

Clay County Schools

Middleburg High School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

Middleburg High School

3750 COUNTY ROAD 220, Middleburg, FL 32068

<http://mhs.oneclay.net>

Demographics

Principal: Martin Aftuck

Start Date for this Principal: 8/31/2020

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
2021-22 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	2021-22: B (58%) 2018-19: B (60%) 2017-18: B (59%)
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	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

Middleburg High School

3750 COUNTY ROAD 220, Middleburg, FL 32068

<http://mhs.oneclay.net>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	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.

To provide a safe, educational environment that fosters students' intellectual, social, emotional and physical potential, empowering them to become productive, lifelong learners.

Provide the school's vision statement.

Middleburg High School Beliefs:

- *Students will develop the skills necessary to think independently and become effective problem solvers.
- *Students will develop an appreciation and understanding of the value of lifelong learning through enrichment courses and activities.
- *Teachers will encourage students to learn valuable lessons through athletics, performing arts and other extracurricular activities.
- *Teachers will engage the intellectual curiosity and creativity of students, allowing them to become multifaceted learners.
- *Students will learn to accept and adapt to change and will recognize the value of work.
- *Teachers will encourage students to create ethical relationships with other students, faculty members and all members of the community.
- *Students will develop a positive sense of leadership, personal responsibility, and good citizenship.
- *Students will develop awareness of career opportunities and the skills and education required for entrance into various occupational fields.
- *Teachers will encourage a sense of community within the school and provide an atmosphere that encourages parental participation.
- *All members of the school community will strive to create an environment of toleration of diverse opinions and beliefs.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Aftuck, Martin	Principal	Beginning Teacher Program Curriculum council Faculty newsletter Marketing coordinator Parking/Towing PD coordinator PLC design/calendar/facilitation lead SPA entries/acceptance Walk-through calendar
Williams, Justin	Other	Activities/calendar Facebook/marquee Facilities rental Field trip/transportation/vans NMSI Parking decals request Property Control Senior Discipline
Curry, Deborah	Assistant Principal	ESE Scheduling AP Coordinator/Daniel Ross College interns/SPRINT Dual Enrollment Admin Junior Discipline Testing scheduling/monitoring
Knox, Miranda	Assistant Principal	Life Skills Lessons/Enrichment Freshmen Discipline Attendance PBIS SAC Link Crew/School Culture

Demographic Information

Principal start date

Monday 8/31/2020, Martin Aftuck

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

19

Total number of teacher positions allocated to the school

102

Total number of students enrolled at the school

1,830

Identify the number of instructional staff who left the school during the 2021-22 school year.

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	497	497	446	399	1839	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	177	176	161	155	669	
One or more suspensions	0	0	0	0	0	0	0	0	0	11	7	1	3	22	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	92	102	0	0	194	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	269	0	0	0	269	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	144	158	198	89	589	

Using the table above, complete the table below with the number of students by current grade level who have 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	7	4	1	3	15

Using current year data, complete the table below with the number of students identified as being "retained.":

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		

Date this data was collected or last updated

Friday 9/2/2022

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	
Number of students enrolled	20	0	0	0	0	0	0	0	0	504	442	423	366	1755
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	25	28	33	12	98
One or more suspensions	0	0	0	0	0	0	0	0	0	11	10	13	1	35
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	2	4	0	1	7

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	

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	
Number of students enrolled	20	0	0	0	0	0	0	0	0	504	442	423	366	1755
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	25	28	33	12	98
One or more suspensions	0	0	0	0	0	0	0	0	0	11	10	13	1	35
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	2	4	0	1	7

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	

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	54%	56%	51%				57%	60%	56%
ELA Learning Gains	47%						50%	52%	51%
ELA Lowest 25th Percentile	33%						34%	39%	42%
Math Achievement	43%	35%	38%				59%	55%	51%
Math Learning Gains	46%						50%	46%	48%
Math Lowest 25th Percentile	33%						48%	38%	45%
Science Achievement	74%	43%	40%				67%	73%	68%
Social Studies Achievement	82%	48%	48%				80%	81%	73%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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
2022					
2019	69%	72%	-3%	67%	2%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	80%	80%	0%	70%	10%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	65%	-15%	61%	-11%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	64%	64%	0%	57%	7%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	20	26	26	18	37	38	39	63		76	74
ASN	70	70									
BLK	33	31	20	20	41	46	54	67		93	62
HSP	47	47	29	33	43	41	76	88		97	74
MUL	54	40		79	71		88			85	82
WHT	56	48	35	45	46	29	74	82		92	79
FRL	43	39	26	36	40	31	61	77		90	75
2021 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 2019-20	C & C Accel 2019-20
SWD	24	37	31	20	33	30	47	55		89	32
ELL	27	36									
ASN	82										
BLK	45	62	50	21	30	33	60	69		100	40
HSP	53	47	38	41	44	31	76	81		84	48
MUL	59	65		44	31			73		100	62
WHT	52	46	31	42	36	29	72	83		94	64
FRL	48	44	32	40	35	29	69	73		91	54
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	21	32	25	29	40	30	44	53		79	61
ELL											
BLK	42	42	18	41	56		45	63		73	
HSP	55	45	50	59	41	31	71	79		94	52
MUL	68	62		58	68		79	80		100	45
WHT	58	51	34	60	50	47	67	81		88	71
FRL	49	44	32	53	51	51	62	74		83	63

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	58
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	
Total Points Earned for the Federal Index	582

ESSA Federal Index	
Total Components for the Federal Index	10
Percent Tested	97%
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%	0
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

SWD decreased in ELA in every category except for WHT students. SWD have a 34% gap in ELA achievement scores, and 25% gap in math achievement scores.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The drops in our proficiency levels for our 9th graders last year (current 10th graders) in ELA and Algebra show the greatest areas of need.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

We are still dealing with the side effects of the extended time off due to covid. Also, attendance was low last year with an average daily attendance of 82%. We are working on keeping class sizes as low as possible. We also have a huge attendance push this year. MHS is using social media and reminders over the announcements to help remind students they need to be here. We also have a bulletin board in the cafeteria to show avg daily attendance each week.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Biology showed a 2% improvement and US History stayed the same at 82%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Teacher PLCs and data driven instruction were factors in improving our scores, along with the county Teacher Leadership Program.

What strategies will need to be implemented in order to accelerate learning?

Teachers are being trained on how to improve their PLCs and use data to target students and to drive instruction strategies. We have moved to an Algebra 1 vs Alg 1A & 1B set up. There is also a remedial math course that can be taken to give students an extra math elective if their scores indicate they need this.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teacher leaders have attended Leadership trainings that included PLC strategies that can help PLCs have more of an impact in class. Teachers are also working cross curricularly to help develop strategies across campus that will help students be more successful. ELA will continue using the new Lexia program and follow the new BEST standards. Teachers have been and are continuing to be trained on the new materials and programs. Math teachers are using IXL in some classes to help track student progress as well. Teachers will discuss their lower 33% of students and strategies they are using to close achievement gaps.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Teachers are using Lexia and IXL to track student data and use to help drive instruction. Tracking areas of weakness will allow teachers to target specific standards and implement strategies that apply to students. Teachers will continue to work in PLCs with content areas and cross curricularly to track students and develop their familiarity with the new programs.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Attendance

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

We know that we cannot teach students who are not at school. We need attendance to increase so that students can achieve at a higher level, close achievement gaps, and help more students graduate. Last year our average daily attendance was 82%. This has to improve to reach our students.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The goal for our students average daily attendance is above 90% by the end of the 2022-23 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This year the attendance team will be focusing on data and targeting students with low attendance by making phone calls and sending emails to absentees, and helping navigate through attendance meetings. We believe that this will help us alleviate chronic absenteeism. We will also create success plans for all students that participate in an attendance meeting. We will use attendance reports to identify students that show EWS and target these students.

Person responsible for monitoring outcome:

Justin Williams (justin.williams@myoneclay.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

A Student Success Team (SST) is a positive, team oriented approach to assisting students with a wide range of concerns related to their school performance, attendance, and experience. The purpose of the SST is to identify and intervene based off of early warning signs, in order to design a support system for students having difficulty in the general education classroom.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We are choosing Student Success Team meetings to address attendance at MHS because this will help us build relationships with students, parents, and community partners to assist our students that need a little more structure or help developing a plan.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Attendance Team will pull attendance records each week to identify students that are at an attendance percentage of less than 90%.

Person Responsible

Justin Williams (justin.williams@myoneclay.net)

Attendance Team set up a Success Team meeting. These meetings will occur as needed. If a students GPA is below or very close to a 2.0 and they are in the early warning signs with attendance we will schedule a Student Success Team meeting with parents and student.

Person Responsible

Justin Williams (justin.williams@myoneclay.net)

Attendance Team will address concerns and develop a plan with the student and parent/guardian.

Person Responsible

Justin Williams (justin.williams@myoneclay.net)

Attendance Team will follow up with families to keep them on track and assist with any other needs possible.

Person Responsible

Justin Williams (justin.williams@myoneclay.net)

#2. Positive Culture and Environment specifically relating to Positive Behavior Interventions and Supports

Area of Focus Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Student attendance has continued to be an issue at MHS. Also, although referrals have decreased, we are ranked high in relation to the state for higher level referrals.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Level 3 & 4 referrals will decrease 5% from previous years by the end of the 2022-23 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Discipline Team will monitor discipline data through Synergy and the reports sent out each month by Climate and Culture.

Person responsible for monitoring outcome:

Miranda Knox (miranda.knox@myoneclay.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Positive Behavior Incentive Systems help create a sense of belonging and appreciation for positive behaviors. PBIS is a school wide system that rewards students for positive behaviors and actions throughout the school year. It rewards students for going above and beyond. PBIS also keeps track of issues that occur around the building throughout the year.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

PBIS programs have shown an increase in attendance by specifically rewarding students for positive behaviors throughout the school year. It has also statistically helped schools decrease referrals throughout the school year when implemented consistently.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Plan incentives for every 4-8 weeks.

Person Responsible

Miranda Knox (miranda.knox@myoneclay.net)

Purchase incentives

Person Responsible

Miranda Knox (miranda.knox@myoneclay.net)

Explain to the staff how we will reward students, why we are rewarding students, and how we will implement the program throughout the year.

Person Responsible

Miranda Knox (miranda.knox@myoneclay.net)

Have staff track who they give the Bravo Broncos rewards in BB Tracker throughout each round and draw a student name for an athletic pass or other reward to be determined.

Person Responsible Miranda Knox (miranda.knox@myoneclay.net)

Track discipline and attendance data each month.

Person Responsible Miranda Knox (miranda.knox@myoneclay.net)

#3. Instructional Practice specifically relating to ELA**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

ELA achievement overall for the school did go up 2%. However, our ELA Lowest 25th Percentile component showed the lowest performance at 33% in 2022. The scores dropped 1% from the previous year. Also, ELA learning gains fell 1%.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The number of ELA Students with Disabilities in the lower 25% will increase learning gains by 3% which will increase from 26% to 29% by the end of the 2022-2023 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will discuss progress of students through productive PLCs. Teachers will be aware of and track their lower 33% within their classes to use data to accurately group and target student areas of weakness. Administrators will partner with teachers to brainstorm on key players to ensure student growth. Teachers will monitor student trackers and discuss weekly within PLCs on how they will incorporate the technology pieces into class activities.

Person responsible for monitoring outcome:

Deborah Curry (deborah.curry@myoneclay.net)

**Evidence-based
Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

1. ELA department will implement and utilize a spreadsheet that tracks the lower quartile, and the bottom 33%. This tracker includes key players involved in specific student's day, including all subject area teachers. Teachers will meet in groups to discuss strategies to assist specific students that they have in common. Reading and writing strategies will be implemented throughout all subject areas.
2. Technology access for teachers and students will benefit the Lower Quartile students. Teachers will use Lexia, FAST Data, and track lexile scores through the year. Individual data tracking on the student's behalf will create ownership of their own learning.

**Rationale for
Evidence-based****Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The Tracker will assist all subject area teachers to track specific students in the lower 33%, work in groups to brainstorm ideas that will assist individual student needs, and improve overall ELA scores. Evidence of this strategy's success should be seen through lexile score increases on Achieve 3000, Lexia, and FAST scores.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. ELA Dept will identify the lower 25% Students with disabilities in their classes.
2. Teachers will use a data tracker to identify students and track their progress.
3. Teachers will target specific standards that students are struggling with to help them achieve mastery
4. Teachers will discuss strategies that are working and continue to work through issues students are having.
5. Teachers will continue to remediate throughout the year based off of information that is being tracked in the tracker.
6. Students that are not attending or are really struggling will meet with the Student Success Team as needed through a teacher referral to the Student Success Team.

Person Responsible Deborah Curry (deborah.curry@myoneclay.net)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

1. Link Crew Program
2. Bravo Broncos
3. Consistent School Expectations and Administrative Support of these Expectations
4. Student of the Week
5. Athlete of the Month
6. Pep Rallies
7. Faculty Tailgates
8. Trunk or Treat hosted by student organizations for the community
9. Life Skills Lessons during Enrichment
10. Popcorn Wednesdays
11. Monthly Teacher Treats
12. Weekly Snacks given out by different clubs and teams on campus provided by culinary through Broncos Give Back Program
13. Broncos Give Back Program

Identify the stakeholders and their role in promoting a positive school culture and environment.

Administrative Team: Collecting nominations each week/month, tracking PBIS log from teachers, procuring the rewards for schoolwide PBIS, Teaching and reteaching high expectations, tracking attendance and discipline

Teachers/Faculty Members: Giving out rewards and completing Bravo Broncos rewards, nominating students, participating in faculty events, teaching and reteaching high standards

Students: Giving feedback on what rewards they enjoy, contributing positively to the school environment

Athletic Leadership Council: Student Leaders lead by example and promote a positive environment at athletic games and at community events

Mindset Motivators: Create Life Skills Lessons for Enrichment and come up with Teacher Treat ideas

SAC: Decide what areas to spend specific budget approved monies

Broncos Give Back Committee: Organize food bags, organize lunch meetings with student leaders, organize students snacks weekly.