Clay High School

2022-23 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: 7/1/2022

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)	44%
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: C (52%) 2018-19: B (58%) 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	ATSI
* 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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School PK, 9-12	No	44%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

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

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Purpose and Outline of the SIP

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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
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
Halter, Jen	Principal	Educational leader of the school who oversees all areas of Clay High School. Assigned to oversee 10th grade English/Language Arts, Algebra 1, and all new teachers to Clay High School.
King, Bonnie	Assistant Principal	Provide instructional leadership to the English/Language Arts, Intensive Reading, and World Language departments as well as manage the day-to-day operations of the school.
Coburn, Laurie	Assistant Principal	Provide instructional leadership to the math and science departments as well as oversees PBIS, climate, and culture. Mrs. Coburn also helps manage the day-to-day running of the school.
Lewis, Matthew	Assistant Principal	Oversees career and technical education programs, the social studies department, manages the day-to-day operations of the school, and works with students to improve classroom climate and culture.
Dillon, Theresa	SAC Member	SAC Chairperson Also a math teacher responsible for providing instructional support to students in math.
Horn, Susan	School Counselor	Guidance department head. Works with guidance team and others to support students' academic success. Primary person responsible for coordinating social-emotional learning activities during the school day.
Hull, Tonya	Teacher, ESE	ESE department head and Intervention Team Facilitator. Helps with coordinating accommodation information and academic planning for ESE students. Helps teachers identify students in need of interventions and plan/monitor intervention plans. Helps analyze school wide and teacher specific assessment data.

Demographic Information

Principal start date
Friday 7/1/2022, Jennifer Halter

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.*
3

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.*
14

Total number of teacher positions allocated to the school
94

Total number of students enrolled at the school

1,673

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

15

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

16

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	434	441	432	366	1673
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	49	59	44	67	219
One or more suspensions	0	0	0	0	0	0	0	0	0	56	33	17	17	123
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	14	4	12	1	31
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	75	132	113	49	369
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	58	29	55	2	144
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	75	132	113	49	369

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	10	9	13	14	46

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	0	0	0	0	0	0	0	0	0	426	440	370	412	1648
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	35	23	22	30	110
One or more suspensions	0	0	0	0	0	0	0	0	0	3	1	1	0	5
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	101	60	62	9	232
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	117	6	36	4	163
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	25	15	16	2	58

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	66	37	40	5	148

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	0	0	0	0	0	0	0	0	0	426	440	370	412	1648
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	35	23	22	30	110
One or more suspensions	0	0	0	0	0	0	0	0	0	3	1	1	0	5
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	
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Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	117	6	36	4	163
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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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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	47%	56%	51%				58%	60%	56%
ELA Learning Gains	43%						47%	52%	51%
ELA Lowest 25th Percentile	27%						41%	39%	42%
Math Achievement	36%	35%	38%				50%	55%	51%
Math Learning Gains	37%						42%	46%	48%
Math Lowest 25th Percentile	34%						36%	38%	45%
Science Achievement	64%	43%	40%				71%	73%	68%
Social Studies Achievement	79%	48%	48%				77%	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	72%	72%	0%	67%	5%
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	76%	80%	-4%	70%	6%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	38%	65%	-27%	61%	-23%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	58%	64%	-6%	57%	1%

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	19	25	18	12	26	31	36	58		87	24
ELL		35	43	7	33						
BLK	30	30	23	16	32	42	45	67		97	24
HSP	38	44	42	36	40	40	57	69		100	56
MUL	41	31					70	92			
WHT	52	45	24	40	38	27	68	83		94	62
FRL	30	35	27	25	34	40	51	68		93	46
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	20	40	41	19	27	33	31	56		89	27
ELL		20	23	19	29					61	27
BLK	33	45	40	18	28	35	53	54		91	31
HSP	40	44	39	31	18	18	51	75		89	38
MUL	64	63		45	35			73			
WHT	58	49	32	40	26	33	76	78		94	52
FRL	40	45	36	29	22	30	60	65		88	38
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

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)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	569

ESSA Federal Index	
Total Components for the Federal Index	11
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	24
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	2
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
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	52
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	59
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	53
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	43
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?

ELA data indicates a decline in overall achievement, learning gains, and lower quartile. ELA achievement has decreased by 6%, learning gains have decreased by 5%, and lower quartile data shows a 7% decline. Students with disabilities show a decline in learning gains in ELA by 15% and ELA lower quartile 23%. Math achievement has declined by 14% but learning gains and lower quartile data remain steady. Algebra 1 scores were 23% lower than the state average and 27% below the district average. Science achievement has declined by 6% but were 5% above the state average and social studies achievement has increased by 3%.

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

FSA English/Language Arts and FSA Algebra 1 scores.

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

Student absenteeism and instructional gaps from learning loss were contributing factors. Staff turnover in ELA as well as implementing of new standards and curriculum resources were also contributing factors.

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

The component that showed the most improvement was social studies achievement. Social studies achievement increased by 3%.

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

A focus on students gaining industry certifications through our CTE programs and increased enrollment in Dual Enrollment and Advanced Placement classes.

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

Standards-based instruction, content-area reading strategies, attendance incentives for students, and a greater focus on PBIS.

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.

Professional development will be provided weekly through PLCs where teachers will focus on learning more about their standards and new curriculum resources. They will work alongside the administration to develop common assessments for better progress monitoring throughout the year. Other professional development opportunities will include quarterly data meetings with the faculty and monthly whole group professional development focused on literacy instruction, standards-driven instruction, and data-based decision making.

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

To ensure sustainability, school administrators will take on an active role in weekly PLCs, lead whole-school professional development, and conduct a minimum of 3 walkthroughs a day for the purpose of providing feedback related to our school improvement incentives.

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

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	ELA data indicates a decline in overall achievement, learning gains, and lower quartile. ELA achievement has decreased by 6%, learning gains have decreased by 5%, and lower quartile data shows a 7% decline.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By participating in weekly and monthly professional development, 75% of teachers will increase their knowledge of the BEST standards and how to plan instruction to meet the demands of the standards.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	School administration will participate in weekly professional learning communities to ensure the work of the PLCs is focused on standards-based instruction. The administration will also provide monthly professional development to accompany the work of the PLCs. Data meetings will be held once a month in PLC groups to analyze common assessment data which will be used to plan standards-based instruction. In addition, the administration will perform a minimum of 3 walkthroughs a day to ensure that the new learning is being transferred and implemented in the classroom.
Person responsible for monitoring outcome:	Jen Halter (jennifer.halter@myoneclay.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will work in professional learning communities to increase their knowledge of the standards, design and analyze common assessments for better monitoring of student learning, and increase their knowledge of how to best plan instruction that supports the standards.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	Professional development will be provided weekly through PLCs where teachers will focus on learning more about their standards and new curriculum resources. They will work alongside the administration to develop common assessments for better progress monitoring throughout the year. Other professional development opportunities will include quarterly data meetings with the faculty and monthly whole group professional development focused on literacy instruction, standards-driven instruction, and data-based decision-making.

**resources/
criteria used for
selecting this
strategy.**

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.

Implement weekly professional learning communities that focus on standards-based lesson planning and student data analysis.

**Person
Responsible**   Bonnie King (bonnie.king@myoneclay.net)

#2. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	State testing data shows a decline in ELA, math, and science. By implementing school-wide PLCs, teachers will have the opportunity to review standards, plan standards-based instruction, analyze student data, and plan remediation for students who demonstrate a need for further instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By April 2023, teachers at Clay High School will conduct 18 (2 times per month) PLC meetings focused on planning, executing, and reflecting on standards-based lessons and data analysis. As a result of these meetings, student proficiency in ELA will increase by 5%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The administration will participate in PLCs for state-tested subjects. An agenda will be reviewed and sent to all participants prior to each Wednesday meeting to ensure the topics support the school improvement goals. PLC minutes and a sign-in sheet will be submitted each week to administration for their review.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	During weekly PLC meetings, teachers will use protocols for data analysis and instructional design planning.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The use of protocols allows focused collaboration on student learning during meetings. The use of protocols allows everyone in the PLC to contribute equally to the work and gain a better understanding of the topics being discussed.

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.

Implement weekly professional learning meetings where teachers use protocols for examining student data and making instructional decisions based on the data.

Person Responsible   Bonnie King (bonnie.king@myoneclay.net)

#3. 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.**	Overall student attendance falls below the 90% threshold.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By April 2023, through the use of attendance incentives, close monitoring, and intervention, the student daily attendance rate at Clay High School will increase to 90%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Attendance will be monitored through our Student Success Team. Quarterly meetings will be held where the student success team will review attendance data, communicate with all stakeholders, and convene a problem-solving team to provide intervention to students who fall below 90% attendance rate.
Person responsible for monitoring outcome:	Laurie Coburn (laurie.coburn@myoneclay.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Strategies include close monitoring of attendance and following up on students with attendance concerns. In addition, to increase accountability for students and parents via student success team meetings, administration and teachers will work to minimize obstacles to attendance and create opportunities for meaningful involvement
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Increased accountability and creating a sense of belonging and involvement in school will increase students' motivation to attend school regularly.

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.

Monitor daily attendance rates for all students. Hold student success team meetings monthly to review attendance data.

Person Responsible	Laurie Coburn (laurie.coburn@myoneclay.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	English/Language Arts FSA data indicates that students with disabilities have declined in the areas of achievement, learning gains, and lower quartile. Students with disabilities also declined in math, science, and social studies achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase overall achievement in ELA and Math by 5% by the end of the school year. This will be accomplished by providing professional development to teachers of students with disabilities as well as providing more opportunities for support facilitation within the classroom.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monthly meetings of ESE teachers and support facilitators will be conducted. At the meetings, professional development will be provided on best practices of writing and implementing IEPs, providing support facilitation services to students in need, and best practices for instructional design to support the learning needs of students with disabilities.
Person responsible for monitoring outcome:	Bonnie King (bonnie.king@myoneclay.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	To achieve our goal we will implement the evidence-based strategy of working collaboratively with students' IEP team. This collaboration will focus on providing instructional and behavioral support to students with disabilities. Teams will work together with parent input to create a system of support.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	All stakeholders collaborating together to meet the needs of all learners will increase the students' success in school.

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.

Provide professional development to all teachers of students with disabilities focused on best practices. Professional development will be provided once a month.

Person Responsible   [no one identified]

#5. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	According to state testing data, the ELL population at Clay High School is underperforming on the FSA English Language Arts assessment. This information explains a critical need to increase reading proficiency in ELL students.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By the Spring of 2023, students in the ELL subgroup will increase their overall ELA proficiency by 5%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Teachers will monitor the progress of ELL students through monthly data meetings as part of the professional learning communities. School administration will monitor the progress of ELL students through monthly data meetings with teachers and student success team meetings.
Person responsible for monitoring outcome:	Bonnie King (bonnie.king@myoneclay.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	As part of the professional learning communities, teachers will research and design Universal Design for Learning instructional strategies into their lessons to support the ELL student population. As part of the Univeral Design for Learning, ELL students will be provided targeted remediation in ELA skills.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	By providing targeted remediation to ELL students, teachers will be able to scaffold instruction to ensure that students are receiving the reading instruction on their level.

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.

During PLCs, teachers will review resources available to provide ELL students with reading intevention. The interventions will be focused on building reading skills as well as English proficiency for non-English speaking students.

Person Responsible	Laurie Coburn (laurie.coburn@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.

Clay High School builds a positive school culture and the environment by first holding Parent Nights to introduce parents and students to the school. Guidance, teachers, and administrators provide information regarding programs and courses as well as policies and procedures for scheduling, grades, and ways to communicate with the school. Clay High School continues to build relationships throughout the school year by promoting a sense of connectedness to the school. We accomplish this in two ways. The first is by introducing the Blue Devil Cup Competition where the four different grades compete against each other in a variety of categories including participating in school events, attendance, GPA, and referrals. We also give "The Clay Way" tickets to students who are caught doing something above and beyond. We further promote positive school culture by publically acknowledging our students on social media through Student of the Week and Student of the Month. These students are also featured in our weekly newsletter to parents. To ensure that students feel that they have a voice on campus, we hold monthly Student Advisory Council meetings with our students. Link Crew is the high school transition program that uses student mentorships to increase attendance, decrease discipline referrals and improve academic performance. LINK Crew targets new 9th-grade students and provides each with a student mentor. This mentorship program allows new students to Clay High School to instantly feel more connected and provides a positive role model. This is the first year of Clay High Link Crew.

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

Jen Halter- Principal
Laurie Coburn - Assistant Principal
Josh Persinger - Dean of Students and PBIS Chairmen
Bonnie King - Assistant Principal
Matt Lewis - Vice Principal