

Clay County Schools

Clay High School



2019-20 Schoolwide Improvement Plan

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Clay High School

2025 FL-16, Green Cove Springs, FL 32043

<http://chs.oneclay.net>

Demographics

Principal: Jennifer Halter

Start Date for this Principal: 8/16/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
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)	44%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (59%) 2016-17: B (57%) 2015-16: B (55%) 2014-15: A (64%)
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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	41%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

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

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Part I: School Information

School Mission and Vision

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.

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.

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
Dicks, Cary	Principal	Educational Leader of the school that oversees all areas of Clay High School- Assigned to the Science Dept for PLCs/Evaluations.
Garcia, Linda	Assistant Principal	Oversees math department for PLCs and Evaluations curriculum and professional development master scheduling
Hull, Tonya	Teacher, ESE	ESE department head and Intervention Team Facilitator- helps with coordinating accommodation information and academic planning for ESE students. ITF- helps teachers identify students in need of interventions and plan/monitor intervention plans. Helps analyze school wide and teacher specific assessment data.
Freeman, Josh	Assistant Principal	Oversees ELA department (English and Reading for PLCs and evaluations, primary discipline administrator works with teachers and others to work with students to improve behaviors at school
Lewis, Matthew	Assistant Principal	Oversees Social Studies department for PLCs and evaluations, primary discipline administrator- works with teachers and others to help work with students to improve behaviors
Richardson, Clayton	Teacher, K-12	math department head- leads the math department and provides input at leadership team on trends in math curriculum and how student areas of need impact student progress in math at different grade/subject levels
Taylor, Carolyn	Teacher, K-12	Reading dept head- helps the team understand the complexities of literacy development in secondary students, interpret data, and identify students who need more supports in MTSS
Horn, Susan	School Counselor	Guidance dept head- works with guidance team and others to support students academic success. Primary person responsible for coordinating social emotional learning activities at school
Mousley, Morgan	Teacher, K-12	Teaches Eng 2 and Eng 4- helps interpret school wide literacy data and impacts of literacy deficits on students' progress through the ELA curriculum Also serves as SAC Chair 2019-2020

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	0	0	0	392	448	357	334	1531
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	69	90	93	83	335
One or more suspensions	0	0	0	0	0	0	0	0	0	0	2	3	3	4	12
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	0	0	0	72	128	120	84	404

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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

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

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

88

Date this data was collected or last updated

Friday 8/23/2019

Prior Year - As Reported

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

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

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

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	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	14	56	50	23	143
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	58%	60%	56%	52%	54%	53%
ELA Learning Gains	47%	52%	51%	51%	50%	49%
ELA Lowest 25th Percentile	41%	39%	42%	40%	40%	41%
Math Achievement	50%	55%	51%	59%	60%	49%
Math Learning Gains	42%	46%	48%	52%	51%	44%
Math Lowest 25th Percentile	36%	38%	45%	39%	37%	39%
Science Achievement	71%	73%	68%	61%	63%	65%
Social Studies Achievement	77%	81%	73%	78%	78%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	392 (0)	448 (0)	357 (0)	334 (0)	1531 (0)
Attendance below 90 percent	69 (0)	90 (0)	93 (0)	83 (0)	335 (0)
One or more suspensions	2 (0)	3 (0)	3 (0)	4 (0)	12 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	72 (0)	128 (0)	120 (0)	84 (0)	404 (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
09	2019	59%	61%	-2%	55%	4%
	2018	50%	56%	-6%	53%	-3%
Same Grade Comparison		9%				
Cohort Comparison						
10	2019	55%	57%	-2%	53%	2%
	2018	56%	58%	-2%	53%	3%
Same Grade Comparison		-1%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	72%	72%	0%	67%	5%
2018	91%	90%	1%	65%	26%
Compare		-19%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	76%	80%	-4%	70%	6%
2018	80%	78%	2%	68%	12%
Compare		-4%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	38%	65%	-27%	61%	-23%
2018	40%	66%	-26%	62%	-22%
Compare		-2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	58%	64%	-6%	57%	1%
2018	57%	61%	-4%	56%	1%
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	27	41	41	21	35	37	43	48		90	34
ELL	25	40		13	15						
BLK	35	39	37	30	34	22	42	60		96	35
HSP	62	54	43	46	30	27	67	63		97	46
MUL	42	46		41	32		73	80			
WHT	61	48	41	54	44	41	76	81		94	68
FRL	46	43	41	40	36	29	62	77		88	47
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	20	36	29	22	25	20		46		76	34
ELL		50									
BLK	31	49	50	15	18	14		60		87	32
HSP	47	58	45	46	29	14	92	86		84	57
MUL	59	65		50	31			67		85	55
WHT	56	56	43	56	45	36	94	82		92	55
FRL	41	50	48	42	34	29	92	76		87	38
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	13	26	24	32	43	36	29	44		85	26
ELL				42	36						
BLK	27	43	36	33	30	9	30	60		100	33
HSP	48	37	31	48	45	27	57	61		87	50
MUL	59	63		45	41					90	
WHT	55	53	41	64	55	47	66	83		90	53
FRL	40	47	40	51	46	34	52	65		90	41

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

ESSA Federal Index	
OVERALL Federal Index – All Students	57
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	50
Total Points Earned for the Federal Index	627
Total Components for the Federal Index	11
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
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	29
English Language Learners Subgroup Below 41% in the Current Year?	YES
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
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
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	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	61
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	51
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.

Math lowest 25% percentile was the lowest performance, 36% in 2019, 28% in 2018. Increased 8% over last year.

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

Greatest decline was Science achievement which dropped 21%. 2018 data showed 92% and 2019 was 71%. The factor that affected the scores decreasing was that we only had Honors students enrolled in Biology in 2018. Standard and Honors students took Biology in 2019.

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.

Math Lowest 25% had the biggest gap compared to the state average. 36% CHS and 45% State. The factor that contributed to this was that more students are coming to high school already taken Alg. 1 and Geometry. Larger percentage of students entering 9th grade are a level 1 or 2 in math.

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

ELA Achievement showed the most improvement. 58% in 2019 and 53% in 2018. Increase score by 5%. Use of Achieve 3000 reading program and increase in collaboration between English and Reading teachers.

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

Attendance is a concern.

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

1. ELL Students ELA Achievement and Math Achievement
2. Lower Quartile Literacy Learning gains
3. Proficiency in Algebra
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Subgroup ELL Learning Gains
Rationale	This subgroup fell below the Federal Index and is at 39%. Our ELL students struggle to meet grade level achievement and to make gains in ELA and Math. By targeting this group, we will be able to provide more instructional support to this subgroup.
State the measurable outcome the school plans to achieve	ELL students will demonstrate improvement in ELA and Math by achieving: ELA achievement to 28% meeting grade level (Level 3). ELA learning gains to 45% meeting learning gains. Math achievement to 16% meeting grade level in Math (Level 3). Math learning gains to 20% meeting learning gains in math.
Person responsible for monitoring outcome	Cary Dicks (wesley.dicks@myoneclay.net)
Evidence-based Strategy	Through data tracking and responding to immediate needs, the ELL assistant will provide or will help connect students to academic and social-emotional support to help them meet learning gains goals and become more engaged in the school environment.
Rationale for Evidence-based Strategy	Tracking student data on a bi-weekly basis will help identify problems quickly and with the help of the ELL assistant interventions can be implemented to help. The language barrier the ELL students face in engaging in the learning activities present challenges to them accessing the standards and showing improvement. The ELL assistant is able to provide translation services. These students also experience social-emotional impacts and having the ELL assistant to talk to and connect with helps with their attendance and engagement with school. The ELL assistant also helps connect with ELL parents by translating information.
Action Step	
Description	<ol style="list-style-type: none"> 1. ELL assistant will track ELL student grades and attendance bi-weekly 2. ELL assistant or counselor will contact parent if student has more than 2 absences a month 3. Progress monitoring for Achieve lexile and performance matters test and review of data monthly 4. ELL assistant will work with the ELA and Math teachers of ELL students to provide support (push in or pull out) to provide additional support as needed 5. ELL assistant will coordinate use of Rosetta stone or other language acquisition program and student progress in the program will be monitored weekly
Person Responsible	Cary Dicks (wesley.dicks@myoneclay.net)

#2	
Title	Lower Quartile Learning Gains ELA
Rationale	Our lower quartile students do not make expected learning gains at the same rate as the general population. Targeting this subgroup will allow us to more closely monitor the students' progress and provide remediation and interventions in a more timely manner. Additionally, this is an area for focus because of the impact that poor proficiency in reading and writing has across all disciplines. When students struggle to understand grade level text, they struggle to access course materials in all subject areas. By targeting the lower quartile, we will be able to help close some of this learning impact on all subject areas caused by the literacy gap.
State the measurable outcome the school plans to achieve	Lower quartile students will increase lexile levels by average of 50 points by June 2020 55% of Lower quartile students will make learning gains on FSA-ELA in May 2020
Person responsible for monitoring outcome	Josh Freeman (joshua.freeman@myoneclay.net)
Evidence-based Strategy	Monthly data dives in PLCs, facilitated by the ELA administrator, will allow teacher to identify students and develop interventions for those who need remediation to continue to meet learning gain goals. These students will be identified to receive more intensive and targeted literacy remediation through the use of intensive reading and Achieve 3000 in ELA and one other core class (9th grade science, 10th grade World History).
Rationale for Evidence-based Strategy	Using monthly data discussion keeps the focus on those students who need the most support and allows for tracking growth and quickly identifying areas of concern as they emerge. Teachers will be more cognizant of the students, their individual learning gain goals, and progress being made on the monthly basis.
Action Step	
Description	<ol style="list-style-type: none"> 1. Students will complete baseline testing Achieve 3000 for lexile scores 2. Teachers will identify the score needed for each student to make a learning gain 3. PLC time each month will be dedicated to reviewing progress of each LQ student in each teachers class and planning interventions/remediation as needed to keep progress on goals 4. Administrator and district curriculum ELA coach will conduct weekly walkthroughs and lesson reviews with ELA teachers 5. Teacher led small group will be used in all Intensive reading and ELA 9-10 standard classes for remediation/interventions in literacy skills
Person Responsible	Josh Freeman (joshua.freeman@myoneclay.net)

#3	
Title	Proficiency in Algebra
Rationale	Our proficiency scores in Algebra are 23% points below the state and 27% behind our district. We experienced another 2% point decline in 2019. More and more of our Algebra students start Algebra behind as evidenced by their 8th grade FSA-Math scores being Level 1 and 2. Targeting improvement activities in the area of Algebra will provide students the mathematical instruction and remediation needed to start to close this gap.
State the measurable outcome the school plans to achieve	Algebra proficiency rate (passing rate) increase 5% from 38% to 42% in first time Algebra test takers
Person responsible for monitoring outcome	Linda Garcia (linda.garcia@myoneclay.net)
Evidence-based Strategy	Weekly common planning to align lessons, curriculum, and assignments to best practice, grade level work, and test item specifications with district math coach and math administrator.
Rationale for Evidence-based Strategy	By working together, the Algebra teachers have opportunities to combine resources to identify best practices and strategies, analyze student data, regulate assignments and tasks to ensure grade level appropriateness, and support each other in meeting the needs of students. Working with the math specialist provides teachers job embedded professional development and coaching to quickly address student needs. Teachers will work on incorporating rotation models, collaboration, and embedded review with the help of the coach.
Action Step	
Description	<ol style="list-style-type: none"> 1. establish weekly common planning time (Thursdays) 2. schedule math curriculum specialist for weekly visit (Thursdays periods 4-6 or all day every other week) 3. math administrator and math specialist conduct weekly walkthroughs together 4. teachers develop common assessments and use PLC time each Weds to review data 5.
Person Responsible	Linda Garcia (linda.garcia@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).

Social emotional learning and wellness of students is another area targeted this year through weekly SEL lessons (every Weds led by guidance during 5th period) using the 7 Mindsets curriculum. Guidance counselors create a 15-20 minute lesson which is broadcast via the student television network, classroom teachers use the lesson plan and any materials provided by guidance to facilitate student discussion based on the lesson presented. Outcomes expected include fewer chronic absenteeism, fewer referrals, and fewer failing grades across all grade levels.

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.

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, Twitter, and Instagram 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 and Career Education 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.

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.

Clay High School ensures the social-emotional needs of all students by having a vast array of services available. We offer hospital homebound services to those students with prolonged illnesses that inhibit their ability to be at school. Edgenuity, 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. Through contracted services with the school district, there is a mental health counselor from Clay Behavioral Health available as needed 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 breakfast 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, 7 MindSets with activities each week directed by guidance counselors, 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.

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

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 ESE Support Facilitator attends articulation meetings each Spring at both feeder Jr Highs to update IEPs for up-rising 9th graders to help make sure the transition to high school for students with disabilities is as smooth as possible. 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.

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.

The school budget is set by the district and is reviewed by the principal and bookkeeper when it is projected in the Spring for the following year. Allocation of resources from the budget is determined by the principal with guidance from the district to maintain a focus on instructional outcomes and facility projects that enhance the educational learning environment and school safety for the students. Priorities for allocating limited resources are determined based on a review of student performance data and analysis of impact on the whole school and/or targeted learning groups. The principal presents the school budget to the SAC team for review and input (Sept 2019). Additional funding is sought through grants and special projects as needed. All property items purchased by the school receive property numbers. Inventories of equipment valued over \$1000 are maintained by a school administrator, Josh Freeman, and audits of these resources are conducted annually under the supervision of district personnel. Teachers must maintain an inventory list in their classrooms of these supplies and items. Textbook inventories are managed through an online platform (Destiny) and are checked out and checked in by teachers. Annually textbook inventory audits help to manage these resources. The school has allocated funds over the past few years to purchase chromebooks and carts. These are inventoried and tracked through our lab assistant to maximize student access to this technology.

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 Career/College Coach if they are enrolled in any CTE pathway (academy or class). The 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. Students in the Digital Design and Criminal Justice tracks also use a

career program called Shine that allows students to search careers and access resources needed to pursue that career path. Clay High School has a CCR Club that rewards students monthly that are College and Career Ready as well as post their Certificates. 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 \$4 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.