutoring during elective classes.
4. Jay High School will provide peer-driven tutoring before school, as well as teacher-driven tutoring after school, to help at-risk students meet the Algebra I EOC state graduation requirement.
5. Jay High School will use monthly MTSS meetings to collect and analyze data, while developing additional interventions needed for students who haven't met graduation requirements.

Person Responsible

Kevin Jordan (jordanks@santarosa.k12.fl.us)

#3. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus
Description and Rationale: According to 2022 school data, both overall ELA achievement (51%) and Math achievement (49%) are areas of focus during the 2022-2023 school year. While 2022 learning gains for ELA and Math were outstanding (ELA 8%, Math 20%), overall achievement is an area for growth. Jay High Administration will use professional learning communities (PLCs) to address boundaries and deficiencies in Math and ELA focus areas.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: It is our goal that guided PLC practice and collaboration will increase overall achievement in both ELA and Math to 55%.
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring: We will use standards-based progress monitoring FAST data a minimum of three times per year and Progress Learning data a minimum of two times per year. State required FAST/EOC end of the year testing for all students will provide data for overall achievement. We will also use district approved curriculum assessments for data points, as well as PLC groups to monitor and analyze data, thus guiding future instruction.
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: Kevin Jordan (jordanks@santarosa.k12.fl.us)

Evidence-based Strategy: Jay High School will use collaborative teaching through Professional Learning Communities to collect and analyze data, as well as develop strategies to accelerate learning. According to the Journal of Educational Research, v109 n1 p99-110 2016, data shows that teacher-centered collaborative activities involving mathematics teaching and learning (teacher collaboration and informal communication) seem to be more effective in improving student mathematics achievement than learning activities that do not involve teacher-centered collaborative opportunities.
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Teachers who collaboratively analyze data and develop instruction based data tend to have higher student achievement and make quality learning gains. Teachers will be given opportunities to collaborate and develop instruction geared toward addressing deficiencies.
Explain the rationale for selecting this specific strategy. Professional learning communities are tools for developing cultures of success in schools all over the world. As educators, we are faced with growing demands on our time and resources. Because of this, practicality, efficiency, and flexibility are critical

Describe the resources/ criteria used for selecting this strategy. dispositions of the tools with which we choose to improve our instructional practices. Professional learning communities, or PLCs, represent a common commitment to organizational change. They are a framework for continuous evaluation and review. <https://medium.com/a-teachers-hat/professional-learning-communities-creating-cultures-of-success-aa66e5868bc9>

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.

1. Utilize bi-monthly subject-area focused PLCs in Math and ELA to gather and analyze data.
2. Attend monthly MTSS meetings with administration/guidance and teachers to address struggling Math and ELA students.
3. Provide PLC groups the opportunity to discuss and collaborate to strengthen instruction and offer valuable learning opportunities for teacher growth in both Math and ELA.
4. Math teachers will participate in district-led professional development via TEAMS 5 times during the 22-23 school year totaling 20 hours of professional development.
5. ELA department chair will attend 5 district-led professional development opportunities through Literacy Leaders. Department chair will meet with ELA teachers to share information and ideas from the professional development.

Person Responsible Kevin Jordan (jordanks@santarosa.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.

Jay High School strives to build and maintain quality relationships with all stakeholders within our school community. The school has a School Advisory Committee that includes administrators, teachers, students, parents/guardians, and community stakeholders. This committee will meet each quarter to discuss school events, current goals, and any concerns brought forth by the members. Jay High School hosts many events throughout the year where parents/guardians are invited to attend and learn about different aspects of their child's academic experience and how they can support that process. These include 7th grade orientation, Senior parent night, Awards night, among many others. Our Guidance Department regularly meets with our McKinney-Vento students and families to identify needs and provide resources. Parents, guardians, and community stakeholders are welcomed as volunteers to help with academics, athletics, extra-curricular and co-curricular activities. Parents, guardians, community stakeholders, and students can access school information through FOCUS, social media (Facebook) the school marquee, and the Jay High School website. Guidance also uses the Remind App to communicate with seniors and senior parents. Parents/guardians are encouraged to contact their child's guidance counselor to discuss graduation requirements and academic progression. Additionally, community businesses work in conjunction with school leadership

to provide necessary resources, incentives (including sponsoring JHS Students of the Month), and supports for the Jay High School students and families.

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

Jay High School encourages and supports stakeholders having a part in building a positive school culture and environment. This includes quarterly SAC meetings, in which community and parent input is encouraged and discussed with faculty and students. The Guidance Department invites and encourages college representatives to hold meetings with students throughout the school year. The Student Government Association plans schoolwide events including pep rallies, homecoming celebrations, and other community events that include clubs and athletic groups at Jay High School. Jay High Students and the Student Government Association reflect a positive school culture, participating in events both at school and in the community. Many Jay High students log countless community service hours geared toward working with community based entities. The administration at Jay High School encourages parent support and open communication through use of the school marquee, call-outs and emails, parent nights, and parent/teacher conferences when needed or requested. Parent volunteers are encouraged and utilized for all extra-curricular activities, athletic events, and community service events.