
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	18
Budget to Support Goals	19

Argyle Elementary School

2625 SPENCERS PLANTATION BLVD, Orange Park, FL 32073

<http://aes.oneclay.net>

Demographics

Principal: Dimitra Mainer

Start Date for this Principal: 8/27/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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: A (65%) 2017-18: B (61%) 2016-17: A (62%) 2015-16: B (61%) 2014-15: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* 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	18
Budget to Support Goals	19

Argyle Elementary School

2625 SPENCERS PLANTATION BLVD, Orange Park, FL 32073

<http://aes.oneclay.net>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">49%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">58%</p>

School Grades History

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

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.

The mission of Argyle Elementary School is to equip students with the skills needed to forge the future's next discoveries, inventions, solutions and adventures in a world of new possibilities.

Provide the school's vision statement.

The School District of Clay County and Argyle Elementary School exist 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
Ward, Angela	Principal	The School Based Leadership Team (SBLT) is comprised of a teacher from each grade level, including ESE and administrators. Each team member is responsible for helping to make data-based decisions using student data and grade appropriate benchmarks and expectations. The SBLT member shares information pertaining to the Multi Tiered Support System with their grade level teams and helps guide their grade level's data conversations during team meetings.
Dixon, Wilnitra	Assistant Principal	
Ayers, Jessica	Teacher, K-12	
Sutton, Tammy	Teacher, K-12	
Runte, Terry	Teacher, K-12	
Ledbetter, Jane	Teacher, K-12	
Williams, Tara	Teacher, ESE	
Francis, Tonya	Teacher, K-12	
Miller, Traci	Teacher, K-12	
Corbitt, Mary Jo	Teacher, K-12	

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	0	0	0	0
Attendance below 90 percent	0	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	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	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	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	0
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)

55

Date this data was collected or last updated

Tuesday 8/27/2019

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	
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

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	65%	65%	57%	65%	62%	55%
ELA Learning Gains	66%	62%	58%	62%	61%	57%
ELA Lowest 25th Percentile	57%	54%	53%	49%	54%	52%
Math Achievement	72%	70%	63%	73%	64%	61%
Math Learning Gains	68%	66%	62%	66%	60%	61%
Math Lowest 25th Percentile	57%	56%	51%	58%	52%	51%
Science Achievement	67%	65%	53%	58%	55%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	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)

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
03	2019	69%	68%	1%	58%	11%
	2018	62%	68%	-6%	57%	5%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	61%	64%	-3%	58%	3%
	2018	60%	62%	-2%	56%	4%
Same Grade Comparison		1%				
Cohort Comparison		-1%				
05	2019	64%	62%	2%	56%	8%
	2018	53%	59%	-6%	55%	-2%
Same Grade Comparison		11%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	72%	71%	1%	62%	10%
	2018	77%	70%	7%	62%	15%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	72%	69%	3%	64%	8%
	2018	60%	66%	-6%	62%	-2%
Same Grade Comparison		12%				
Cohort Comparison		-5%				
05	2019	76%	64%	12%	60%	16%
	2018	66%	65%	1%	61%	5%
Same Grade Comparison		10%				
Cohort Comparison		16%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	66%	63%	3%	53%	13%
	2018	58%	64%	-6%	55%	3%
Same Grade Comparison		8%				
Cohort Comparison						

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	46	59	55	55	67	63	53				

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
ELL	56	54		67	93						
ASN	71	73		86	91						
BLK	52	63	67	67	66	69	60				
HSP	68	75	73	73	74	62	75				
MUL	79	87		67	64						
WHT	69	58	38	76	66	39	67				
FRL	59	65	67	68	68	57	65				
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	39	46	54	47	49	36	39				
ELL	79	80		79	80						
ASN	89	82		94	65						
BLK	52	61	48	71	73	58	37				
HSP	70	50		70	60	27	86				
MUL	68	59		73	63		82				
WHT	63	59	57	76	67	56	60				
FRL	59	61	54	73	71	57	57				
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	46	49	38	52	52	29	36				
ELL	50			70							
ASN	56	75		89	92						
BLK	55	57	44	61	59	52	32				
HSP	85	77		72	73		70				
MUL	68	70		71	75		60				
WHT	67	60	45	81	65	65	78				
FRL	56	55	43	67	66	58	43				

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)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	75
Total Points Earned for the Federal Index	527

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	57
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	69
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	63
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	71
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	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	59
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	64
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.

The data components that showed the lowest performance are Learning Gains for the lowest 25% in math and reading. A contributing factor includes curriculum utilized for content areas did not incorporate rigor and high expectations for academic ownership learning opportunities.

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

The data component that showed the greatest decline from the prior year is math proficiency. The math proficiency score dropped from 74% to 72%. A contributing factor to this decline is the inconsistent use of math curriculum.

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

The FSA ELA Lowest 25th Percentile is the area with the greatest gap when compared to the state average. A factor that contributed to this gap is the lack of solid Tier 3 interventions for students in the upper grades.

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

The data component that showed the most improvement is science. The overall proficiency in science increased from 59% to 67% for the 2018-2019 school year. Argyle Elementary increased collaboration between teachers, instructional coaches, and administration. As a result, students completed learning opportunities in the classroom and in the science labs that were more rigorous than in the previous year.

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

Not applicable

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

1. Increase Lowest Quartile Gains in FSA ELA
2. Increase Lowest Quartile Gains in FSA Math
3. Increase Proficiency on FSA ELA Assessments
4. Promote Student Attendance (Increase daily attendance rates)
5. Promote a Positive and Safe Learning Environment

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Attendance
Rationale	Students have varied social emotional needs. Students' social emotional needs should be fostered in order for them to focus in class creating a stronger student based community that shows growth in climate and academics.
State the measurable outcome the school plans to achieve	The annual target is 92.0%.
Person responsible for monitoring outcome	Wilnitra Dixon (wilnitra.dixon@myoneclay.net)
Evidence-based Strategy	<p>Monthly attendance team meetings to include: Administration Guidance Records Secretary School Social Worker</p> <p>The team will monitor student attendance and review data to determine and monitor student needs: FOCUS Parent Contact Log, FOCUS Attendance Contact Log, absences, referrals, and ISS/OSS frequencies.</p>
Rationale for Evidence-based Strategy	Students have varied social emotional needs. Students' social emotional needs should be fostered in order for them to focus in class creating a stronger student based community that shows growth in climate and academics. The monthly attendance team monitor FOCUS attendance contact logs.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will reach out to parents to 2. Monthly Attendance Team meetings 3. Mid-year meeting in January to check progress towards goal in School Improvement Plan 4. Review monthly attendance reports 5. Compare data 6. Monitor and discuss needs 7. The following resources will be used school-wide and in classrooms to support student attendance: *CHAMPS, Foundations Team, The Leader in Me by Steven R. Covey, The 7 Habits of Happy Kids by Steven R. Covey lessons, and Argyle P.R.I.D.E school wide expectations. 8. Partnerships with local businesses to provide incentives for students
Person Responsible	Wilnitra Dixon (wilnitra.dixon@myoneclay.net)

#2	
Title	Student Engagement and Academic Ownership
Rationale	<p>Faculty members have varied levels of skill and knowledge in developing rigorous common assessments that are aligned with standards and item specifications. Work collectively to empower teachers to define rigor and opportunities to engage students to make real world connections.</p> <p>As a professional learning community, we need to understand what rigor, deep engagement, strong instruction, and high expectations within the classroom. Grade-level teams will use data from available reports from iReady, Achieve 3000, Performance Matters, and classroom assignments/tasks aligned to the standard to track the performance of students toward measurable academic success with differentiated instruction. The following teams will meet to monitor and provide support: Curriculum and Instruction, Family and Community, and Professional Learning Communities.</p>
State the measurable outcome the school plans to achieve	<p>The annual target for ELA proficiency is 73.0%. Then annual target for ELA proficiency for the lowest quartile is 68%. Then annual target for Math proficiency for the lowest quartile is 67%.</p>
Person responsible for monitoring outcome	Angela Ward (angela.ward@myoneclay.net)
Evidence-based Strategy	<p>Curriculum and Instruction along with vertical PLC teams meet monthly to implement a rigorous academic curriculum. The teams will use data from available reports listed below to track the performance of students toward measurable academic success.</p> <p>-Rigor is Not a Four Letter Word (Barbara R. Blackburn), iReady, Achieve 3000, Making Meaning, LAFS, Being A Writer, Lucy Calkins Writing, SIPPS, LLI, DBQs, journals, Eureka, content area materials, visuals, and various media, Florida Standards, and CPALMS.</p>
Rationale for Evidence-based Strategy	<p>As a professional learning community we need to understand what rigor, deep engagement, strong instruction, and high expectations within the classroom. Curriculum and Instruction along with vertical PLC teams meet monthly to implement a rigorous academic curriculum. The teams will use data from available reports listed below to track the performance of students toward measurable academic success with differentiated instruction.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Curriculum and Instruction Team 2. Vertical PLC teams 3. Data Meetings to analyze school-wide data 4. Identify opportunities for growth 5. Identify strengths to push students exceeding the standards
Person Responsible	[no one identified]

#3	
Title	<p>Positive School Culture and Family/Community Engagement</p> <p>If we foster student social emotional needs to develop leadership skills, then we should see a stronger school based student community. Students have varied social emotional needs. Students' social emotional needs should be fostered in order for them to focus in class creating a positive culture within the student community that shows growth in climate and academics.</p>
Rationale	<p>Offer opportunities for families and business partners to engage in school activities to increase family and business partnership involvement.</p> <p>To ensure a safe and secure school environment, mandated school safety procedures will be implemented.</p>
State the measurable outcome the school plans to achieve	<ul style="list-style-type: none"> -The school climate survey is completed by parents every March/April. The School Advisory Council (SAC) creates the survey and reviews results in April annually. -The Panorama Survey is completed by students in grades 3-6 during September every year. Panorama partners with school districts to help collect and analyze data about Social Emotional Learning (SEL) and school climate. SEL is an important part of a well-rounded education. -Teacher climate survey is completed in January. This survey is administered by the District collects feedback from teachers that may include the following topics: leadership opportunities, instructional feedback, and school climate and culture.
Person responsible for monitoring outcome	<p>Angela Ward (angela.ward@myoneclay.net)</p>
Evidence-based Strategy	<p>Argyle Elementary serves as the hub of the community within the Argyle area. Argyle Elementary is the only Clay county school surrounded by Duval county. As a result, families and local business partners collaborate with Argyle Elementary to provide multiple opportunities for student growth in real world experiences.</p> <p>The following activities are used to support a positive school culture:</p> <ul style="list-style-type: none"> -Jogging Club/ Garden Club -STEM Robotics team -Math teams -Pioneer Sounds(choral and instrumental)/Drama Club/school plays/Arts of Argyle and the Fall Festival -Military Family Life Counselor who provides support for military students. <p>The following community events are used to support a positive community culture with students, families, and local business partnerships:</p> <ul style="list-style-type: none"> -Spirit Nights at local businesses (such as Bruster's, McDonalds, and Chick-fil-a) -Fundraisers to purchase technology for students to use in the classroom <p>The following procedures will be implemented to support a safe and secure school environment:</p> <ul style="list-style-type: none"> -Emergency procedures are practiced frequently (Lockdown, Fire Drills, and Severe Weather Drills)

- Raptor System to document all campus visitors
- Controlled entry and exit points for parents and students

Rationale for Evidence-based Strategy When students are exposed to different activities, it builds their background knowledge and vocabulary. Collaboration with students, families, and local business partners assists with the exposure to different activities which develops a sense of belonging within the school and surrounding community.

Action Step

Description

1. School Advisory Council (SAC) meetings
2. Action Team Committee Meetings
3. Administration meetings with local business partners
4. Surveys from the SAC Committee and Clay County Schools District-level departments
5. Compare and share data with stakeholders (local business partners, faculty members, and parents)

Person Responsible

Angela Ward (angela.ward@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).

N/A

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.

N/A

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.

N/A

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

N/A

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.

N/A

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

N/A

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: Student Engagement and Academic Ownership	\$0.00
3	III.A.	Areas of Focus: Positive School Culture and Family/Community Engagement	\$0.00
Total:			\$0.00