Santa Rosa County School District

Jay High School

2023-24

Schoolwide Improvement Plan (SIP)

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Jay High School

3741 SCHOOL ST, Jay, FL 32565

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

School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/12/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
West, Benjamin	Principal	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
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 an 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 process. 14) Administer and develop teacher duty rosters for the school. 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.

Name	Position Title	Job Duties and Responsibilities
		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 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

Name	Position Title	Job Duties and Responsibilities
		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 MTSS Team meetings. 32) Establishes and maintains cooperative relations with students, faculty, staff 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	Other	Principle Duties and Responsibilities (Essential Functions): 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	Primary Duties and Responsibilities (Essential Functions): 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

Name	Position Title	Job Duties and Responsibilities
		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 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

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Jay High School uses a variety of gathered information to develop a data driven school improvement plan (SIP). Student and parent surveys are conducted to help determine strengths and areas of need for the 2023-2024 school year. Teacher leaders and members of the school leadership team meet throughout the summer to review FAST, Progress Learning, and MTSS data from the 2022-2023 school

year. In a collaborative effort, focus areas are developed and strategic plans are incorporated to address specific needs for Jay High School for the 2023-2024 school year.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Administrative team meetings will be held bi-weekly to discuss School Improvement Plan progress, as well as daily and weekly calendar events that drive continuous improvement. Monthly MTSS meetings will be held to discuss at-risk students. Following Progress Monitoring windows and assessments, members of the administrative team will meet with department chairs and teacher leaders to analyze and determine areas of focus. Using progress monitoring data, interventions will be developed and implemented to address students with achievement gaps. Professional Learning Communities will be centered on addressing instructional needs and monitoring at-risk students, as well as the development of strategies for improving student achievement and proficiency rates.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	7%
2022-23 Economically Disadvantaged (FRL) Rate	47%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	10	13	23
One or more suspensions	0	0	0	0	0	0	0	8	17	25
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	6	6
Course failure in Math	0	0	0	0	0	0	0	3	9	12
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	9	17	26
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	12	6	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	16	16

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	8	15	23

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	10	20	123
One or more suspensions	0	0	0	0	0	0	0	1	12	60
Course failure in ELA	0	0	0	0	0	0	0	1	1	21
Course failure in Math	0	0	0	0	0	0	0	2	2	20
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	13	18	125
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	5	20	79
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	18	86

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	5	18	102

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	10	20	30
One or more suspensions	0	0	0	0	0	0	0	1	12	13
Course failure in ELA	0	0	0	0	0	0	0	1	1	2
Course failure in Math	0	0	0	0	0	0	0	2	2	4
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	13	18	31
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	5	20	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	18	18

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	5	18	23

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	49	55	50	51	58	51	45		
ELA Learning Gains				44			36		
ELA Lowest 25th Percentile				33			27		
Math Achievement*	49	49	38	49	41	38	45		
Math Learning Gains				49			29		
Math Lowest 25th Percentile				42			36		
Science Achievement*	46	76	64	62	57	40	57		
Social Studies Achievement*	60	73	66	62	49	48	70		
Middle School Acceleration	52			48	40	44	41		
Graduation Rate	100	91	89	98	69	61	99		
College and Career Acceleration	71	66	65	53	74	67	48		
ELP Progress		57	45						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	427
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	100

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	591
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	98

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	4	
ELL				
AMI				
ASN				
BLK				
HSP	72			
MUL	50			
PAC				
WHT	61			
FRL	52			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	3	3
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	54			
FRL	44			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	49			49			46	60	52	100	71	
SWD	15			24			4	30		55	6	
ELL												
AMI												
ASN												
BLK												
HSP	80			64							2	
MUL	50										1	
PAC												
WHT	47			49			46	60	55	71	7	
FRL	39			42			34	50	32	67	7	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	51	44	33	49	49	42	62	62	48	98	53	
SWD	15	36	32	18	30	35	41	9				
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	51	45	33	49	50	43	61	62	49	98	53	
FRL	40	43	35	38	46	44	53	47	13	94	29	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	45	36	27	45	29	36	57	70	41	99	48	
SWD	8	15	18	11	32	35	25	35		100	9	
ELL												
AMI												
ASN												
BLK												
HSP	50			20								
MUL												
PAC												
WHT	45	36	24	46	29	34	58	71	41	99	49	
FRL	32	27	20	39	33	41	48	61	22	96	29	

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	47%	55%	-8%	50%	-3%
07	2023 - Spring	57%	54%	3%	47%	10%
08	2023 - Spring	51%	56%	-5%	47%	4%
09	2023 - Spring	44%	55%	-11%	48%	-4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	51%	48%	3%	48%	3%
08	2023 - Spring	72%	76%	-4%	55%	17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	36%	58%	-22%	44%	-8%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	55%	58%	-3%	50%	5%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	33%	55%	-22%	48%	-15%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	57%	73%	-16%	63%	-6%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	71%	-18%	66%	-13%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	70%	-3%	63%	4%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to 2023 data, 8th grade Science (36%) and Geometry (33%) were the two components with the lowest proficiency rates. Due to staffing constraints, our 8th grade students were forced to take 8th grade Physical Science via Santa Rosa Virtual. While this platform worked for some students, the vast majority (64%) failed to meet proficiency. Through data analysis we have determined that our deficit in Geometry EOC scores are due to a traditionally low performing cohort group, not an instructional issue.

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

According to 2023 data, the component with the greatest decline was 8th grade Physical Science, dropping 15% from 2022 to 2023. As previously mentioned, our 8th grade students taking Physical Science via Santa Rosa Virtual scored well below the local and state level. These students as a whole were not successful using the platform.

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

According to 2023 data, Geometry had the greatest gap when compared to the state average. Jay High School students scored 15% below the state average in 2023. The 2024-2025 cohort group who took the Geometry EOC is a traditionally low performing cohort group. The same cohort group scored well below district and state proficiency on Algebra I EOC in 2022. Algebra I scores for 2022 were 14% below state proficiency and 20% below district proficiency. This cohort group also scored 9% below the district average in 10th grade ELA in 2023.

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

According to 2023 data, Algebra I EOC proficiency rates improved from 40% in 2022 to 56% in 2023, resulting in an increase of 16%. Our Jay High Math department chair, who is also our Algebra I teacher, collaborated via Professional Learning Communities (PLC's) with our Math department to address deficiencies. This resulted in a substantial increase in Algebra I scores from 2022 to 2023.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

According to 2022-2023 EWS data, 14% of middle school students (7th and 8th graders) at Jay High School fell below 90% attendance rate. As a result, course failures in ELA and Math tripled from

2021-2022 school year to the 2022-2023 school year. Additionally, almost 19% of 8th grade students enter the 9th grade with a substantial reading deficiency.

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

1. At-risk seniors
2. Improve student attendance rate
3. SWD performance
4. Instructional practice relating to benchmark-aligned standards

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

For the '2023-2024 school year, Jay High will focus on our at-risk population that includes: student attendance data, discipline data, course failures in ELA and Math, Level 1 scores in standardized assessments, and students with substantial reading deficiencies.

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

Short Term Goal: For the 2023-2024 school year, Jay High will decrease the number of at-risk students with two or more indicators in the Early Warning System by a minimum of 5% (from 23 to 21).

Long Term Goal: By the 2024-2025 school year, Jay High will decrease the number of at-risk students with two or more indicators in the Early Warning System by a minimum of 10% (from 23 to 20).

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

Jay High will hold bi-weekly administrative team meetings, as well as monthly MTSS meetings and monthly Threat Assessment meetings. Administrative team members will meet individually with at-risk students bi-weekly. Parent conferences will be held for at-risk students as needed. Professional Learning Communities will meet once per quarter with a focus on at-risk students.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

EWS (Early Warning System) is a systematic approach to using data to identify students who are at risk of not graduating on time, assign students flagged as at risk to interventions, and monitor at-risk students' response to intervention. The indicators used to flag at-risk students in the tool are chronic absence (missed 10 percent of instructional time or more), course performance (failed any course, grade point average [GPA] below 2.0), behavioral problems (suspended once or more), and an off-track indicator (failed two or more semester-long or three or more trimester-long core courses or accumulated fewer credits than required for promotion to the next grade). The EWS model is intended to help schools efficiently use data to identify at-risk students and provide targeted supports.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The EWS model provides schools with guidance to implement a seven-step process, supported by the use of an early warning data tool. The tool uses validated indicators, based on prior research, to flag students who are at risk of not graduating on time (Heppen & Therriault, 2008; Therriault, Heppen, O'Cummings,
Fryer, & Johnson, 2010) and allows schools to assign students to interventions and monitor
their progress.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Jay High will hold bi-weekly Administrative Team meetings with a focus on at-risk students and calendar items associated with continuous improvement.

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

By When: Periodically throughout the 2023-2024 school year.

Jay High Administrative team members will meet individually with at-risk students bi-weekly to discuss academic, social, and behavioral progress.

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

By When: Periodically throughout the 2023-2024 school year.

Jay High will conduct parent conferences for at-risk students as needed.

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

By When: Periodically throughout the 2023-2024 school year.

Jay High Professional Learning Communities will meet once per quarter with a focus on at-risk students.

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

By When: Periodically throughout the 2023-2024 school year.

#2. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to 2022-2023 school data, Student with Disabilities (SWD) scored a Federal Index of 27%, well below the state threshold of 41%. During the 2023-2024 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific 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).

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will utilize Progress Learning within the classroom to differentiate learning and address individual student needs and deficiencies.

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

By When: Periodically throughout the 2023-2024 school year.

Teachers will participate in professional learning communities with a focus on addressing the needs of at-risk and SWD subgroups.

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

By When: Periodically throughout the 2023-2024 school year.

ESE Inclusion teachers will provide opportunities for students to participate in small group pullout sessions while providing differentiated instruction during small group sessions.

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

By When: Periodically throughout the 2023-2024 school year.

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)

By When: Periodically throughout the 2023-2024 school year.

#3. Graduation specifically relating to Graduation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Jay High School Administration has reviewed state assessment data and identified twenty-two "at risk" seniors (27% of the senior class) from the 2024 class that currently have not met graduation requirements to receive a high school diploma. Thirteen of the twenty-two (16% 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 pull-out and tutoring, intensive Math and ELA classes, testing opportunities, and diligent work with these students, it is our goal that each (100%) 2024 senior at Jay High School will receive a high school diploma during the 2023-2024 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:

Benjamin West (westb@santarosa.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific strategy.

Through the MTSS/RTI process, Jay High School will monitor progress and address deficiencies in graduation requirements for 2024 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 100% graduation rate for 2024 seniors. John Hattie's research indicates an effect-size of RtI as 1.29.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Jay High School will monitor student progress and graduation requirements using the MTSS reports for "at risk" students.

Person Responsible: Benjamin West (westb@santarosa.k12.fl.us)

By When: Periodically throughout the 2023-2024 school year.

Jay High School Administrative team will identify those "at risk" students in ELA and place them into an Intensive Reading class.

Person Responsible: Benjamin West (westb@santarosa.k12.fl.us)

By When: Periodically throughout the 2023-2024 school year.

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.

Person Responsible: Benjamin West (westb@santarosa.k12.fl.us)

By When: Periodically throughout the 2023-2024 school year.

Jay High School will develop an "intensive math" class for senior students who have not met the Algebra I EOC graduation requirement.

Person Responsible: Benjamin West (westb@santarosa.k12.fl.us)

By When: Periodically throughout the 2023-2024 school year.

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: Benjamin West (westb@santarosa.k12.fl.us)

By When: Periodically throughout the 2023-2024 school year.

Jay High School will conduct quarterly Professional Learning Community meetings with a specific focus on at-risk students.

Person Responsible: Benjamin West (westb@santarosa.k12.fl.us)

By When: Periodically throughout the 2023-2024 school year.

#4. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

2022-2023 Spring state assessment data results demonstrated the following proficiency percentages: 9th grade ELA-45%, Geometry EOC-33%, and 8th grade Science-36%. Additionally, classroom walkthrough data reflected 55% of teachers effectively aligned instruction to benchmarks. Benchmark-aligned instruction is a process for planning, delivering, monitoring, and improving expectations clearly defined in academic content standards which provide the basis for content in instruction and assessment. Increased exposure to explicit, benchmark-aligned instruction will improve learning outcomes for all students. Additionally, Jay High administration will be monitoring all classrooms for standards-aligned rubrics posted during walkthroughs and classroom observations. Student-led teams and instruction will be an area of focus in the classroom for Jay High during the 2023-2024 school year.

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

Short Term: Walkthrough data for the 2023-2024 school year will increase to 65% at mid-year and 75% at the EOY in the area of teachers delivering explicit benchmark-aligned instruction. FAST data will reflect a minimum of 55% of students proficient in all content areas by the end of the year.

Long Term: Walkthrough data for the 2024-2025 school year will increase to 85% at mid-year and 100% at the EOY in the area of teachers delivering explicit benchmark-aligned instruction. FAST data will reflect a minimum of 62% of students proficient in all content areas by the end of the year.

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

The school leadership team will review classroom data bi-weekly to provide support and feedback to teachers. Bi-quarterly department meetings will be held to support the development of explicit, intentional instruction that is aligned. The school leadership team will walk classrooms in all grade levels bi-weekly to monitor the delivery of instruction. The leadership team will meet bi-weekly to review trends and adjust as needed.

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In order to increase benchmark-aligned instruction in classrooms, we will effectively implement the Marzano Focused Teacher Evaluation Model framework with "provides a methodology to support teacher growth as teachers make instructional shifts necessary to support students in rigorous, standards-based classrooms" (1). The model draws upon data from field research and validation studies, coupled with findings from the extant literature on rigorous, standards-based instruction (2).

(1) https://www.marzanocenter.com/wp-content/uploads/sites/4/2018/10/MC06-14-FTEM-White-Paper-1-16-18-Digital-4.pdf
(2) https://www.marzanocenter.com/wp content/uploads/sites/4/2019/04/FTEM_Updated_Michigan_08312017.pdf

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Explicit, standards-aligned instruction ensures students have the opportunity to access the targeted grade level expectations. The Marzano Focused Teacher Evaluation Model is supported by wide research and demonstrates significantly increased student growth scores (1). The model is comprised of four domains directly tied to student achievement, two, Standards-Based Planning and Standards-Based Instruction, explicitly align to the Area of Focus.

(1) https://www.marzanocenter.com/wp content/uploads/sites/4/2019/04/
FTEM_Updated_Michigan_08312017.pdf

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Departments chairs, along with Jay High administration, will facilitate department-level planning and provide support on how to develop benchmark-aligned lessons.

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

By When: Periodically throughout the 2023-2024 school year.

The leadership team will meet to review trends in observation data, classroom walkthrough data, and feedback from classroom teachers to adjust as needed.

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

By When: Periodically throughout the 2023-2024 school year.

Following progress monitoring windows (PM1 and PM2), Professional Learning Communities will meet to discuss and analyze PM data to determine strengths and areas of need/concern.

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

By When: Periodically throughout the 2023-2024 school year.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Jay High School has been identified as TSI school. The school is not a Title I school. School improvement funding is reviewed quarterly with the School Advisory Council, administration, and the bookkeeper to ensure resources are allocated based on needs. Financial and instructional resources to meet the needs include: per pupil expenditures, early intervention, teacher quality, instructional time, facilities, course content, and instructional support personnel. FAST progress monitoring data is reviewed after PM1, PM2, and PM3 with the SAC to track the effectiveness of these resources. Administration meets monthly with the school's Leadership Team to review progress monitoring data and gather staff input on resource implementation and needs.