

Santa Rosa County School District

Jay High School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	12
Planning for Improvement	17
Positive Culture & Environment	21
Budget to Support Goals	0

Jay High School

3741 SCHOOL ST, Jay, FL 32565

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

Demographics

Principal: Stephen Knowlton

Start Date for this Principal: 8/19/2016

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
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: B (55%) 2017-18: B (59%) 2016-17: B (57%) 2015-16: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Santa Rosa County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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	Title	Job Duties and Responsibilities
Knowlton, Stephen	Principal	<p>As the principal of Jay High School, Mr. Knowlton is the primary educational leader on campus. As part of this process, he leads professional development and shares professional development opportunities with staff. As part of this role, Mr. Knowlton performs classroom observations to see that classroom instruction is standards-based and rooted in best instructional practices. He monitors benchmark data and shares data with all stakeholders. Routinely, Mr. Knowlton shares with stakeholders the progress of students and the strategies being implemented to improve student performance. He seeks input from SAC in creating goals for growth and areas of focus for improvement. Principal Knowlton is also responsible for the safety of students and staff while on campus. In serving this role, he facilitates safety training on campus and ensures that state and district safety requirements are met. As part of creating a safe environment, Mr. Knowlton works to foster positive relationships among students, between students and staff, and among staff members. In addition to safety and academic performance, Mr. Knowlton monitors student discipline to ensure that student's have the best environment possible for learning and that consequences are applied equitably and fairly with the goal of promoting positive behavior on campus and in the community.</p>
Underwood, Wes	Assistant Principal	<p>As Assistant Principal, Wesley Underwood is tasked with being an instructional leader on campus. He shares with faculty and staff professional development opportunities and leads professional development when appropriate. Mr. Underwood monitors benchmark data and works with teachers to implement instructional strategies founded in best practice. He is charged with seeking input from SAC and other stakeholders in the creation of the School Improvement Plan and reports progress to these groups regularly. In addition to being an instructional leader, Mr. Underwood is also responsible for safety on campus including overseeing facilities maintenance requests, teacher safety training, and student safety education. Assistant Principal Underwood also conducts discipline investigations while ensuring that students are provided with due process as part of the discipline process. Mr. Underwood develops strong relationships with students and staff as part of the pursuit of student success. Mr. Underwood works to ensure the technology of Jay High School is maintained and continues to function properly.</p>
Walden, Tiffany	Guidance Counselor	<p>Primary duties and responsibilities of a certified school counselor include but are not limited to: *Develop counseling services and establish priorities through short and long range plans based on developmental needs of</p>

Name	Title	Job Duties and Responsibilities
		<p>students, needs assessments, and school, district, and state priorities.</p> <ul style="list-style-type: none"> *Communicate goals and services of the counseling programs to school administration, staff, students, parents, and community. *Review, evaluate, and select a variety of materials to support a well-balanced counseling program. *Establish, implement, coordinate, and monitor effective school-wide counseling services and activities. *Establish and follow procedures for appropriate intervention in accordance with school, district, state, and district guidelines. *Coordinate the proper maintenance, transfer, and acquisition of students' records as required by Santa Rosa *Use technology resources effectively and assist in the maintenance of the automated student data systems. *Provide input in the development of curriculum and the master schedule. *Assist in the orientation of new faculty/staff members as needed. *Assist in the management and dissemination of the Emergency Health Care Plans to all appropriate school personnel. *Coordinates and assist with the 6th grade students transition to 7th grade/high school. *Coordinate and/or assist with award presentations. *Provide assistance in the screening, referral, identification, and placement of students with special needs. *Assess students using the Multi Tier Support System (MTSS—formerly known as RTI) and provide assistance. *Monitor the 504 Plan process, including involving parents and school personnel, creating Plans, and maintaining compliance. *Coordinate, train, and administer a variety of standardized tests, maintain security, and interpret test results to parents, students, and school staff. *Provide personal/social, behavioral, career, and academic counseling activities including individual and/or group as needed to promote student success. *Recognize the special needs of individuals and families and make appropriate recommendations including appropriate referrals. *Recognize the overt indicators of student distress or abuse and take stipulated intervention, referral, or reporting action. *Provide crisis intervention including follow-up services as appropriate. *Provide intervention for at-risk students and those with special learning and behavioral needs including making appropriate plans and referrals, e.g. attendance and truancy intervention plans. *Assist in the registration and scheduling of students. *Assist students in their transition to and from feeder schools

Name	Title	Job Duties and Responsibilities
		<p>and out of district schools.</p> <ul style="list-style-type: none"> *Consult effectively with students, parents, teachers, and other school staff to assist students toward success, providing a supportive and confidential atmosphere. *Serve as advocate for students. *Collaborate with other professionals regarding student records and information. *Provide information and/or in-service for teachers, administrators, and other school staff. *Identify student/school issues; facilitate and follow established procedures. *Attend and participate in faculty meetings as required. *Review student records and other indicators as deemed appropriate by the district guidelines to evaluate student needs. *Monitor the students' growth through the MTSS process and provide assistance when needed.
<p>Youngblood, Lance</p> <p>Teacher, K-12</p>		<p>Primary duties and responsibilities of our Athletic Director include but are not limited to:</p> <ul style="list-style-type: none"> *Works to oversee all athletic programs and coaches; *Financial responsibilities - ticket sales and fundraising for all programs; *Responsible for all game and officials' contracts; *Works to maintain a Jay High School Emergency Action Plan; *Secures buses for athletic program; *Communicates with athletes and students; *Communicates with teachers as to athletes' grades and behavior; *Works with FHSAA to follow State guidelines; *Creates guidelines for games and practices; *Works with the JHS Principal Mr. Knowlton, to evaluate all coaches; *Works to maintain a safe playing area on the fields and in the gym.
<p>Rowell, Lana</p> <p>Instructional Media</p>		<p>Primary duties and responsibilities of our Media Specialist and SGA Sponsor include but are not limited to:</p> <ul style="list-style-type: none"> *Works collaboratively with school administration and staff to develop a library program that supports the curriculum; *Provides instructional leadership for the teaching of literacy skills; *Develops and maintains a media center collection rich in both print and non-print materials; *Manages the media center as a flexible, multi-task learning environment; *Teaches TV production and leadership courses throughout the day; *Maintains ITV scroll, ITV production, marquee media updates,

Name	Title	Job Duties and Responsibilities
		collaborates with SODEXO for cafeteria news, collaborates with clubs and organizations with venue, technology, and ITV announcements; *Sponsors the Student Government Association - organizes club meetings, district meetings, and state meetings; manages Homecoming activities, dances, city parade planning, Veterans' Day events, Jay Pro Rodeo, Class Elections, Teacher Appreciation Week, and other SGA sponsored events; *Member of school Homecoming committee & permanent Junior class sponsor.
Rowell, Rhett	Dean	*Student discipline *Assist in truancy monitoring *Assist with providing a "Growth Mindset" culture when counseling with students

Demographic Information

Principal start date

Friday 8/19/2016, Stephen Knowlton

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

32

Demographic Data

2020-21 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
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%

2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students Students With Disabilities White Students
School Grades History	2018-19: B (55%) 2017-18: B (59%) 2016-17: B (57%) 2015-16: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

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

Date this data was collected or last updated

Monday 9/28/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	85	79	85	69	73	75	466
Attendance below 90 percent	0	0	0	0	0	0	0	1	2	3	3	3	6	18
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	1	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	15	21	11	9	16	5	77
Level 1 on statewide assessment	0	0	0	0	0	0	0	18	36	37	21	23	14	149

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	9	15	8	9	112	5	158

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	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	2	2	2	1	2	1	10

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	85	79	85	69	73	75	466
Attendance below 90 percent	0	0	0	0	0	0	0	1	2	3	3	3	6	18
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	1	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	15	21	11	9	16	5	77
Level 1 on statewide assessment	0	0	0	0	0	0	0	18	36	37	21	23	14	149

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	9	15	8	9	112	5	158

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	1	0	0	1	0	2
Students retained two or more times	0	0	0	0	0	0	0	2	2	2	1	2	1	10

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	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%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	43%	59%	-16%	52%	-9%
	2018	42%	56%	-14%	51%	-9%
Same Grade Comparison		1%				
Cohort Comparison						
08	2019	48%	68%	-20%	56%	-8%
	2018	69%	71%	-2%	58%	11%
Same Grade Comparison		-21%				
Cohort Comparison		6%				
09	2019	54%	65%	-11%	55%	-1%
	2018	69%	61%	8%	53%	16%
Same Grade Comparison		-15%				
Cohort Comparison		-15%				
10	2019	69%	64%	5%	53%	16%
	2018	69%	65%	4%	53%	16%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	38%	54%	-16%	54%	-16%
	2018	49%	56%	-7%	54%	-5%
Same Grade Comparison		-11%				
Cohort Comparison						
08	2019	53%	76%	-23%	46%	7%
	2018	55%	77%	-22%	45%	10%
Same Grade Comparison		-2%				
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	39%	62%	-23%	48%	-9%
	2018	46%	66%	-20%	50%	-4%
Same Grade Comparison		-7%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	73%	86%	-13%	67%	6%
2018	85%	69%	16%	65%	20%
Compare		-12%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	75%	-22%	71%	-18%
2018	53%	75%	-22%	71%	-18%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	78%	-3%	70%	5%
2018	74%	78%	-4%	68%	6%
Compare		1%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	54%	73%	-19%	61%	-7%
2018	51%	67%	-16%	62%	-11%
Compare		3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	58%	66%	-8%	57%	1%
2018	63%	65%	-2%	56%	7%
Compare		-5%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	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 2015-16	C & C Accel 2015-16
SWD	17	38	29	24	39	36	13	30			

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
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

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	605
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners

Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students

Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

The Math Lowest 25 Percentile (32%) showed the lowest performance. Our score in this area was not as proficient as we had planned due in part to we have a larger gap

between high performing student and low performing student sin Math. This is supported by classroom observations and discussions with teaches.

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

Our ELA showed the greatest decline from 2019 compared to 2018 (-9%). The reason for this decline was the students in our 7th and 8th grade had inexperienced teachers who were not education majors. We have changed that narrative this year (2020) so we expect to see a return to prior levels.

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

Based on the data from the Needs Assessment/Analysis section of this report, our greatest gap as compared to the State was in our Middle School Science grade (-18%). The greatest impact to this score was the reading level/ability of our 7th grade students. An additional factor was dealt with by changing the teacher involved in teaching the courses.

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

The area which we showed the greatest improvement was in our Algebra EOC percentage. We raised the grade 3% when comparing the two years. We had a larger number of students in our Algebra Honors class than in previous years.

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

We are most concerned with the number of students who are below the 90% attendance rate. Last year 31 students were below the 90% attendance rate. This increased from 18 students the previous year. Another area of concern is the number of students who received one or more suspensions. Last year 27 students received one or more suspensions. This number increased from 2 the year before.

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

1. Middle school ELA Achievement
2. General Math Lowest 25%
3. Students with Disabilities
4. Attendance
5. Middle school Science

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Students in this subgroup demonstrated the least amount of growth in math and ELA scores. They also represent our lowest 25% in both categories.

Measureable Outcome: Our students in our lowest 25 percentile in math and ELA will show a 5% growth and scores on state tests respectively.

Person responsible for monitoring outcome: Wes Underwood (underwoodw@santarosa.k12.fl.us)

Evidence-based Strategy: Provide students ample practice spaced out over time.

Rationale for Evidence-based Strategy: By providing practice for students over time they should have a clearer understanding of how what is expected can be implemented in their work.

Action Steps to Implement

- 1. Monitor the documentation of practice in lesson plans.
- 2. Track and gauge feedback regarding teacher talks .

Person Responsible Wes Underwood (underwoodw@santarosa.k12.fl.us)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Both 7th and 8th grade ELA scores were identified as an area needing improvement. The ability for students to read and understand ELA practices enhance these student’s success in all aspects of education and life. This data point was identified as one of the areas needing improvement based on 2018-19 FSA scores.

Measurable Outcome: Learning gains in 7th and 8th grade ELA scores will increase by 5%.

Person responsible for monitoring outcome: Tiffany Walden (waldent@santarosa.k12.fl.us)

Evidence-based Strategy: Provide all 7th and 8th grade students with enhanced opportunities to broaden their communication skills through various means in their ELA courses and electives. This will be performed through students summarizing information in graphic organizers.

Rationale for Evidence-based Strategy: By enhancing their overall communication capabilities, these students will be exposed to greater skill comprehension and thus increase their abilities. Using graphic ways to demonstrate understanding will allow students to provide teachers feedback and confirmation that the student have a clearer understanding of the material.

Action Steps to Implement

1. Participate in a variety of activities which emphasize communication in their ELA classes and middle school electives courses.
2. Document activities through teacher grade books and lesson plans.
3. Collect various samplings of student work.

Person Responsible Tiffany Walden (waldent@santarosa.k12.fl.us)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Both 7th and 8th grade General Math scores were identified as an area needing improvement. The ability for students to perform general mathematic functions enhance the student’s success in all aspects of education and life. This data point was identified as one of the areas needing improvement based on 2018-19 FSA scores.

Measureable Outcome: Learning gains in 7th and 8th grade math scores will increase by 5%.

Person responsible for monitoring outcome: Wes Underwood (underwoodw@santarosa.k12.fl.us)

Evidence-based Strategy: Provide all 7th and 8th grade students with enhanced opportunities to broaden their General Math skills through various means in their Math courses and electives. To accomplish, this teacher will provide clear expectations of what the want their students to learn.

Rationale for Evidence-based Strategy: By enhancing their overall Math capabilities, these students will be exposed to greater skill comprehension and thus increase their abilities. By being clear with what our teachers want their students to learn there will be less confusion from the students, who then can be on task more often.

Action Steps to Implement

1. Participate in a variety of activities which emphasize mathematic skills in their Math classes and middle school electives courses.
2. Document activities through teacher grade books and lesson plans.

Person Responsible Stephen Knowlton (knowltons@santarosa.k12.fl.us)

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Middle school science scores are an area of growing concern due to the increasing gap with state scores and the continued decline of our school score in MS Science. The gap between the state average and JHS science scores was 14 points.

Measureable Outcome: Our MS Science score will increase by 5 points.

Person responsible for monitoring outcome: Wes Underwood (underwoodw@santarosa.k12.fl.us)

Evidence-based Strategy: Our science teacher will use an approach which provides a nurturing of metacognition.

Rationale for Evidence-based Strategy: By having students look at the reasons they have been scoring poorly and why they perform that way should bring about an increased awareness and responsibility to perform better.

Action Steps to Implement

1. Teachers will document how they are incorporating metacognition activities through lesson plans.
2. Teachers document teacher talks with student and document the conversations.

Person Responsible Wes Underwood (underwoodw@santarosa.k12.fl.us)

Additional Schoolwide Improvement Priorities

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

The school leadership team will also take into consideration the area of attendance as we move through this COVID-19 pandemic. Absences are occurring at a greater rate due to this virus and the ability for teachers to provide continuous instruction is being impeded by the number of absences we are experiencing. We have assigned multiple people who are tasked with monitoring our student’s attendance and will put great effort into identifying attendances that are Covid related versus truancy related. We will take the proper steps necessary to ensure that our students are provided the greatest opportunity to succeed but will also identify those students who are having difficulty attending school due to non Covid related issues.

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Jay high school and the Leadership Team stresses the importance of a positive school culture through various means. We have a strong School Advisory Council that meets the expectations of state mandates. The Administration of Jay High School, as well as other entities of the school, participates in and with local groups including The Jay Chamber of Commerce, the Jay FFA Alumni Association, Student Government Association activities, the North West Florida Rural Health Network, and various other civic entities. We also have a great working relationship with the Town of Jay and its management people. In addition to the Chamber of Commerce we reach out and meet with local businesses including Baptist Health Care and the Escambia River Electrical Coop. We try to incorporate as many different stakeholders as possible realizing that everyone's viewpoint matters, and everyone has a right to be included in the education of the children of Jay, Florida.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.