Santa Rosa County School District

JAY HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Benjamin H. West II

westb@santarosa.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

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.

Leadership Team Member #2

Employee's Name
Kevin Jordan

jordanks@santarosa.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

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.
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.

Leadership Team Member #3

Employee's Name
Desha Lashley

lashleyd@santarosa.k12.fl.us

Position Title
Guidance Counselor

Job Duties and Responsibilities

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.
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.

Leadership Team Member #4

Employee's Name
Henry Hullett

hulletth@santarosa.k12.fl.us

Position Title
Athletic Director/Dean of Students

Job Duties and Responsibilities

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.

Leadership Team Member #5

Employee's Name
Jonathan Kimmons

kimmonsj@santarosa.k12.fl.us

Position Title
Success Coach

Job Duties and Responsibilities

1) Work cooperatively with school guidance counselor.
2) Assist with registration of new students and scheduling of all students.
3) Assist students in the selection of classes and graduation option plans.
4) Oversee the provision of career development activities for students.
5) Provide information and assistance for Bright Futures opportunities and registration.
6) Provide appropriate consultation with parents on all issues related to student success.
7) Provide appropriate consultation and staff development to school personnel as needed.
8) Provide information and assist in the areas of career exploration and college selection, further education, college entrance exams, financial aid, scholarships, and employment opportunities.
9) Organize and conduct career and college information 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 resumes.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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 2026-2027 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 2025-2026 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 2026-2027 school year.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 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.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **7-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**51.1%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: C** **2024-25: B** **2023-24: C** **2022-23: B** **2021-22: B**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment								69	70	139
Absent 10% or more school days								10	11	21
One or more suspensions								6	1	7
Course failure in English Language Arts (ELA)								4	0	4
Course failure in Math								2	0	2
Level 1 on statewide ELA assessment								15	18	33
Level 1 on statewide Math assessment								7	11	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)								17	3	20
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)								0	0	0

Current Year 2026-27

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								9	6	15

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								0	0	0
Students retained two or more times								0	0	0

Prior Year (2025-26) As Last 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	
School Enrollment								70	70	140
Absent 10% or more school days								14	3	17
One or more suspensions								7	6	13
Course failure in English Language Arts (ELA)								4		4
Course failure in Math								5	1	6
Level 1 on statewide ELA assessment								15	11	26
Level 1 on statewide Math assessment								12	7	19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)								16	8	24
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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								11	7	18

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 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
	9	10	11	12	
School Enrollment	71	74	80	76	301
Absent 10% or more school days	10	8	15	13	46
One or more suspensions	12	10	8	4	34
Course failure in English Language Arts (ELA)	2	1	1	0	4
Course failure in Math	0	4	1	0	5
Level 1 on statewide ELA assessment	10	15	10	8	43
Level 1 on statewide Algebra assessment	0	9	7	4	20

Current Year (2026-27)

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
	9	10	11	12	
Students with two or more indicators	11	8	11	3	33

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	[]	[]	[]	[]	0
One or more suspensions	[]	[]	[]	[]	0
Course failure in English Language Arts (ELA)	[]	[]	[]	[]	0
Course failure in Math	[]	[]	[]	[]	0
Level 1 on statewide ELA assessment	[]	[]	[]	[]	0
Level 1 on statewide Algebra assessment	[]	[]	[]	[]	0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	9	17	12	9	47

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	[]	[]	[]	[]	0
Students retained two or more times	[]	[]	[]	[]	0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	60	67	62	55	64	59	53	63	55
Grade 3 ELA Achievement									
ELA Learning Gains	54	61	59	55	58	58	48	58	57
ELA Lowest 25th Percentile	39	57	55	56	55	56	41	55	55
Math Achievement*	54	63	52	57	59	49	47	59	45
Math Learning Gains	44	52	45	54	48	47	44	47	47
Math Lowest 25th Percentile	38	39	44	55	41	49	38	42	49
Science Achievement	54	81	74	53	80	72	48	78	68
Social Studies Achievement*	68	80	76	69	80	75	68	79	71
Graduation Rate	98	93	94	95	92	92	98	92	90
Middle School Acceleration	62			70			34		
College and Career Acceleration	79	73	74	78	69	69	81	70	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					67	52		48	49

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	651
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	98%

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
59%	63%	55%	61%	54%	48%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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%
Students With Disabilities	38%	Yes	1	
Multiracial Students	57%	No		
White Students	59%	No		
Economically Disadvantaged Students	55%	No		

D. 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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	60%		54%	39%	55%	44%	38%	54%	68%	62%	98%	79%	
Students With Disabilities	26%		33%	24%	21%	36%	38%	29%	33%		100%	44%	
Multiracial Students	82%		36%		60%	50%							
White Students	59%		54%	38%	54%	44%	38%	52%	67%	62%	98%	80%	
Economically Disadvantaged Students	51%		47%	38%	50%	45%	39%	50%	55%	63%	98%	65%	

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	55%		55%	56%	57%	54%	55%	53%	69%	70%	95%	78%	
Students With Disabilities	17%		58%	57%	24%	59%	61%	35%	13%		94%	53%	
Multiracial Students	70%		70%		82%	50%							
White Students	54%		55%	57%	55%	55%	54%	51%	69%	67%	95%	78%	
Economically Disadvantaged Students	48%		54%	52%	48%	55%	53%	52%	69%	61%	93%	73%	

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	53%		48%	41%	47%	44%	38%	48%	68%	34%	98%	81%	
Students With Disabilities	20%		34%	27%	19%	37%	45%	29%	42%		100%	20%	
Multiracial Students	50%		50%		58%	70%							
White Students	53%		47%	40%	47%	43%	41%	48%	65%	33%	97%	82%	
Economically Disadvantaged Students	47%		47%	35%	40%	41%	39%	43%	58%	20%	93%	67%	

E. 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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	7	47%	63%	-16%	62%	-15%
ELA	8	60%	65%	-5%	60%	0%
ELA	9	58%	65%	-7%	60%	-2%
ELA	10	71%	66%	5%	61%	10%
Math	7	51%	54%	-3%	53%	-2%
Math	8	54%	73%	-19%	61%	-7%
Science	8	39%	60%	-21%	52%	-13%
Civics	7	62%	79%	-17%	77%	-15%
Biology	10	65%	65%	0%	60%	5%
Algebra	8	78%	97%	-19%	84%	-6%
Algebra	9	36%	53%	-17%	41%	-5%
Algebra	10	12%	25%	-13%	31%	-19%
Geometry	9	84%	91%	-7%	75%	9%
Geometry	10	48%	56%	-8%	40%	8%
Geometry	11	0%	20%	-20%	26%	-26%
History	11	69%	78%	-9%	75%	-6%
Biology	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	7	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	8	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
History	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component with the most significant improvement is 10th grade English Language Arts (ELA), which increased by 19% from 2024-2025, up from 52% to 71%. The improvement can be attributed to an increased emphasis on collegial planning within core subjects, allowing ELA teachers multiple opportunities to assess progress monitoring data and plan for addressing student needs and deficiencies.

Lowest Performance

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

The data component with the lowest performance is 8th grade Science with 39%, which ranked 21% behind the district (39% to 60%) and 13% behind the state (39% to 52%). The low performance may be attributed to a lack of rigor within the classroom, as well as a need for increased emphasis on state-aligned standards for grades 6 and 7.

Greatest Decline

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

The data component with the greatest decline is 9th grade ELA, which fell 14% from 2024-2025 (72%) to 2025-2026 (58%). The decrease may be attributed to a traditionally low performing cohort group. Of note, the 58% in 9th grade ELA was 11% higher than the same cohort group in 8th grade (47%) in 2024-2025.

Greatest Gap

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

The data component with the greatest gap when compared to state score is 7th grade ELA, which scored 15% (47% - 62%) below the state average. The score may be attributed to a need for increased rigor, as well as an emphasis on state-aligned standards.

EWS Areas of Concern

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

According to 2025-2026 data, 15% of current 7th and 8th graders fall below 90% attandance. Additionally, 11% of current 7th and 8th graders meet at least two EWS indicators.

Highest Priorities

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

1. Lowest quartile learning gains (ELA and Math)
2. 8th Grade Science achievement
3. SWD subgroup (38%)

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Small-group Instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Jay High School Administration has reviewed state assessment data and identified lowest-quartile learning gains in ELA and Math as an area of focus for the 2026-2027 school year. According to 2025-2026 PM3 testing data, Jay High School scored 39% in lowest quartile ELA learning gains and 38% in lowest quartile Math learning gains. These two scores were significantly lower than the district and state scores, and displayed a 17% drop in ELA lowest quartile scores from 2024-2025 school year (56%-39%) and 17% drop in Math lowest quartile scores from 2024-2025 school year (55%-38%).

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Through remediation, small group pull-out and tutoring, Intensive Math and ELA classes, adequate testing opportunities, and diligent work with these students, it is the goal of Jay High School that lowest quartile learning gains improve to a minimum of 50% in both Math and ELA for the 2026-2027 school year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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 the Classic Learning Test (CLT). 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 H. West II

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
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:
Through the MTSS/RTI process, Jay High School will monitor progress and address deficiencies in lowest quartile students. Students who haven't met proficiency and graduation requirements will be given opportunities to accelerate learning through remedial instruction. The MTSS/RTI process, along with remedial opportunities, will lead to a 12% increase in lowest quartile learning gains and a 100% graduation rate for 2027 seniors. John Hattie's research indicates an effect-size of RtI as 1.29.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Small Group Instruction

Person Monitoring:
Benjamin West

By When/Frequency:
Periodically during the 2026-2027 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Jay High School Administrative team will identify those "at risk" lowest quartile students in ELA and Math and place them into intensive classes. As students meet proficiency and/or graduation requirements, students will be removed from intensive classes and placed into an elective of their choice.

Action Step #2
At-risk student monitoring

Person Monitoring:
Benjamin West

By When/Frequency:
Periodically during the 2026-2027 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Jay High School will monitor student progress and graduation requirements using the MTSS reports and state testing data for "at risk" students.

Action Step #3
Data Collection and Analysis

Person Monitoring:
Benjamin West

By When/Frequency:
Periodically during the 2026-2027 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
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.

Action Step #4
Professional Learning Communities

Person Monitoring:
Benjamin H. West II

By When/Frequency:
Quarterly during the 2026-2027 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Jay High School will conduct quarterly Professional Learning Community meetings with a specific focus on at-risk students.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

During the 2026-2027 school year, Jay High School will focus on benchmark-aligned instruction through district developed pacing guides. Pacing guides provide a structured timeline for teaching curriculum standards, ensuring consistency across classrooms and schools. Pacing guides assist teachers in planning instruction efficiently, aligning assessments, and addressing learning gaps in a timely manner. The rationale for using pacing guides is to promote instructional coherence, equity, and collaboration among educators. By following a shared roadmap, Jay High School can ensure all students have access to the same high-quality content.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In the 2025-2026 school year, Jay High School achieved a 39% proficiency rate in 8th grade science.

This number was significantly lower than the district and state average. As a result of pacing guide use and benchmark aligned instruction, Jay High School will improve 8th grade science from 39% in 2025-2026 to 45% in 2026-2027.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Jay High School Administration and core teachers (including 8th grade science) will conduct collegial planning days between both Progress Monitoring 1 window and Progress Monitoring 2 window to assess data and plan for methods of addressing deficiencies in performance based on state-aligned benchmarks.

Person responsible for monitoring outcome

Kevin Jordan

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Pacing guides are used as a tool to plan instruction over a period of time. Pacing guides outline standards to be taught, as well as a timeline for teaching those standards. The district developed pacing guides align with state standards, grade-level expectations, and state assessed classes.

Rationale:

Effective benchmark-aligned pacing guides are directly related to teacher planning, clarity, and effective feedback. According to Hattie, Visible Learning: Lesson Planning (2025), using time allocation and effective planning benefit from thoughtful pacing.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Monitoring of Pacing Guide implementation

Person Monitoring:

Kevin Jordan

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Jay High Administration will monitor pacing guide use through classroom observations and teacher discussions. The effects of pacing guides will also be discussed during collegial planning meetings conducted following Progress Monitoring window 1 and window 2.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to 2025-2026 school data, Student with Disabilities (SWD) scored a Federal Index of 39%, below the state threshold of 41%. This score resulted in an 8% decrease from 204-2025 (47%). Overall, Jay High School has improved overall proficiency for SWD from 27% during the 2021 - 2022 school year. Jay High has made great progress in in this area of concern. During the 2026-2027 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

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. 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 39% to 41% during the 2026-2027 school year to meet the state index level.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

JHS 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

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
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:
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:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Teachers will utilize Progress Learning within the classroom to differentiate learning and address individual student needs and deficiencies.

Person Monitoring:
Kevin Jordan

By When/Frequency:
Periodically throughout the 2026-2027 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in professional learning communities with a focus on addressing the needs of at-risk and SWD subgroups.

Action Step #2
Student Led Academic Training

Person Monitoring:
Kevin Jordan

By When/Frequency:
Periodically throughout the 2026-2027 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will implement Student Led Academic Teaming into the classroom, greatly increasing student engagement among all students. JHS Administration will monitor via classroom walkthroughs and observations.

Action Step #3
Small Group Sessions

Person Monitoring:
Kevin Jordan

By When/Frequency:
Periodically throughout the 2026-2027 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ESE Inclusion teachers will provide opportunities for students to participate in small group pullout sessions while providing differentiated instruction during small group sessions.

Action Step #4
Differentiated Instruction

Person Monitoring:
Kevin Jordan

By When/Frequency:
Periodically throughout the 2026-2027 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
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.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

During the 2025-2026 school year middle school acceleration decreased by 8% points, falling from 70% (2024-2025) to 62%. This decrease may be attributed to high number of 8th grade students dropping Algebra I during Quarter 1 of the 2025-2026 school year.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Through strategic academic placement of students and targeted Career and Technical Education certification examinations, it is the goal of Jay High School to improve Middle School Acceleration from 62% in 2025-2026 to a minimum of 70% in 2026-2027.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Student progress will be monitored during quarter 1 to ensure that students are performing at a high level in accelerated classes. Students not performing well will be removed to avoid falling behind in

high school credits/GPA.

Person responsible for monitoring outcome
Desha Lashley

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Place high achieving middle school students into accelerated classes.

Rationale:
Hattie has found that educational acceleration (such as grade skipping, subject acceleration, or early access to advanced coursework) has a strong positive effect on academic achievement. His analyses have reported effect sizes that are well above what he considers the "hinge point" (0.40), indicating that acceleration can substantially improve learning outcomes.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Academically place high achieving 8th grade students in accelerated classes.

Person Monitoring:
Desha Lashley

By When/Frequency:
Periodically during 1st quarter/semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
High achieving 8th grade students who performed well on 2025-2026 PM3 state data will be placed in accelerated classes, including but not necessarily limited to: Algebra I and Digital Informational Technology (DIT). This will allow certain middle school students an opportunity to gain multiple high school credits.

Action Step #2
Rigor within accelerated classes

Person Monitoring:
Kevin Jordan

By When/Frequency:
Periodically throughout the 2026-2027 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will increase rigor in accelerated classes, ensuring that students are given the opportunity to excel in PM3 testing (Algebra I) and industry certification exams attached to CTE courses.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Jay High School has an absentee rate, along with a high number of check-in and check-out, that is high in comparison to pre-2020 data. The low attendance rate may be attributed to students who are struggling academically, social emotionally, and lack the motivation to persevere. Our attendance data overlaps with traditionally low performing students.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

According to 2025-2026 attendance data, Jay High School had forty-six students (10%) with less than 90% attendance rate. Through increased parent communication and awareness during the 2026-2027 school year, Jay High School will decrease the number of students with less than 90% attendance rate from forty-six to thirty-five, a 24% decrease.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Jay High School Success Coach is monitoring attendance by running weekly attendance reports, meeting with truant students, making parental contacts, conducting truancy meetings, and developing interventions to improve attendance. Additionally, as a part of the MTSS process, we will monitor attendance rates by following district policy with truancy procedures to include truancy intervention and truancy monitoring plans. Success Coach 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, students with ten (10) unexcused absences in a ninety (90) day calendar window, and students with fifteen (15) unexcused absences in a ninety (90) day window.

Person responsible for monitoring outcome

Jonathan Kimmons

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
We will use MTSS to monitor student attendance data. Bi-weekly monitoring of the school-wide attendance report is conducted by Jay High School Success Coach; 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:
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 2026-2027 school year.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Continued Monitoring of Schoolwide Attendance Data

Person Monitoring:	**By When/Frequency:**
Jonathan Kimmons	Continuously throughout the 2026-2027 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
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 Monitoring Plans and 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. Report student drivers to the DMV with chronic attendance issues.
8. As a last resort file a truancy petition for those student whose attendance is not improving after multiple interventions.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

Distribution of the School Improvement Plan to stakeholders will be through a variety of methods. The Jay High School SIP will be posted on the JHS Official Webpage, as well as link to the SIP on the JHS Facebook page. Notice of the postings will be sent out via phone and email communication. Hard copies will be available in the front office upon request. Updates and access to the JHS SIP will be provided at Title I Parent Engagement activities, as well as JHS SAC (School Advisory Council) meetings.

Jay High School Official Webpage: https://jhs.santarosaschools.org/o/jhs

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Jay High School will conduct four Parent and Family Engagement nights strategically planned during the school year to best meet the needs of our students and families. These meetings are designed to promote positive relationships and increased communication with families and community stakeholders. The Parental and Family Engagement Plan will be made publicly available on the Jay High School Official Webpage, as well as the Jay High School Facebook page. Jay High School also communicates regularly with parents and stakeholders via the callout system (Thrillshare), use of

social media sites (specifically Facebook), and the Jay High School Official webpage. This allows for many avenues of communication for parents, community members, and stakeholders.

Jay High School Official Webpage: https://jhs.santarosaschools.org/o/jhs

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Jay High School is committed and focused on teaching the state standards provided by the FLDOE state-adopted curriculum. JHS offers basic core courses supplemented with a variety of electives, CTE courses, and dual-enrollment courses that provide students with opportunities to broaden their school experience. Various academic opportunities and supports are also provided to a diverse ESE population. Curriculum opportunities are re-evaluated annually to ensure the best fit for students at JHS. Professional Development opportunities are provided both at the school and district level to ensure that instructors are up-to-date on educational practices. Additionally, tutoring and test-prep opportunities will be made available in state assessed classes, as well as periodic weekend workshops focused on ACT/SAT review. Students will also be given course recovery opportunities to assist in obtaining credits needed to graduate.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Title I funds are used to supplement instructional needs, especially for ESE and struggling students. Various resources will be purchased to provide enhanced learning opportunities. Resources include personnel (ESE paraprofessional), instructional technology including a COW with 32 laptops, 30 cases/keyboards for IPads, instructional software and other resources, and parent engagement opportunities. Through the SRCSC, Jay High School also partners with Locklin Technical to provide various CTE opportunities for students in high school as well as post-graduates.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Jay High School provides age-appropriate mental health education via Compass Curriculum. Florida State Statute requires K-12 instruction for Substance Use and Abuse Prevention and Child Trafficking Prevention Education. Florida State Statute also requires a lesson for students in grades 7-12 on teen dating violence and abuse. Schools are also required to provide 5 hours of data-driven instruction on civic and character education and life skills education through resiliency education using the education standards. These state requirements are implemented throughout the school year through the online Compass Curriculum platform. These lessons are designed to increase student awareness and knowledge of issues outside of core academic areas. Jay High School also provides group and individual student mental health services through a CDAC counselor and/or TIC (Trauma Informed Counselor). Jay High School is committed to providing all students with the tools needed to graduate and become a productive member of society.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Jay High School provides students with a wide variety of CTE opportunities. CTE academies/courses include: Building Construction, Culinary Arts, Digital Info Technology, Agritechnology, and Commercial Art. Teachers for the these courses recruit and retain students throughout the school year via various media sources, postings around campus, word of mouth, STEAM Night, and on the JHS school webpage. JHS also provides students with post-secondary opportunities via Dual Enrollment coursework. An agreement with Pensacola State College allows students to take college courses both on campus at PSC and on campus at Jay High School.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the

Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Jay High School has a school wide behavior plan that addresses Tier I, Tier II, and Tier III interventions. On day one of school, teachers address classroom and school wide behavior expectations with students during class. It is the goal of JHS that each student understands behavior expectations beginning day one. Additionally, within the first week of school the SRCSD Code of Conduct is covered so that students are aware of district student conduct policies. Each student is tested on district policies individually. This is considered Tier I intervention for all students at Jay High School. When needed, Tier II interventions are put in place for students who need additional interventions to be successful. Tier II interventions include but are not limited to: regularly scheduled one-on-one meetings with administration, referral to CDAC counseling, FAST Pass, and Behavior Monitoring Plans. When students are unsuccessful with Tier II interventions, Tier III interventions are providing including Parental Conferences, daily check-ins, and Behavior Contracts. Following guidelines established by the Individuals with Disability Act, Jay High School serves our ESE population of 85 students with Individualized Education Plans (IEP). Jay High School also serves 39 students with 504 plans that are active. JHS administration, ESE department, ESE district liaison, and JHS faculty and staff is committed to providing all accommodations and modifications determined under the IDEA and ESSA Act.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Professional development and learning opportunities are strategically scheduled and designed to meet the needs of our teachers and students. In an attempt to improve instruction within the classroom, Jay High School conducts regular PLC (Professional Learning Communities) meetings with an emphasis on "at risk" students and Progress Monitoring data. Teachers are allowed collaborative opportunities both within their departments, as well as cross-curricular. Following PM1 and PM2 testing windows, teachers will meet to analyze their data in an attempt to identify strengths and weakness of classroom instruction. Teachers will discuss effective classroom strategies utilized by teachers, provide insight on instructional needs, and provide opportunities for teacher collaboration in development of upcoming lessons. Title I funds will be utilized to provide substitute teachers for collaborative PLCs in state assessed classes. Teachers and Administrators are also provided with opportunities to attend various conferences in order to improve knowledge and understanding of instructional methods. Improvement of teaching strategies, better understanding of working with at-risk students, improved supporting discipline processes, and increased knowledge base of Title I will be the emphasis of these learning opportunities. The planned conferences may include ISTE, NCTM,

Marzano-LSI, FCTM, FETC, ESEA, Innovative Schools Summit, Model School Conference, etc.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Jay High School has been identified as an ATSI school. While we currently have no school improvement funding, we are provided Title I funding of approximately $100,000. The Title I budget and funding is reviewed weekly to ensure that student needs and resources are being met. These funds are utilized to address before school and weekend academic opportunities, specifically in the areas of ELA, Literacy, and Math. These funds will be used in the "Areas of Focus" to help students, specifically in the subgroup (SWD) that fell below the ESSA standard. Support personnel, supplemental academic resources, technology, and tutoring opportunities will provide students an opportunity to address deficiencies and increase academic successes with this identified subgroup. JHS staff members will also be provided opportunities for collaborative PD to discuss PM data and develop methods of serving these students. When applicable, JHS staff will be allowed to travel for PD opportunities as identified in the School Improvement Plan.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

There are several needs that will be addressed by utilizing Title I funds in a variety of ways. Obviously, our SWD have been identified as an ESSA subgroup below the federal guideline. Our SWD had only a 37% proficiency rate in ELA and 35% proficiency rate in Math. Science proficiency rates, specifically 8th grade Science (39%), lag well behind both the district and state averages.

The deficiencies will be addressed by using Title I funds to hire personnel, purchase software and technology, provide numerous tutoring and review programs, hire substitutes for teachers of state assessed classes so they may effectively collaborate and review PM testing data to better plan and prepare, allow for PD opportunities for teachers to attend conferences.

Personnel hired from Title I Funds (Salary/benefits/retirement/FICA/etc.):
1. ESE Paraprofessional to also serve as Parent and Family Engagement Liaison to manage Title I expenditures, communicate with parents, and assist in coordinating Parent & Family Engagement events, etc.

Technology/Supplies/Software:

1. Purchase of 32 instructional licenses and 3 administrative licenses for Student Academic Teaming software through Instructional Empowerment.
2. Purchase of 32 laptops, as well as accompanying COW cart.
3. Purchase basic supplies such as paper, notebooks, pencils, toner, invitations, for preparation for Parent & Family Engagement Nights and for at-risk students to use in their intensive math/ELA classes.

Professional Development:
1. Teachers of core subject classes will be afforded opportunities to collaborate, analyze PM testing data, and plan for upcoming weeks through the purchase of substitute teachers. The collaborative time afforded by use of the substitutes will be facilitated and led by core subject department chairs. Data will be reviewed for growth, areas of strength and weakness, and specific teacher individualized success and deficiencies. Collaborative planning will then target areas of need and develop pacing guides and lessons to address the areas of need.
2. Teachers will be afforded opportunities to attend workshops in order to help foster growth with the educator in specific subject areas, behavior management, at-risk students, teaching strategies, etc. Title I funding will be utilized for travel expenses (if applicable) to various in state conferences: FCTM/ NCTM/FETC/NSTA/Innovate School Summit/ISTE/ESEA/Marzano Building Expertise/Model Schools Conference and other PD opportunities for instructional staff (vehicle rental/travel/air fare, hotels, meals, in-town travel, parking fees, tolls, registration fees).
3. Substitutes will be hired to allow for professional development opportunities for 8th grade science, including but not limited to: peer observations and collaboration, district led meetings and professional development, and applicable conferences that address standards-based instruction.

Tutoring/Remediation Opportunities:
1. FAST Bootcamps will be held prior to PM3 testing, with an emphasis on state assessed courses. The bootcamps will provide intensive review in each subject prior to the state administration of the appropriate FAST exam. On average, eight-ten teachers will be hired through Title I funds for each of the FAST bootcamps to provide this explicit instruction.

Parent & Family Engagement Nights (PFEN):
1. JHS will host PFEN targeting 9th grade and 12th grade students by identifying resources available to incoming 9th grade students. The resources include support academically, socially, emotionally, tutoring, at-risk supports, and mental health. The 12th grade focus will be educating our students and families on scholarship information, including but not limited to: Bright Futures, FASFA, financial aid, scholarship deadlines, etc.
2. JHS will host PFEN targeting at-risk seniors by meeting individually with seniors and their parents

regarding exactly what is still needed as a graduation requirement. This discussion will include missing credits, low GPA, state required testing, and any other barriers that may get in the way of the seniors earning their diploma.
3. JHS will host a PFEN in conjunction with STEAM Night to involve students and parents in an interactive and immersive experience to showcase some of the various opportunities that are available for students at JHS. This night will involve real world issues and look at how students in various classes/subjects may collectively collaborate how to problem solve and develop solutions. It will revolve around communication, collaboration, creativity, and critical thinking.
4. JHS will host a PFEN night centered around tutoring opportunities for PM3 testing. Students, parents, and other stakeholders will be notified of available tutoring opportunities for upcoming PM3 testing in ELA and Math. Stakeholders will be afforded the opportunity to meet face to face contact with JHS staff members, as well as ask questions regarding tutoring opportunities.
5. JHS PFEN events will require Title I funds to be utilized on presenters and paraprofessionals, as well as for food and drinks for the participants in attendance.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00