Jay High School

2021-22 Schoolwide Improvement Plan

Table of Contents

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	47%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: B (59%) 2016-17: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/5/2021.

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.](https://www.floridacims.org)

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 7-12	No	47%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	5%

School Grades History

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

School Board Approval

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Provide all students an educational and social foundation to become productive citizens.

Provide the school's vision statement.

Jay High School students will leave our institution, college and career ready, as critical problem solvers prepared to face the future.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
West, Benjamin	Principal	Duties and Responsibilities (Essential Functions): 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 crisis and/or civil disobedience and provide leadership in the event of such happenings. 22) Conduct staff meetings to discuss policy changes, instructional programs, potential problems, and resolution of existing problems. 23) Communicate, through the Director of High Schools, to keep the Superintendent informed of impending problems or events of unusual nature. 24) Participate in county-wide management meetings and other meetings appropriate for professional development. 25) Direct the establishment of adequate property inventory records and ensure the security of school property. 26) Coordinate the supervision of all extracurricular programs at the assigned school.

Name	Position Title	Job Duties and Responsibilities
		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. 28) Serve as a member of the Superintendent's District-wide management team. 29) Provide leadership in the school improvement process and implement the school improvement plan. 30) Maintain visibility and accessibility on the school campus. 31) Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. 32) Use effective interpersonal communication skills. 33) Direct the development of the master schedule and assign teachers according to identified needs. 34) Establish the job assignments for all school site administrators and assess the school site administrator's performance. 35) Manage the preparation and maintenance of required records and reports to insure accuracy, thoroughness, and timeliness. 36) Assume responsibility for all official school correspondence and news releases. 37) Perform other incidental tasks consistent with the goals and objectives of this position.
Jordan, Kevin	Assistant Principal	Duties and Responsibilities (Essential Functions): 1) Act on the Principal's behalf in his/her absence. 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. 3) Develop the master teaching schedule and assign teachers according to identified needs. 4) Utilize current educational trends in the planning and preparation of the school instructional program. 5) Understand and adhere to School Board policy, state statutes and federal regulations. 6) Implement the accreditation program for the assigned school. 7) Coordinate the selection of textbooks, material and equipment needed at the assigned school. 8) Manage and administer the testing program for the school. 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. 10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. 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. 12) Provide leadership in the event of school crisis and/or civil disobedience. 13) Provide leadership in the school improvement SIP process. 14) Administer and develop teacher duty rosters for the school.

Name	Position Title	Job Duties and Responsibilities
		15) Provide supervision while maintaining visibility about the campus and classroom.
		16) Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school.
		17) Interpret and enforce the District's Code for Student Conduct.
		18) Supervise all facets of the registration process, including, but not limited to, the production of the curriculum guide and related materials.
		19) Prepare or oversee the preparation and maintenance of required records and reports.
		20) Supervise and evaluate personnel as directed by the Principal.
		21) Demonstrate knowledge of and appropriate administration of the collective bargaining agreement.
		22) Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal.
		23) Develop and maintain positive school/community relations and act as a liaison between school and community.
		24) Coordinate the school food service program as it relates to the special needs of the school.
		25) Maintain adequate property inventory records, key control and security of school property.
		26) Participate in the development of long-range facility needs at the assigned school.
		27) Coordinate plant safety and facility inspection at the school.
		28) Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility.
		29) Coordinate the transportation services at the assigned school.
		30) Participate in the function of financial planning for the school which may include assisting in the preparation of the school's budget.
		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.
		32) Supervise the function of student accounting at the school, as it pertains to funding and attendance.
		33) Manage and administer the attendance policy and procedures.
		34) Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature.
		35) Coordinate data processing activities as assigned.
		36) Provide leadership for, and supervision of, extracurricular activity programs.
		37) Participate in the administration of the school's athletic program
Lashley, Desha	School 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

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

Name	Position Title	Job Duties and Responsibilities
		and parents. 33) Assumes the responsibility to maintain a valid Florida teachers' certificate. 34) Provides own method of transportation to various locations when required. 35) Performs other tasks and responsibilities as assigned by the principal.
Hullett, Henry	Dean	Duties and Responsibilities (Essential Functions): 1) Manages student supervision issues and enforces school behavioral expectations. 2) Must be knowledgeable of Santa Rosa County School Board Policies regarding safety and discipline, knowledgeable of the Santa Rosa County Code of Student Conduct and the School Handbook. Must enforce policies/rules both fairly and consistently. 3) Counsels students and parents concerning school and district policies. 4) Assists staff and parents in developing student behavioral expectations. 5) Assists in the planning, development and implementation of individual student behavior plans. 6) Serves as a resource to staff in dealing with classroom management issues. 7) Assists in developing/implementing programs to promote positive student behavior, multi-tiered support systems, as well as intervention/prevention strategies. 8) Coordinates alternative education placement for students. 9) Coordinates with staff and administration the development of the school's discipline plan/hierarchy. 10) Maintains and periodically reviews student discipline records. 11) Periodically reviews student attendance records and academic records. 12) Encourages and facilitates meaningful and effective parent-teacher communication; and commands respect by example in appearance, manners, behavior and language. 13) Participates in Professional Development activities that are germane to the position (SMART, 3270, Crisis Prevention Intervention (CPI)). 14) Maintains confidentiality in all issues that require their involvement. 15) Promotes the welfare of students, faculty and staff; and sets high expectations and articulates them to all stakeholders. 16) Facilitates cooperation among all stakeholders (administrators, teachers, parents, students) in the appropriate handling of student discipline issues. 17) Has the ability to function independently and make sound educational decisions. 18) Assist in the development of the school crisis plan and is an integral part of the plan. 19) Will become an active member of the school leadership team.

Demographic Information

Principal start date

Friday 6/4/2021, Benjamin West

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.*

1

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.*

2

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

455

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

1

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

1

Demographic Data

Early Warning Systems

2021-22

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

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

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	77	79	78	76	73	65	448
Attendance below 90 percent	0	0	0	0	0	0	0	8	3	6	1	8	5	31
One or more suspensions	0	0	0	0	0	0	0	6	2	5	3	7	4	27
Course failure in ELA	0	0	0	0	0	0	0	0	4	6	4	2	1	17
Course failure in Math	0	0	0	0	0	0	0	1	4	7	6	9	3	30
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	8	17	13	7	5	2	52
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	5	15	9	0	0	0	29

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

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

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	77	79	78	76	73	65	448
Attendance below 90 percent	0	0	0	0	0	0	0	8	3	6	1	8	5	31
One or more suspensions	0	0	0	0	0	0	0	6	2	5	3	7	4	27
Course failure in ELA	0	0	0	0	0	0	0	0	4	6	4	2	1	17
Course failure in Math	0	0	0	0	0	0	0	1	4	7	6	9	3	30
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	8	17	13	7	5	2	52
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	5	15	9	0	0	0	29

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				52%	67%	56%	61%	65%	56%
ELA Learning Gains				48%	55%	51%	56%	55%	53%
ELA Lowest 25th Percentile				39%	45%	42%	47%	44%	44%
Math Achievement				54%	65%	51%	56%	63%	51%
Math Learning Gains				46%	49%	48%	49%	49%	48%
Math Lowest 25th Percentile				32%	45%	45%	40%	43%	45%
Science Achievement				54%	91%	68%	59%	70%	67%
Social Studies Achievement				66%	79%	73%	64%	80%	71%

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	2021					
	2019	43%	59%	-16%	52%	-9%
Cohort Comparison						
08	2021					
	2019	48%	68%	-20%	56%	-8%
Cohort Comparison		-43%				
09	2021					
	2019	54%	65%	-11%	55%	-1%
Cohort Comparison		-48%				
10	2021					
	2019	69%	64%	5%	53%	16%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	38%	54%	-16%	54%	-16%
Cohort Comparison						
08	2021					
	2019	53%	76%	-23%	46%	7%
Cohort Comparison		-38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	39%	62%	-23%	48%	-9%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	73%	86%	-13%	67%	6%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	53%	75%	-22%	71%	-18%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	75%	78%	-3%	70%	5%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	54%	73%	-19%	61%	-7%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	58%	66%	-8%	57%	1%

Grade Level Data Review - Progress Monitoring Assessments

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

Progress monitoring tools include Renaissance STAR Reading, STAR Math, and Performance Matters/ Unify assessments. STAR is an adaptive assessment whereas Performance Matters/Unify is a static assessment. The types of assessments are reflected in the percentage rate differences between the two assessments.

Renaissance/Star Test - English Language Arts (Grades 7-10)
Renaissance/Star Test - Mathematics (Grades 7-8), Algebra I and Geometry
Performance Matters - Science (Grades 7-8), Biology, Civics, U.S. History

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	75/59%	70/56%	0
	Economically Disadvantaged	27/41%	26/39%	0
	Students With Disabilities	9/11%	8/0%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	63/76%	61/61%	0
	Economically Disadvantaged	19/47%	21/43%	0
	Students With Disabilities	5/0%	8/0%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	43%	45%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	74/73%	76/67%	0
	Economically Disadvantaged	32/59%	34/59%	0
	Students With Disabilities	6/33%	6/17%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47/68%	44/66%	0
	Economically Disadvantaged	25/64%	23/61%	0
	Students With Disabilities	6/33%	5/0%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	43%	48%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	76/50%	70/51%	0
	Economically Disadvantaged	33/42%	30/40%	0
	Students With Disabilities	14/14%	14/7%	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	Alg 37%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65/52%	63/43%	0
	Economically Disadvantaged	21/48%	19/26%	0
	Students With Disabilities	10/20%	10/0%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	Geo 33%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	42%	49%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	37%	47%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

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
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 2016-17	C & C Accel 2016-17
SWD	17	38	29	24	39	36	13	30			
WHT	61	55	45	56	50	41	58	66	58	97	65
FRL	53	57	50	46	45	41	42	54	24	93	50

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	533
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
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%	
Native American Students	
Federal Index - Native American Students	

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%	

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%	

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%	

Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

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%	

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%	

White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

According to the 2021 State Assessment data we received from the state, there is a downward trend in Learning Gains in both English Language Arts and Math, to include the lowest 25% in both subject areas. Since the lowest 25% includes Students with Disabilities, we realize that both Learning Gains and Students with Disabilities achievement rates need to be addressed.

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

Based on data from 2019 State Assessments, again lowest 25% achievement in both English Language Arts and Math are areas that need to be addressed. Additionally, progress monitoring data from 2020-2021 indicates that overall scores/achievement level from Students with Disabilities is an area that needs to be addressed: ELA 0% proficiency (Grade 7), Math 0% proficiency (Grade 7), Math 0% proficiency (Grade 8), ELA 7% proficiency (Grade 9), ELA 0% proficiency (Grade 10).

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

During the prior year under different administration, there was an overall lack of intensive classes and remediation for low achieving students. In addition, many of the students who needed remediation and intensive classes were students with disabilities. To address these issues, we are planning to increase the total number of Intensive Reading/ELA classes from one to six. Also, we are planning to address the lowest 25% at the middle school level by adding an M/J Intensive Math class.

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

Based on 2019 and 2021 state assessment data, overall Social Studies achievement increased by 4% (66%-70%). Additionally, overall Science achievement increased 3% (54%-57%).

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

During the 2019-2020 and 2020-2021 school year, there was a focus placed on reading comprehension within our Science and Social Studies departments. Our End of Course exams in these courses has been a test of not only content, but of reading comprehension skills. We have incorporated new strategies and worked with our students to promote growth in this area. This has helped to create a positive impact on test scores.

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

We will be adding more remedial and intensive classes to the 21-22 school year. We will also be addressing accelerated learning via the MTSS process, with emphasis on skill deficits. We will be utilizing Freckle Math to supplement our math curriculum, as well as Savvas for our English Language Arts curriculum.

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 will be actively involved in School Leadership MTSS training during the 2021-2022 school year. This training will then be communicated to faculty and staff via MTSS/PMP professional developments opportunities. Professional development will be provided to faculty and educational support in the area of ESE inclusion, thus addressing our ESE/SWD subgroup.

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 will use school data points from FSA/Progress Monitoring during the 2021-2022 school year and beyond to drive standards-based instruction. Continuous improvement will be a point of emphasis in the present and future. Professional development opportunities will be provided to faculty and staff to ensure areas of deficiency and achievement gaps are addressed. Jay High School is committed to providing an improved approach to MTSS, in addition to SAT/ACT test prep, CTE programs, dual enrollment, and Advanced Placement courses and opportunities.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	This year we will focus on improving student performance and closing achievement gaps. In order to do so we must not only focus on overall student achievement but also target specific subgroups. Students with disabilities struggle to understand the connect to concepts. In literacy struggling students have difficulty understanding selected text. In math, struggling students have difficulty in following processes and formulas.
Measurable Outcome:	As a result of focused instruction towards this subgroup, the overall proficiency for students with disabilities will increase to 41% to meet the state index level.
Monitoring:	We will use standards-based progress monitoring (Star/Renaissance and Focus Assessments) data a minimum of three times per year. We will also use district approved curriculum assessments for data points to drive instruction.
Person responsible for monitoring outcome:	Kevin Jordan (jordanks@santarosa.k12.fl.us)
Evidence-based Strategy:	Teachers will implement research based strategies for teaching students with disabilities. Teachers will be provided learning opportunities for strategies that have high-yield impact on this student population. Jay High will implement a collaborative teaching approach to close achievement gaps in our students with disabilities subgroup. Research shows that collaborative teaching gives teachers the opportunity to assess and differentiate instruction for students more readily, which helps to close achievement gaps. (https://www.topeducationdegrees.org/faq/what-is-collaborative-teaching/).
Rationale for Evidence-based Strategy:	The benefits of collaborative teaching include: students have the opportunity to learn from teachers with various teaching styles and perspectives, students can spend more time with teachers, thus providing more individual instruction and attention. Individualized instruction has shown to be beneficial to assist students with disabilities, thus improving student performance.

Action Steps to Implement

1. School leadership will provide job-embedded professional learning on research-based practices for teaching students with disabilities. This will include a mandatory staff professional development on collaborative teaching for new collaborative teams at JHS.
2. Additional professional development will be provided for faculty and staff regarding student with disabilities in the general education setting.
3. School leadership will monitor progress within the student with disabilities subgroups via MTSS meetings, progress monitoring assessments, and data chats.

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

#2. Other specifically relating to Lowest 25% quartile for Math and ELA	
Area of Focus Description and Rationale:	Learning gains for Math and ELA Lowest 25th percentile. School data indicates that Math and ELA Lowest 25th percentile remain our lowest areas of proficiency. Based on 2021 FSA School Report Card data, lowest 25th percentile learning gains scored 36% proficiency in Math and 27% in English Language Arts.
Measurable Outcome:	Based on 2021-2022 FSA testing, our goal is to increase lowest 25th percentile learning gains to the 41% state threshold in both Math and English Language Arts.
Monitoring:	Standards-based Progress Monitoring (Star/Renaissance and Focus Assessment) testing will be utilized a minimum of 3 times during the 2021-2022 school year. Following each assessment, MTSS team members will meet to collect and analyze data. This will assist in determining the areas of focus for the lowest 25th percentile students in Math and English Language Arts.
Person responsible for monitoring outcome:	Kevin Jordan (jordanks@santarosa.k12.fl.us)
Evidence-based Strategy:	Increased number of intensive classes in ELA/Reading (from one to six) and Math (from zero to one) to include FSA Level 1 students. These classes will focus on evidence-based strategies with the goal to increase learning gains in lowest 25th percentile.
Rationale for Evidence-based Strategy:	The intensive model has shown success in a variety of areas. This intervention will be implemented by our English Language Arts/Reading and Math teachers. One-to-one and small group instruction will increase proficiency levels in all areas as needed.

Action Steps to Implement

1. Intensive Reading/Intensive Language Arts class will use iLit software to assess, monitor, and improve student reading levels.
2. Intensive Math class will use Freckle Math to supplement the curriculum, improve basic math skills, and assess current levels to improve math achievement.
3. Administer the STAR/Renaissance assessment at least three times during the 2021-2022 school year.
4. School leadership will monitor the teacher's level of understanding and implementation through classroom observations and data chats.

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

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	At Jay High, we have a high absentee rate in comparison to other schools in the district. The low attendance rate is attributed to students who are struggling academically, social emotionally, and lack the motivation to persevere. Our attendance data overlaps with our SWD and ESE subgroups.
Measurable Outcome:	Based on 2020-2021 attendance rate of 90%, our goal is to achieve at or above 95% student attendance rate for the 2021-2022 school year. This data would include "stay at home" students who are at home due to circumstances surrounding Covid-19.
Monitoring:	As a part of the MTSS process, we will monitor attendance rates by following district policy with truancy procedures to include parental meetings and truancy intervention plans. Administration will monitor for Chronic Absenteeism (more than 10% absentee rate), to include students with five (5) unexcused absences in a thirty (30) day calendar window, and students with ten (10) unexcused absences in a ninety (90) day calendar window. Students 14-18 will be monitored for fifteen (15) unexcused absences in a ninety (90) day window. Additionally, our leadership team will provide support for families needing community resources. The truancy monitoring plan will serve as documentation for interventions assigned to students who are struggling in the area of attendance.
Person responsible for monitoring outcome:	Desha Lashley (lashleyd@santarosa.k12.fl.us)
Evidence-based Strategy:	We will use RTI/MTSS to monitor student attendance data. Weekly monitoring of the school-wide attendance report is conducted by Jay High attendance clerk and the assistant principal; parent contact via letters, phone calls, and conferences for students with attendance issues; students with 10 absences in a semester will require a Dr. note for additional absences to be excused. Students deemed "truant" will have their name reported to the DMV, and could progress as far as a petition for truancy court.
Rationale for Evidence-based Strategy:	According to the National Center for Education Statistics (https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp), the primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Vigilant monitoring of student attendance via attendance reports and parent communication has been successful in improving attendance and will be a point of emphasis at Jay High School in the 2021-2022 school year. According to the National Center for Education Statistics,

Action Steps to Implement

1. Weekly monitoring of school-wide attendance report.
2. Parent letters/conferences/phone calls to discuss attendance.
3. Discuss truant students in MTSS (Multi-Tiered Systems of Support Team) to create solutions for increased attendance.
4. Assign Truancy Intervention Plans for students struggling with attendance.
5. Require doctor's notes for student meeting absentee criteria.
6. Refer a Social Worker to the home for students who continue to struggle with attendance.
7. As a last resort file a truancy petition for those student whose attendance is not improving after multiple interventions.

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

Additional Schoolwide Improvement Priorities

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

Jay High School did not meet the criteria for the Safe Schools for Alex list. School culture and environment will also be monitored through discipline data. Administration will regularly counsel and mentor students with discipline and truancy plans to foster a positive student mindset. Additionally, Jay High Administration will be available and visible throughout the school, including extracurricular activities and community events. Action will be taken based on the data provided through the MTSS process.

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.

Jay High School strives to foster a quality relationship 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 address current goals and events of the school, 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 tours, 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, and supports for the Jay High School students and families. .

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

Jay High School High School encourages and supports stakeholders having a part in building a positive school culture and environment. This includes monthly 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. 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.