

Clay County Schools

Keystone Heights Junior/ Senior High



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	14
Title I Requirements	19
Budget to Support Goals	20

Keystone Heights Junior/Senior High

900 ORCHID AVE, Keystone Heights, FL 32656

<http://khh.oneclay.net>

Demographics

Principal: Laurie Burke

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 7-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	56%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: B (60%) 2016-17: C (52%) 2015-16: C (52%) 2014-15: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	14
Title I Requirements	19
Budget to Support Goals	20

Keystone Heights Junior/Senior High

900 ORCHID AVE, Keystone Heights, FL 32656

<http://khh.oneclay.net>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 7-12</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>65%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>10%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	C	C

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous and relevant; which transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement.

KHHS exists to prepare life-long learners for success in a global and competitive workplace.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
McWilliams, Aaron	Principal	School Instructional Leader; Science
Underwood, Barry	Assistant Principal	School Instructional Leader; Social Studies
Oody, Elizabeth	Assistant Principal	School Instructional Leader; Language Arts
Denmark, Sarah	Assistant Principal	School Instructional Leader; Math

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	201	230	218	177	199	171	1196
Attendance below 90 percent	0	0	0	0	0	0	0	35	36	37	65	39	0	212
One or more suspensions	0	0	0	0	0	0	0	20	25	13	13	7	6	84
Course failure in ELA or Math	0	0	0	0	0	0	0	28	36	33	0	32	0	129
Level 1 on statewide assessment	0	0	0	0	0	0	0	45	28	35	54	20	0	182

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	19	15	17	40	18	0	109

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	2	4	0	0	32	0	38
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

83

Date this data was collected or last updated

Wednesday 8/14/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	2	4	0	0	0	0	6
One or more suspensions	0	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	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	2	4	0	0	0	0	6

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

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

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	52%	60%	56%	46%	54%	53%
ELA Learning Gains	52%	52%	51%	45%	50%	49%
ELA Lowest 25th Percentile	45%	39%	42%	34%	40%	41%
Math Achievement	59%	55%	51%	56%	60%	49%
Math Learning Gains	49%	46%	48%	52%	51%	44%
Math Lowest 25th Percentile	40%	38%	45%	42%	37%	39%
Science Achievement	58%	73%	68%	46%	63%	65%
Social Studies Achievement	70%	81%	73%	67%	78%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	7	8	9	10	11	12	
Number of students enrolled	201 (0)	230 (0)	218 (0)	177 (0)	199 (0)	171 (0)	1196 (0)
Attendance below 90 percent	35 ()	36 ()	37 ()	65 ()	39 ()	0 ()	212 (0)
One or more suspensions	20 (0)	25 (0)	13 (0)	13 (0)	7 (0)	6 (0)	84 (0)
Course failure in ELA or Math	28 (0)	36 (0)	33 (0)	0 (0)	32 (0)	0 (0)	129 (0)
Level 1 on statewide assessment	45 (0)	28 (0)	35 (0)	54 (0)	20 (0)	0 (0)	182 (0)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	54%	59%	-5%	52%	2%
	2018	44%	54%	-10%	51%	-7%
Same Grade Comparison		10%				
Cohort Comparison						
08	2019	55%	62%	-7%	56%	-1%
	2018	52%	67%	-15%	58%	-6%
Same Grade Comparison		3%				
Cohort Comparison		11%				
09	2019	52%	61%	-9%	55%	-3%
	2018	43%	56%	-13%	53%	-10%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		9%				
Cohort Comparison		0%				
10	2019	45%	57%	-12%	53%	-8%
	2018	55%	58%	-3%	53%	2%
Same Grade Comparison		-10%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	65%	63%	2%	54%	11%
	2018	54%	58%	-4%	54%	0%
Same Grade Comparison		11%				
Cohort Comparison						
08	2019	46%	49%	-3%	46%	0%
	2018	50%	52%	-2%	45%	5%
Same Grade Comparison		-4%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	54%	64%	-10%	48%	6%
	2018	52%	67%	-15%	50%	2%
Same Grade Comparison		2%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	66%	72%	-6%	67%	-1%
2018	96%	90%	6%	65%	31%
Compare		-30%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	65%	80%	-15%	71%	-6%
2018	66%	78%	-12%	71%	-5%
Compare		-1%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	77%	80%	-3%	70%	7%
2018	67%	78%	-11%	68%	-1%
Compare		10%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	57%	65%	-8%	61%	-4%
2018	63%	66%	-3%	62%	1%
Compare		-6%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	65%	64%	1%	57%	8%
2018	64%	61%	3%	56%	8%
Compare		1%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	41	32	27	41	38	32	40		91	41
BLK	25	35	30	53	62		46				
HSP	45	63	70	50	54		67	92			
MUL	30	60		47	44		19				
WHT	54	51	42	60	48	38	59	70	72	91	72
FRL	42	48	45	56	47	42	51	60	70	90	60

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	37	34	32	47	44	43	33		67	50
BLK	41	63		36	33			50			
HSP	41	44	36	51	53	64	40	76			
MUL	30	32		40	63			50			
WHT	51	48	37	61	60	53	63	67	67	86	66
FRL	44	47	39	52	56	56	54	63	67	74	53

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	30	24	26	39	32	20	38		56	36
BLK	31			38	30						
HSP	41	42		50	46		47	70			

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
MUL	33	27		40	38	40					
WHT	47	46	36	57	53	43	46	68	41	82	65
FRL	38	42	31	47	49	39	37	60	41	77	59

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	660
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

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

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

Science/Biology showed the largest drop.

Factors include district shift in the year that biology was offered as a course; staff member resigned mid-year.

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

Biology from 96 to 66.

Factors include district shift in the year that biology was offered as a course; staff member resigned mid-year.

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.

Science/Biology

Factors include district shift in the year that biology was offered as a course; staff member resigned mid-year.

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

ELA lowest 25%; concentrated efforts by veteran staff; tier two and three interventions with fidelity across the subject area.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance globally below district and state averages.

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

1. 10% improvement across core FSA
2. Graduation improvement from 92-93%
3. Raise attendance rate from 92-94.5%
4. Reduce referral rate by 25%
5. Recruit and retain staff for continuous improvement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Attendance
Rationale	Raising attendance rates will increase the amount of time students are in class learning.
State the measurable outcome the school plans to achieve	Raise attendance rates from 92 to 94.5%.
Person responsible for monitoring outcome	Barry Underwood (barry.underwood@myoneclay.net)
Evidence-based Strategy	Incentive programs have been created to encourage students to be present, posters and information posted encouraging students to be present and prepared. Strive for less than 5 and All Here are other attendance initiative programs that will be implemented.
Rationale for Evidence-based Strategy	Incentive programs give students an opportunity to continue doing the right thing and feel appreciated. Positive Behavior Incentive Programs are a driving force behind education. We will know we have achieved this when our attendance rate has improved to 94.5%.
Action Step	
Description	<ol style="list-style-type: none"> 1. Assess data from previous year and first 20 days of school. 2. Action teams Climate & Culture, and Family & Community are working with our community partners to post and share information about the importance of regular attendance in school and generate positive incentives for student attendance. 3. Strive for Less than 5 days absent campaign in town (posting signage around town). 4. Offer incentives (PBIS) for students attendance (especially students that show early warning signs). 5. Identify students with attendance issues to pull into a FOCUS group once a week to discuss the importance of attendance and determine causes for absences. 6. Through our community partnership with Children's Home Society establish business partners and community liaison to increase parental involvement. 7. Implement the 7 Mindsets to address the social emotional needs of students.
Person Responsible	Barry Underwood (barry.underwood@myoneclay.net)

#2	
Title	School Culture
Rationale	There was a spike in our referral rate last year; students should not be missing class because of discipline this takes away from their education. If we can change the mindset of students with overcoming obstacles we can increase student engagement and enhance their educational experience. Implementation of the 7 mindsets, a research based social emotional program, will increase self awareness and result in a more positive school atmosphere.
State the measurable outcome the school plans to achieve	Reduce referral rate by 25%. Increase the amount of involvement in school activities through sports, clubs, an after school activities??? Track how many students are using their indian buck at the Trading Post. (TRADING POST IS CURRENTLY DOING THIS)
Person responsible for monitoring outcome	Barry Underwood (barry.underwood@myoneclay.net)
Evidence-based Strategy	Positive Behavior Incentive Programs, Indian Bucks used with the Trading post to reward students on campus. 7 Mindsets training for students and teachers.
Rationale for Evidence-based Strategy	Positive Behavior Incentive Programs encourage positive behaviors by rewarding students for improved and appropriate behaviors. We will achieve this goal if we decrease referral rate by 25% from last year.
Action Step	
Description	<ol style="list-style-type: none"> 1. Explain PBIS (Indian Bucks) to faculty and students. 2. Continue to create community partners to help assist with Trading Post incentives. 3. Recognize students for positive behaviors and give them Indian Bucks. 4. Students and teachers are participating in 7 Mindsets during homeroom to address overcoming obstacles and changing their mindset. 5. Action groups Climate & Culture and Family & Community will continue to grow the relationship as a community partnership school with Children's Home Society to fulfill a community need for food, clothing, medical, and dental needs.
Person Responsible	Barry Underwood (barry.underwood@myoneclay.net)

#3	
Title	Recruitment, Retention, and Improvement of Staff
Rationale	The more experience teachers gain, should equate to a more knowledgeable teacher. If we can recruit and keep effective teachers this will continue to provide our students with the best possible education.
State the measurable outcome the school plans to achieve	Attrition rates below 7%.
Person responsible for monitoring outcome	Aaron McWilliams (aaron.mcwilliams@myoneclay.net)
Evidence-based Strategy	Classroom walk-through, feedback to teachers from observation data, professional development opportunities, incentives for teachers, job fair, and teacher lead action groups. Action teams Professional Development, Curriculum & Instruction, Climate and Culture, and Mentoring & Motivating
Rationale for Evidence-based Strategy	Retention of top tier teachers will lead to student success as it relates to standard and data driven instruction. Providing feedback from walk-through observations will help teachers focus on areas of growth as well as identify strengths. Teachers will have administrative and county curriculum specialist support through professional Development. The job fair provides an opportunity to meet potential new employees. We will know that we have achieved this goal when no more than 7% of teachers/faculty do not return. Teacher led action groups will create agendas and lead professional development opportunities, focus on aligning standards with the curriculum and instruction, improving climate and culture, and develop open relationships with peer teachers to develop areas of growth.
Action Step	
Description	<ol style="list-style-type: none"> 1. Regular classroom walk-through observation 2. Meet with teachers to discuss feedback 3. Provide Professional Development opportunities through PLC 4. Offer incentives to teachers that use Indian Bucks 5. Action teams Professional Development, Curriculum & Instruction, Climate and Culture, and Mentoring & Motivating will work to develop a campus focused on growing teachers and making this school a positive environment for students and faculty.
Person Responsible	Aaron McWilliams (aaron.mcwilliams@myoneclay.net)

#4	
Title	Graduation Rates
Rationale	If students are graduating this will indicate they are passing state exams. This will provide them with more opportunities to become contributing members of society.
State the measurable outcome the school plans to achieve	Graduation rates will improve from 92 to 93%.
Person responsible for monitoring outcome	Kim Dykes (kim.dykes@myoneclay.net)
Evidence-based Strategy	Strive for less than 5 absences, School Day SAT, achieve practice for struggling readers, P.E.R.T. testing for algebra 1 concordant requirement.
Rationale for Evidence-based Strategy	These are district initiatives that will provide students with the opportunity to meet graduation requirements. Also providing practice and time in class to meet requirements. Achievement will be determined by improving graduation rates from 92 to 93%.
Action Step	
Description	<ol style="list-style-type: none"> 1. Strive for Less than 5 Absences campaign in town 2. Schedule SAT School Day 3. Schedule P.E.R.T testing days for Algebra 1 4. Track Seniors through Grad Tracker 5. Individual counseling with Seniors
Person Responsible	Kim Dykes (kim.dykes@myoneclay.net)

#5	
Title	Student Outcomes
Rationale	Improving teacher pedagogical skills will allow for differentiation of instruction for all students specifically multi-racial. Using formal and informal data to identify specific areas will provide teachers insight for student needs

State the measurable outcome the school plans to achieve	10% improvement in FSA scores. Show an increase in teachers engaging in specific PDs through sign in/attendance sheet. Increase in teacher use of walk-through measurables.
Person responsible for monitoring outcome	Aaron McWilliams (aaron.mcwilliams@myoneclay.net)
Evidence-based Strategy	Tutoring after school, administering practice test to improve test taking skills, district initiative protocols to be implemented in the classroom using data driven instruction
Rationale for Evidence-based Strategy	Tutoring, practice testing, and classroom protocols assist students in improving scores and allow teachers to track data to help students. These are district initiated protocols; we will know we have achieved this goal when we have get our FSA scores back and have improved 10%. Data will drive instruction through formal and informal assessments to check for understanding and remediate when necessary.

Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers asses data from previous year and current year using progress monitoring data, informal assessments, and formal assessments 2. Teachers use protocols during PLC's to address problem areas based off of informal/ formal assessments to drive instruction 3. During faculty meetings admin will model various protocols designed to improve student engagement 4. Test practice through the year to drive instruction and meet benchmarks 5. Content Specialists will collaborate with teachers to provide content support. 6. Identify master teachers on campus that are willing to model instruction for the faculty 7. Action team Curriculum & Instruction will work to help teachers align standards and keep pace with the curriculum guide to ensure instruction is on track.
Person Responsible	Aaron McWilliams (aaron.mcwilliams@myoneclay.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

The school will use social media and after school events to build positive relationships with parents, family, and community stakeholders. We are also a community partnership school and have a community "Trading Post" that will provide the students and community with food, clothing, and school supplies when necessary.

PFEP Link

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

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.

We will be using the 7 mindsets during homeroom to meet the social-emotional needs of all students. Counseling and mentoring will be provided when needed. The community partnership schools group will also help provide students with resources outside of school to help with decision making and social-emotional needs.

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

Students are supported through orientation when transitioning into 7th, 8th and new students. Freshman Expo allows 9th graders and parents to come learn about academic and enrichment programs and graduation requirements.

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.

Faculty meets weekly through s, PLC's department meetings, common planning to coordinate data and lesson plans for meeting the needs of our students. Each department is in charge of how state and local funds are allocated within each department. Books are maintained through destiny with counts at the beginning and ending of each school year. Teachers meet to discuss what is most needed and vital to the success of our students.

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

The school has partnerships with Sante Fe for behavior improvement and decision making courses. Colleges representatives come on campus to meet with prospective students. Clay County also hosts a college night for seniors.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Attendance	\$0.00
2	III.A.	Areas of Focus: School Culture	\$0.00
3	III.A.	Areas of Focus: Recruitment, Retention, and Improvement of Staff	\$0.00
4	III.A.	Areas of Focus: Graduation Rates	\$0.00
5	III.A.	Areas of Focus: Student Outcomes	\$0.00
Total:			\$0.00