

Clay County Schools

Clay High School



2016-17 Schoolwide Improvement Plan

Clay High School

2025 FL-16, Green Cove Springs, FL 32043

<http://chs.oneclay.net>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	40%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	B	

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Clay County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Clay High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Clay High School, in conjunction with the School District of Clay County, is to work collaboratively with all stakeholders to provide a quality education and motivate students to develop and excel in academics, technology, and social interaction in a caring and safe environment that fosters responsible citizens.

b. Provide the school's vision statement.

It is the vision of Clay High School and the School District of Clay County to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Clay High School uses time during the instructional day to teach tolerance and model acceptable behavior in the classroom. We proactively obtain cultural information from PLC data and talking with other teachers about our students' cultures. ELL, 504, ESE, and homeless students are identified in the student database (FOCUS) system by a color-coded box by their name. This allows teachers to immediately recognize these students. Events are hosted such as parent night and community outreaches so that we can learn more about the diverse population of our school. Our staff is encouraged to select current events and books that can break stereotypical barriers and to help open up talks on cultural differences in their classrooms. Teachers are also encouraged to attend the extracurricular activities in which our students are involved. Common planning time is used to develop lesson plans that include diverse cultures from around the world. Our students are encouraged to take a foreign language which gives them first-hand insight into the struggles of others learning a language.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The students of Clay High School are made to feel safe before and after school by having teachers and staff stationed at various locations around the campus in order to supervise the students. Security cameras are utilized to increase their protection. We also have a resource officer on site. During school, there is a strong administrative presence as the administrators roam the hallways between classes. Teachers are expected to be in the hallways between every class period to ensure the students get to their next class safely by proactively stopping potential issues as well as resolving active issues quickly. In the Clay High School lunchroom, administrators, teachers, and staff are constantly present. There is an orderly process for lining up to purchase lunch, areas designated for each period to sit, as well as an efficient and safe exiting procedure in place. Safety drills are conducted on a consistent basis to ensure our students know the proper procedure in case of an emergency including weather-related dangers, active shooter drills and lock-downs. The school utilizes a zero tolerance approach to bullying, including cyber-bullying, and students are encouraged to report cases of bullying to their teachers, guidance counselors and administrators. Clay High School students indicate they feel respected because there is consistency and fairness with regard to discipline. The students feel they are being heard when asked to tell their side of any incident. The

faculty of Clay High School adds to this feeling of respect by attending the extracurricular activities of our students.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

At Clay High School, the teachers are expected to have their rules and consequences posted and clearly visible in their classrooms. During the first weeks of school, and after any prolonged breaks, these rules and consequences are to be discussed so the students know the behavioral expectations of each of their teachers. There is a school-wide Code of Conduct given to the students at the beginning of the school year. In their English classes, this Code of Conduct is discussed in detail. The administrators use the published discipline progression plan from the Code of Conduct when addressing discipline referrals. This includes the following consequences to improve behavior while keeping students in class as much as possible: after school detentions, after school work details, extended after school detention on Mondays, Saturday school, in-school suspension, out-of-school suspension and recommendation for placement at the alternative school. Clay High School also conducts class meetings periodically throughout the school year to reiterate these school-wide behavioral expectations. To decrease the distractions during instructional time, there is a strict and consistently enforced dress code policy in place. In order to make sure teachers are aware of these policies, an initial faculty meeting is scheduled for discussing and answering questions with regard to the Code of Conduct and Dress Code. A new teacher orientation is also scheduled with Mr. Dicks so he can further discuss his school-wide behavioral expectations.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Clay High School ensures the social-emotional needs of all students by having a vast array of services available. Our cohorted wall-to-wall academies in grades 9 through 11 provide a social-emotional support to students as a team of teachers get to know these students very well, building strong relationships and connections to the school. We offer hospital homebound services to those students with prolonged illnesses that inhibit their ability to be at school. Compass, Clay Virtual, and Florida Virtual are used to help students with grade recovery in order to keep students on track for graduation and guidance counselors meet regularly with students at risk of dropping out. Our school uses a district-based Family Education Program that includes counseling for drug and alcohol use and abuse. Our school social worker visits our campus to help the students in need including handling issues of truancy, homelessness and other problems. Clay High School has a mental health counselor come from Clay Behavioral Health weekly to meet with referred students to help address behavioral and/or social concerns ranging from substance abuse to feelings of depression/isolation as well as peer relationships. Additionally, a military liaison is available to help students cope with military absence and loss. Mr. Dicks and the guidance department hold a military luncheon for our students with deployed family members. Teachers also offer tutoring as extra instructional time to help students grasp their subject matter. There are several social-economical programs available to ensure our students have what they need to be successful in school such as: Take Stock in Children, Florida's Vision Quest, Project REACH, low-cost school insurance, and free/reduced lunch. Clay High School also gathers food items throughout the year to provide holiday meals to our families and community members in need, as well as maintains a food bank on site for students in need.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

b. Provide the following data related to the school's early warning system

1. 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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

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

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Clay High School begins building positive relationships with families during a Parent Night and Academy/Career Expo in February to introduce parents and students to the school offerings for the following school year. Guidance, teachers, administrators and organizations attend to provide information regarding programs and courses as well as policies and procedures for scheduling, grades and communication to and from school. Clay High School continues building this relationship through Open House and Orientation at the beginning of the year. Clay High School also maintains a website where information is provided for parents and community members regarding the mission, vision and contact information for school personnel. Additionally, the school uses an online grade book and student data system in which parents can sign up for access and are able to monitor student progress. An automated parent phone call system is used to send school-wide information to families and we maintain an active Facebook account. Additionally, the school district has an app which helps connect parents to online resources and information about the district and the school. Parent surveys are used to get feedback to help the school improve their services and

communication with families. Parents are invited to join the School Advisory Council and encouraged to volunteer at the school. Parents are also invited to join the Academy Advisory Boards. Parents are also notified and included in the Multi-Tiered Systems of Support process to help struggling students. Finally, teachers and guidance counselors keep communication open with parents via phone calls, e-mails and conferences. Parents are encouraged to schedule conferences or contact teachers at any time there are concerns.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Through the academy structure, community partnerships are solicited to provide support for learning outcomes in the form of internships, mentoring, and in-class presentations. An Academy Coach is employed to reach out to community businesses and organizations and build relationships that support student achievement and help prepare them for college and careers. The academy coach also helps oversee the implementation of Wall-to-Wall Academies which includes all students in grades 9-11. The academy coach works with career and technical education teachers and community partners to enhance the career opportunities for students. The Academy Advisory Boards also offer opportunities for community partners to join forces with our teachers to enhance student learning by providing guidance on industry curriculum needs, internships and field experience placements and job skills including mock interviews. Clay High School, via the district agreement with St. John's River State College, maintains a relationship with our local college to offer dual enrollment courses on site and off site at the college in order to enhance the learning opportunities and achievement levels of our advanced students.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Dicks, Cary	Principal
Garcia, Linda	Assistant Principal
Hull, Tonya	Teacher, ESE
Bergman, Stefanie	Teacher, K-12
Freeman, Josh	Assistant Principal
Milford, Larry	Teacher, K-12
Burcham, Linda	Teacher, K-12
Lewis, Matthew	Assistant Principal
Richardson, Clayton	Teacher, K-12
Hamel, Tammy	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students and to determine strategies and

supports that are needed to close learning gaps. Data to be analyzed includes 3-12 Performance Matters benchmark assessments, and formal assessments such as FCAT 2.0, FSA-ELA and high school EOCs. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The Intervention Team Facilitator is present to help ensure that the district's Multi-Tiered Systems of Support (MTSS) plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping specifically in the areas of Language Arts, Biology, Mathematics and Social Studies.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

All K-10 will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. District and school resources will be allocated based upon individual student needs. Additionally, teachers meet weekly in Professional Learning Communities (PLC). One part of their weekly discussion is to identify students who are struggling with the content, discuss interventions and progress monitoring of those students' progress. Finally, our current 9th-11th grade cohort are members of academy teams who meet twice a month to discuss student progress academically and behaviorally and identify strategies and/or resources needed to effect a positive change for those students. Through the PLC logs and academy team meeting logs, the activities to support student learning are documented. Each PLC group maintains a notebook for their curriculum standards and resources available. For students with disabilities, the ESE support facilitators coordinate services with the general education teachers to provide the necessary services and programs needed for these students to maximize their learning outcomes. Guidance counselors are involved in scheduling and guiding students to additional support that may be needed including tutoring. Additionally, after school tutoring funds are used in the Spring to provide FCAT/FSA and EOC tutoring for reading and math Level 1 and 2 students for the 6 weeks prior to assessments.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Yvonne Battle	Education Support Employee
Cheryl Nix	Teacher
Clayton Richardson	Teacher
Ron Riddle	Business/Community
Teresa Dillon	Teacher
Ed Kuhrt	Business/Community
Cary Dicks	Principal
Tracey Heath	Education Support Employee
Tyler Dillon	Student
Jonathan Dillon	Student
Doug Eason	Parent
Tina Altman	Parent
Vicki Worth	Parent
Madison Worth	Student
Kim Eason	Parent
Morgan Mousley	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

At the September 21, 2016 SAC meeting, SAC reviewed the available assessment results for the 2015-2016 school year and reviewed progress made on goals. SAC discussed and reviewed the focus for improvement for the 2015-2016 school year.

b. Development of this school improvement plan

Several members have canvassed faculty members by department to gain their input and determine realistic and achievable goals. A school-based team of faculty SAC members including teachers from the Math and Language Arts departments and the SAC chair met to work on the draft of the school improvement plan. The draft of the plan was sent via e-mail to the SAC members prior to the October 20 meeting for review in preparation for discussion. The entire SAC reviewed and added input to the draft of the plan at the October 20, 2016 SAC meeting at which time the plan and goals were voted on and approved by the members.

c. Preparation of the school's annual budget and plan

The principal, in coordination with district staff, prepares the annual budget and plan. SAC's involvement includes approval for special projects using school improvement funds. SAC approved supplements for the SAC chair and the webmaster at the September 20, 2016 meeting.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Teacher needs are allocated by the following method: faculty members write a proposal to request funds to augment student needs in the classroom. The SAC reviews the proposal which is often

presented by the teacher requesting funds. In 2015-16 school year, SAC approved the spending of funds to help purchase new curtains for the stage area in the cafeteria.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Dicks, Cary	Principal
Garcia, Linda	Assistant Principal
Hull, Tonya	Teacher, ESE
Nay, Amanda	Instructional Media
Hamel, Tammy	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The team will focus on students who have not passed the Florida Standards Assessment: English Language Arts, Reading FCAT 2.0 retakers and EOC Algebra 1 retakers. Clay High School is in the 3rd year of implementing a new reading curriculum, Achieve 3000, that builds reading comprehension and fluency skills for those Level 1 and 2 students in Intensive Reading. A student book club meets monthly as well. State Literacy week activities are promoted through the school news program and participation in the Million Minutes Read event in Florida. Our media center has been recognized as a Power Library. Our media specialists actively promote reading and literacy through book recommendations and monitor monthly book check outs.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Clay High School teachers work collaboratively through a variety of collaboration structures. Professional Learning Communities organized by content or a common interest based on an established and recognized student need for our school and meet bimonthly. Core content area teachers have a common planning period and are encouraged to meet weekly during this time to collaboratively plan, analyze data and assessments, understand and break down standards, and share lesson ideas. 9th through 11th grade Academy teams meet bimonthly to collaborate with the academy team in order to make instruction across the curriculum relevant to the student career interest and needs. In monthly Faculty Wide and Department based professional development, teachers collaborate around new learning and effective instructional strategies in the area of reading instruction.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Clay High School seeks to only recruit and hire highly qualified candidates for available positions. Through means such as Clay County's Teacher Recruitment Fair and Online Portal, Mr. Dicks and the administrative staff interview and select only those of the highest caliber for available teaching positions. Clay High School actively seeks to recruit and hire content area teachers with either the reading endorsement or the NGCAR-PD certificate. Through continuous professional development and staff training, Clay High School is able to maintain a low level of attrition and retain a highly-qualified teaching staff. The district employs BEST coaches to mentor beginning teachers in a 3 year mentorship program. ESOL courses are offered at no charge through the district professional development and ESOL offices. Additionally, all candidates for employment undergo a human resources clearance process before employment can be offered to check for and ensure qualifications are met. Human resources also checks teacher assignments each year to ensure that all teachers have the correct certification for the courses and students being taught.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Mr. Dicks selects qualified teachers to mentor new teachers going through certification programs. Mentors are also chosen for any new teacher, no matter the level of experience, to assist in the acclimation into Clay High School and the district. Teachers are paired according to department level, if possible, otherwise schedules, interests, etc. are taken into consideration for selection. Mentor teachers coordinate with each other to devise a unified plan to implement with the new teachers and that plan is communicated with each new teacher. Each mentor relationship will consist of conference meetings, classroom observations, and strategic lesson planning to ensure student achievement remains as the top priority.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Through professional learning communities, teachers unpack the standards and discuss standards and curriculum. Teachers follow district-developed curriculum guides and pacing charts, when available. This year the district has provided updated in-depth curriculum maps with embedded formative assessments and links to state resources. At each meeting, the teachers focus on a standard or curriculum piece and decide the best way(s) to teach those standards and then meet the next week to reflect on progress and adjust instruction as needed. PLC logs document this cycle and include sections that require teachers to document which standard(s) are being addressed. Administrators provide feedback on the PLC logs as well as sit in on PLC meetings. Through classroom observations and classroom walkthroughs, administrators are able to observe instruction of the Florida standards. Additionally, the School Based Leadership Team reviews assessment data from the progress monitoring assessments as well as the state assessment system to evaluate the effectiveness of the core instructional programs following the procedures of MTSS. The master schedule allows for common planning time for core content area teachers who teach the same subject/grade level. This allows teachers daily opportunities to collaborate with their peers to further their understanding of the standards, align curriculum to those standards and improve the effectiveness of the core instructional programs.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented

to assist students having difficulty attaining the proficient or advanced level on state assessments.

Through the School Based Leadership Team, assessment data is analyzed and strategies are put into place to address areas of weakness. The master schedule is driven by student needs including the teacher assignments, course offerings and use of remedial or bridge courses. Decisions about student placement in courses is driven by data as well as student interest. For example, students struggling to become proficient in Algebra, as based on the state assessment, take Liberal Arts Math 1, instead of Geometry, in order to reinforce and address weaknesses in Algebraic thinking and skills needed to progress in the math curriculum. Students struggling in Reading take Intensive Reading and all teachers receive training throughout the year in reading strategies to help all students improve their reading abilities. Core curriculum classes are offered at a level to match the student needs including: inclusion, standard, honors and in some cases Advanced Placement and Dual Enrollment. Teachers are provided with information regarding 504 and ESE students' learning needs and accommodations. Support facilitators are available every period to work with struggling ESE students to help differentiate instruction. Clay High School uses a Framework for Intentional teaching to plan daily lessons which include a variety of learning opportunities to meet the needs of a diverse learning population including: setting a purpose, modeling thinking, guided instruction, collaboration, and independent work time. Through PLCs, content teachers collaborate to develop lessons that are engaging and innovative. Through the MTSS structure, students who consistently struggle with mastering the content, are provided additional instruction and interventions to help them succeed. Teachers use small groups to remediate skills. Intensive reading teachers, through Achieve 3000, tailor reading instruction to the reading level of the students. Teachers use Compass, a web-based program, to allow students to remediate content. In the math curriculum teachers use Carnegie Cognitive Tutor, a responsive web-based online tutoring site, and Math Nation, a supplemental instructional resource aligned to the state math standards, that provides practice and support for students at their levels.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 3,600

Students are offered tutoring Monday through Thursday each week in each content area. Boot camp sessions are offered in each content area two weeks prior to the state assessment.

Strategy Rationale

Students who need more time to master content or need further explanation are given a chance to receive this extra help.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dicks, Cary, wesley.dicks@myoneclay.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The SBLT monitors student grades, Performance Matters Benchmarks, and State assessment results. Sign-in logs are also compiled for each tutoring session and Boot Camp to track further data.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Clay High School uses an Academy model to support incoming and outgoing student cohorts in transitioning from high school to post-secondary and careers. All 9th-11th grade students participate a Wall-to-Wall Academy model focused around three career academies. In the spring, upcoming 9th graders are invited to attend a Parent Night/Career Academy Expo to give them a chance to see what Clay High School has to offer. Guidance counselors also visit each junior high to meet with students. Several clubs and organizations visit the junior high schools to discuss their programs. The school district holds a Career and College night each fall, hosted at rotating high schools each year. The event is well publicized at Clay High School via classroom flyers, a guidance bulletin board and the student news channel. Guidance invites colleges and career/industry certification institutes to visit the school and provide presentations to the students. Guidance counselors work with students to set career and post-secondary goals and help them stay on track to achieve those.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The students enrolled in a CTE class or an academy are exposed to the many areas through the Career Shadowing Program and field trips throughout the school year. 21st century career and college readiness skills are an integral component of the CTE and Academy structures. Students are tracked by the Academy Coach if they are enrolled in any CTE pathway (academy or class). Our

academy coach and/or guidance team meet with each student one-on-one and lay out a plan of study for each student's 4 years of high school. We also visit with each CTE class throughout the year and complete mini lessons on career areas within each pathway. Additional information is always available in the guidance offices. College visits to our school are coordinated through the guidance office and through the career specialist. Students are encouraged to take the ACT and SAT and free after school preparatory sessions are offered by teachers. Capable students are encouraged to take dual enrollment and/or advanced placement courses. Guidance counselors work with seniors to apply for scholarships to help make college affordable. Last year's senior class was awarded over \$3 million in scholarships due in part to the support given in the guidance office and the large number of scholarships offered by local organizations and businesses to support Clay High School students.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Clay High School has several CTE programs offering industry certifications. These include:
Criminal Justice: Adobe Certified Associate (Photoshop) and Accredited Legal Secretary (ALS)

Health Science: Certified Nursing Assistant (CNA), Fire Fighter 1 and Certified EKG Technician (CET)

Automotive: ASE Automobile & Light Truck Certification - A1 - Engine Repair, ASE Automobile & Light Truck Certification - A5 -Brakes, ASE Automobile & Light Truck Certification - A8 - Engine Performance, ASE Automobile Service Consultant - C1, and Florida Automobile Dealers Association (FADA) Certified Technician

Carpentry: NCCER Carpentry Fundamentals - Level 1

Veterinary Assisting: Agricultural Technician Certification and Certified Veterinary Assistant (CVA)

Culinary Arts: Certified Food Protection Manager (ServSafe) and National ProStart Certificate of Achievement

Digital Design, Business and Logistics: Adobe Certified Associate (ACA) Rich Media Communication Using Adobe Flash, Adobe Certified Associate (ACA) Visual Communication With Adobe Photoshop, Adobe Certified Associate (ACA) Web Communication using Adobe Dreamweaver, Adobe Certified Expert - Adobe After Effects, Adobe Certified Expert - Illustrator, Adobe Certified Expert - Adobe In Design, Adobe Certified Expert - Photoshop, Adobe Certified Expert - Premiere Pro, Adobe Certified Associate (ACA) Visual Communication With Adobe - Premiere Pro, Apple Certified Pro (ACP) - Final Cut Pro X, Global Logistics Associate, Microsoft Office Specialist (MOS) Bundle Certification (3 out of 5 - Word, Excel, PowerPoint, Access, Outlook), and QuickBooks Certified User

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Teaching the skills that are relevant to the career field helps prepare the student to succeed at the postsecondary level by stressing the importance of academic courses to the career field. Knowing why you are taking English, Math, Science, and Social Studies, brings a whole new meaning to why you sit in class. The Wall-to-Wall Academy model adopted in 2014/2015, and expanded to include grades 9-11, creates opportunities for all teachers to meet a couple of times a month to collaborate and work together to integrate CTE programs with other academics.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

To increase the number of graduates scoring a level 3 or higher on the state assessment, students will participate in tutoring and other support systems including the Wall-to-Wall Academies, CTE programs, new curriculum options and textbooks in Math, and Achieve 3000 in reading. Teachers will increase their knowledge and understanding of the curriculum, standards, and new assessments through PLCs each week. To increase the number of graduates going on to post-secondary schools, we will increase student's preparedness for college-level work through increasing participation in college-readiness courses in Math and English, Advanced Placement courses, and Dual Enrollment courses including a new College Skills Class to help prepare students for the rigors and demands of college-level work. All 10th grade students will take the PSAT to help identify students who should be pushed to take advanced level course work. Additionally, Clay High School will continue to work with students to help all students see college as an option including counseling to help students pick a college and major and offering financial aid workshops and scholarship assistance to help make college more affordable.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student's mathematical thinking and problem solving skills as shown on state assessments in math (Algebra 1, Geometry, and Algebra 2 EOCs) performance with an increase of 5% passing rate to 61% earning a level 3 or better on these state assessments.
- G2.** Increase students' reading comprehension skills throughout all content areas as demonstrated by a 5% increase on the FSA-ELA to 60% meeting a level 3 or higher on the state assessment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase student's mathematical thinking and problem solving skills as shown on state assessments in math (Algebra 1, Geometry, and Algebra 2 EOCs) performance with an increase of 5% passing rate to 61% earning a level 3 or better on these state assessments. 1a

G086036

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	50.0
Math Gains	55.0

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge

Resources Available to Help Reduce or Eliminate the Barriers 2

- Carnegie textbook with online cognitive tutor
- District Curriculum Specialist and Planned District based PD for math teachers
- Curriculum Maps
- Math Nation materials for Algebra, Geometry and Algebra II
- Common planning time and PLCs for math teachers
- PLC math teams meet 2 times a month

Plan to Monitor Progress Toward G1. 8

Math proficiency

Person Responsible

Linda Garcia

Schedule

Semiannually, from 8/24/2016 to 5/26/2017

Evidence of Completion

Performance Matters Assessments/mid-year assessment, EOC's, PERT, PLC logs

G2. Increase students' reading comprehension skills throughout all content areas as demonstrated by a 5% increase on the FSA-ELA to 60% meeting a level 3 or higher on the state assessment. 1a

G086037

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
ELA/Reading Gains	58.0

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge

Resources Available to Help Reduce or Eliminate the Barriers 2

- Achieve 3000 curriculum in Intensive Reading
- Intensive reading PLC group focusing on reading strategies
- NG-CARPD trained teachers in each core department
- Faculty and Department based PD focused on reading strategies
- Expectation for all teachers to incorporate reading into a minimum of one lesson a week

Plan to Monitor Progress Toward G2. 8

Performance Matters assessments for grades 9-11, FSA Language Arts Assessment (reading), targeted learning plans

Person Responsible

Linda Garcia

Schedule

Semiannually, from 9/5/2016 to 5/29/2017

Evidence of Completion

Student performance on progress monitoring assessments will demonstrate increases in student reading skills from the baseline to mid and end-of-year.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key


G1. Increase student's mathematical thinking and problem solving skills as shown on state assessments in math (Algebra 1, Geometry, and Algebra 2 EOCs) performance with an increase of 5% passing rate to 61% earning a level 3 or better on these state assessments. **1**

 **G086036**

G1.B1 Teacher knowledge **2**

 **B228669**

G1.B1.S1 Organize the math department by subject area into PLC's for the school year for Algebra 1, Geometry, and Algebra 2. **4**

 **S241136**

Strategy Rationale

To increase teacher knowledge, teachers will work together in PLC groups based on subject area to analyze standards, the FSA assessment and best practices for teaching critical math skills including ways to remediate and to enrich student understanding.

Action Step 1 **5**

Organize and design PLC sessions focused on Math strategies using the Carnegie textbook, Math Nation materials, and Florida State Standards.

Person Responsible

Linda Garcia

Schedule

Biweekly, from 8/24/2016 to 5/26/2017

Evidence of Completion

PLC sign in sheets, PLC logs, Navigator Plus, observations, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

PLC groups will meet biweekly

Person Responsible

Linda Garcia

Schedule

Monthly, from 8/24/2016 to 5/26/2017

Evidence of Completion

PLC log, sign in sheets, Navigator Plus, administrator observation

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Classroom observations/walk-throughs, performance matters progress monitoring results, formative and summative assessments and data discussions

Person Responsible

Linda Garcia


Schedule

Monthly, from 8/24/2016 to 5/26/2017

Evidence of Completion

Strategies in practice, lesson plans, PLC logs, performance matters reports


G2. Increase students' reading comprehension skills throughout all content areas as demonstrated by a 5% increase on the FSA-ELA to 60% meeting a level 3 or higher on the state assessment. **1**

 G086037

G2.B1 Teacher knowledge **2**

 B228672

G2.B1.S1 Monthly professional development for all teachers on reading strategies **4**

 S241137

Strategy Rationale

Increase teacher knowledge in reading strategies that support reading comprehension.

Action Step 1 **5**

School-wide faculty professional development each month on teaching reading in all content areas (1 faculty based training, 1 department-based follow-up training).

Person Responsible

Linda Garcia

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

sign in sheets, navigator plus, agendas for training, PLC/collaboration logs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Teachers will attend monthly faculty training and implement strategies learned with samples brought to the department-based follow up meeting

Person Responsible

Linda Garcia

Schedule

Monthly, from 8/16/2016 to 5/26/2017

Evidence of Completion

Navigator plus, PLC logs, student samples

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

in PLCs and department-based meetings, teachers will analyze student data and reflect on teaching cycle

Person Responsible

Linda Garcia









Schedule

Monthly, from 9/26/2016 to 5/29/2017

Evidence of Completion

Lesson plans and PLC logs, student samples, targeted learning plans, FSA-ELA scores, Performance Matters ELA data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M321155	Math proficiency	Garcia, Linda	8/24/2016	Performance Matters Assessments/mid-year assessment, EOC's, PERT, PLC logs	5/26/2017 semiannually
G1.B1.S1.MA1  M321153	Classroom observations/walk-throughs, performance matters progress monitoring results, formative...	Garcia, Linda	8/24/2016	Strategies in practice, lesson plans, PLC logs, performance matters reports	5/26/2017 monthly
G1.B1.S1.MA1  M321154	PLC groups will meet biweekly	Garcia, Linda	8/24/2016	PLC log, sign in sheets, Navigator Plus, administrator observation	5/26/2017 monthly
G1.B1.S1.A1  A312118	Organize and design PLC sessions focused on Math strategies using the Carnegie textbook, Math...	Garcia, Linda	8/24/2016	PLC sign in sheets, PLC logs, Navigator Plus, observations, lesson plans	5/26/2017 biweekly
G2.B1.S1.MA1  M321157	Teachers will attend monthly faculty training and implement strategies learned with samples brought...	Garcia, Linda	8/16/2016	Navigator plus, PLC logs, student samples	5/26/2017 monthly
G2.B1.S1.A1  A312119	School-wide faculty professional development each month on teaching reading in all content areas (1...	Garcia, Linda	8/29/2016	sign in sheets, navigator plus, agendas for training, PLC/collaboration logs	5/26/2017 monthly
G2.MA1  M321158	Performance Matters assessments for grades 9-11, FSA Language Arts Assessment (reading), targeted...	Garcia, Linda	9/5/2016	Student performance on progress monitoring assessments will demonstrate increases in student reading skills from the baseline to mid and end-of-year.	5/29/2017 semiannually
G2.B1.S1.MA1  M321156	in PLCs and department-based meetings, teachers will analyze student data and reflect on teaching...	Garcia, Linda	9/26/2016	Lesson plans and PLC logs, student samples, targeted learning plans, FSA-ELA scores, Performance Matters ELA data	5/29/2017 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase student's mathematical thinking and problem solving skills as shown on state assessments in math (Algebra 1, Geometry, and Algebra 2 EOCs) performance with an increase of 5% passing rate to 61% earning a level 3 or better on these state assessments.

G1.B1 Teacher knowledge

G1.B1.S1 Organize the math department by subject area into PLC's for the school year for Algebra 1, Geometry, and Algebra 2.

PD Opportunity 1

Organize and design PLC sessions focused on Math strategies using the Carnegie textbook, Math Nation materials, and Florida State Standards.

Facilitator

PLC group leaders (Algebra 1, Geometry, Algebra 2)

Participants

Math Teachers

Schedule

Biweekly, from 8/24/2016 to 5/26/2017

G2. Increase students' reading comprehension skills throughout all content areas as demonstrated by a 5% increase on the FSA-ELA to 60% meeting a level 3 or higher on the state assessment.

G2.B1 Teacher knowledge

G2.B1.S1 Monthly professional development for all teachers on reading strategies

PD Opportunity 1

School-wide faculty professional development each month on teaching reading in all content areas (1 faculty based training, 1 department-based follow-up training).

Facilitator

Linda Garcia

Participants

All Clay High teachers

Schedule

Monthly, from 8/29/2016 to 5/26/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Organize and design PLC sessions focused on Math strategies using the Carnegie textbook, Math Nation materials, and Florida State Standards.	\$0.00
2	G2.B1.S1.A1	School-wide faculty professional development each month on teaching reading in all content areas (1 faculty based training, 1 department-based follow-up training).	\$0.00
Total:			\$0.00