Clay High School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Clay High School

2025 FL-16, Green Cove Springs, FL 32043

http://chs.oneclay.net

School Board Approval

This plan was approved by the Clay County School Board on 10/5/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.:

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 9th & 10th grade English/Language Arts, Algebra 1, Geometry, and all new teachers to Clay High School.
King, Bonnie	Assistant Principal	Provides instructional leadership to the Intensive Reading, math, AICE, and ESE departments as well as manage the day-to-day operations of the school.
Lewis, Matthew	Assistant Principal	Oversees career and technical education programs, manages the day-to-day operations of the school, and works with students to improve classroom climate and culture.
Burghart, Joshua	Assistant Principal	Provides instructional leadership to 11th & 12th grade ELA, social studies, science, and physical education. Mr. Burghart oversees PBIS, climate, and culture. He also helps manage the day-to-day running of the school.
Horn, Susan	School Counselor	Guidance department head. Works with guidance team and others to support students' academic success. Primary person responsible for coordinating socialemotional learning activities during the school day.
Dillon, Theresa	SAC Member	SAC Chairperson Also a math teacher who is responsible for providing instructional support to students in math.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Clay High's SAC team involved a variety of stakeholders at that have helped make the SIP and will continue monitoring the SIP throughout the school year. Dr. Halter, Clay High's principal, and Mr. Burghart, Clay High's assistant principal are part of the SAC and represent the school's leadership team. Ms. Horne represents the teachers and school staff. Ms. Dillon represents the parents of students that attend Clay High. We have students from the 11th and 12th grades that represent the student body at Clay High. Stacee Reape, the owner of Tucker's Farm House, is not officially part of the SAC, but she is consulted to get business partners' input on Clay High's SIP and consults on other important decisions that the SAC makes throughout the year.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Clay High's SIP will be monitored in a variety of ways. We will utilize our weekly PLCs to create rigorous common assessments, analyze data trends, and make plans for remediation where necessary. Specifically, we will look at our subgroups of SWD and ELL are performing to see if we are closing the performance gap. Also, administrators will be present at PLCs and they will seek feedback from members of the PLC. The administration team will conduct walkthroughs and provide constructive feedback on instructional practices. Students will take ownership of their own data through data chats that they hold with their teacher. Dr. Halter and Mr. Burghart will monitor Data results and be in communication on possible next steps throughout the year. We will place an emphasis on the ELL and SWD data.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	31%
2022-23 Economically Disadvantaged (FRL) Rate	44%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	219
One or more suspensions	0	0	0	0	0	0	0	0	0	123
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	31
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	369
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	144
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	369

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	46

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	57	57	50	47	56	51	53		
ELA Learning Gains				43			48		
ELA Lowest 25th Percentile				27			34		
Math Achievement*	50	50	38	36	35	38	36		
Math Learning Gains				37			26		
Math Lowest 25th Percentile				34			31		
Science Achievement*	67	74	64	64	43	40	70		
Social Studies Achievement*	70	80	66	79	48	48	76		
Middle School Acceleration					39	44			
Graduation Rate	94	95	89	95	75	61	94		
College and Career Acceleration	58	63	65	57	78	67	49		
ELP Progress	59	52	45	50			54		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	455
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	92
Graduation Rate	94

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	569
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	95

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	38	Yes	4	
AMI				
ASN				
BLK	46			
HSP	62			
MUL	75			
PAC				
WHT	70			
FRL	55			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	1	
ELL	24	Yes	3	2
AMI				
ASN				
BLK	41			
HSP	52			
MUL	59			
PAC				
WHT	53			
FRL	43			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	57			50			67	70		94	58	59
SWD	29			25			32	41		24	6	
ELL	14			8							4	59
AMI												
ASN												
BLK	33			25			41	48		32	6	
HSP	57			44			67	62		48	7	56
MUL	86			63				91		44	5	
PAC												
WHT	60			57			70	74		63	6	
FRL	43			43			54	55		44	7	55

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	47	43	27	36	37	34	64	79		95	57	50
SWD	19	25	18	12	26	31	36	58		87	24	
ELL	0	35	43	7	33		0					50
AMI												
ASN												
BLK	30	30	23	16	32	42	45	67		97	24	
HSP	38	44	42	36	40	40	57	69		100	56	50
MUL	41	31					70	92				
PAC												
WHT	52	45	24	40	38	27	68	83		94	62	
FRL	30	35	27	25	34	40	51	68		93	46	25

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	53	48	34	36	26	31	70	76		94	49	54
SWD	20	40	41	19	27	33	31	56		89	27	
ELL	0	20	23	19	29					61	27	54
AMI												
ASN												
BLK	33	45	40	18	28	35	53	54		91	31	
HSP	40	44	39	31	18	18	51	75		89	38	56
MUL	64	63		45	35			73				
PAC												
WHT	58	49	32	40	26	33	76	78		94	52	
FRL	40	45	36	29	22	30	60	65		88	38	

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
10	2023 - Spring	55%	57%	-2%	50%	5%
09	2023 - Spring	60%	55%	5%	48%	12%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	36%	68%	-32%	50%	-14%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	53%	-1%	48%	4%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	73%	-6%	63%	4%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	70%	77%	-7%	63%	7%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

ELA learning gains. ELA learning gains have been an issue for Clay High for years. Improving it will help Clay High continue its upward projections for ELA scores. In 2021 ELA learning gains were 48% and in 2022 they were 43%. 2023 did not measure this area, but it is a historical data trend that needs to be addressed. Furthermore, our ELL population received a 0% in ELA achievement. We are switching our ELL model to include push-in from ESOL aids and weekly monitoring of progress.

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

U.S. History EOC scores dropped 9% from the previous year. In 2022, Clay High had a 79% proficiency rate for our U.S. History EOC scores. In 2023, Clay High dropped to a 70% proficiency rate. This drop occurred for a few reasons. The testing class has struggled in the past in the FSA ELA state test. Their testing results saw an 11% decrease on the 9th-grade ELA scores during their freshman year and they saw an 11% decrease in 10th-grade ELA scores during their sophomore year. We needed to concentrate on the lower quartile reading gains for these students. If we did, then the drop would not have been as large because the U.S. History EOC is a content area test that requires high-level reading skills.

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.

Clay High has two subgroups that are below the 41% threshold. ELL received a zero percent on ELA achievement. After reviewing our ELL program, we have switched to a push-in model with weekly monitoring to help students see improvement in this area.

SWD students saw a nineteen percent on ELA achievement and a twelve percent on Math achievement. To fix this data gap, Clay High was switched to a push-in model for these tested areas. Support facilitators have made a schedule and are pushing into tested subject areas in ELA and math. Support facilitators co-teach with the teachers when they push-in classrooms. During push-in, they are able to pull small groups and remediate students who are in need of remediation. They are also able to check for understanding over the topics being taught for that day.

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

Algebra I EOC scores jumped by 28%. Last year, Clay's Algebra I EOC scores showed a 55% proficiency rate. The math department used learning targets based on state standards, rigorous PLCs that were based on data analysis, common assessments and used remediation plans to help students achieve learning gains.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

EWS reports K-8 data. Clay High School is a 9-12 school.

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

1) ELA learning gains with ELL focus
2) SWD learning gains in math and ELA
4) Average daily attendance
5) U.S. History EOC scores

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Learning Gains

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

Clay High had a 35% for ELL ELA learning gains. On the 2024 FAST test will see a 10% increase in learning gains for the 2023-2024 school year.

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

Clay High will monitor the progress of our ELL students in a variety of ways. We will have weekly push-in from our ELL aids. They will monitor progress and complete progress checks with students. We will also monitor progress on the PM test throughout the year and provide remediation opportunities to help students improve in areas in which they are struggling.

Person responsible for monitoring outcome:

Joshua Burghart (joshua.burghart@myoneclay.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students will use Rosetta Stone and are required to complete 50-60 minutes weekly on the program.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

During the Rosessta Stone time, students will be immersed in English Language acquisition. This program is aimed to help improve English language proficiency and reading comprehension.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

To get a 10% increase in learning gains on the ELA FAST test for our ELL learnings, Clay will have weekly push-in from our ELL aids. They will monitor progress and complete progress checks with students. We will also monitor progress on the PM test throughout the year and provide remediation opportunities to help students improve in areas in which they are struggling.

Person Responsible: Joshua Burghart (joshua.burghart@myoneclay.net)

By When: We will monitor progress quarterly and will see the 10% increase by the 2023-2024 ELA FAST test in the spring.

#2. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

U.S. History scores dropped by 9% in 2023. In 2022, the proficiency rate for Clay High's U.S. History scores was 79%. In 2023, the proficiency rate dropped to 70%.

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

For next year's U.S. History EOC, Clay High will implement department-wide systems that will help raise U.S. History EOC scores by 5%.

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

Clay High will monitor the progress of each student by examining common assessment data, using progress monitoring tests each quarter.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

To improve instruction, there needs to be data collection and data plans to help students who need extra support. Teachers will use PLCs to make common assessments, use data dialogs to examine data trends from common assessments and progress monitoring tests, have data chats with students to monitor progress, and implement remediation plans for students that are needing extra support.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The best way to improve student outcomes is to monitor their progression through data. This will allow teachers to identify which students are excelling and need enrichment opportunities. It also allows teachers to identify students that need remediation in certain areas that show lower data trends. These areas can be addressed by the teacher, which will help raise proficiency rates for students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

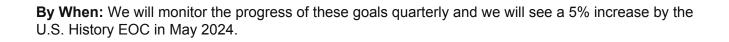**Will this evidence-based intervention be funded with UniSIG?**

No

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.

To achieve a 5% increase on the U.S History EOC, teachers will use PLCs to make common assessments, use data dialogs to examine data trends from common assessments and progress monitoring tests, have data chats with students to monitor progress, and implement remediation plans for students that are needing extra support.

Person Responsible: Joshua Burghart (joshua.burghart@myoneclay.net)

By When: We will monitor the progress of these goals quarterly and we will see a 5% increase by the U.S. History EOC in May 2024.

#3. Positive Culture and Environment specifically relating to

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

One of the greatest factors of student success is attendance. Clay High has an average daily attendance of 84.8%.

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

Clay High will implement a comprehensive PBIS plan to help raise student average daily attendance by 2% for the 2023-2024 school year.

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

The PBIS team will meet monthly and monitor Clay High's average daily attendance rates. Students that are showing early warning signs of attendance issues will be placed in the Power 50 program and they will be monitored weekly until their attendance improves.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The PBIS team will implement reward-based programs. The PBIS team will monitor each class's attendance rates monthly. The Blue Devil Cup will have an average daily attendance component to it, the Power 50 program will monitor our habitual absentee students, and the Blue Devil Distinction program will allow individual teachers to reward students for their improvement in attendance.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students need to know that attendance in school is an important part of being successful. The PBIS programs that are being described will help motivate students to come to school and provide incentives for being present daily.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

To achieve a 2% increase in average daily attendance, we will monitor student attendance rates monthly. Students who are showing early warning signs of attendance issues will be placed in the Power 50 program and they will be monitored weekly until their attendance improves. Students will also receive Blue Devil Distinctions for improved attendance in individual classrooms. They will receive a certificate, candy, and be placed into a drawing for bigger prizes.

Person Responsible: Joshua Burghart (joshua.burghart@myoneclay.net)

By When: We will monitor the average daily attendance every month and we will see the average daily attendance increase by 2% by the end of the 2023-2024 school year.

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

SWD students only obtained a 25% in ELA learning gains and a 26% in math learning gains. To move this subgroup beyond the 41% threshold, we will need to improve this area to help students see greater success.

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

Clay High aims to improve learning gains in the area of ELA and Math for our SWD population. On the FAST test, we aim to see a 5% increase in learning gains for ELA and Math for the 2023-2024 school year.

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

Students will take progress monitoring tests throughout the school year. Support facilitators and content teachers will track the progress of students throughout the year. During PLCs remediation plans will be put in place to help students achieve proficiency in areas that they are struggling in. We will use the push-in model for our support facilitators to help give extra support to students who are struggling in certain areas. Students will also receive individual data chats with their teacher or support facilitator to help students understand areas of needed improvement and go over the plan on how they will advance in these areas.

Person responsible for monitoring outcome:

Bonnie King (bonnie.king@myoneclay.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

At Clay High, we use the push-in model to help students receive small groups in a standard classroom. With the push-in model, it allows support facilitators to operate small groups to give small-group instruction to students that need extra support. Having two teachers present in the classroom ensures that students are being given the attention they need to help see improvement in areas that they are currently needing to see improvement in.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

FIN supports the push-in model. According to one of FIN's articles, the push-in model that creates collaborative teaching classrooms has attributed to increases in AYP. In Hillsborough County during 2024-2025 school year schools that used the push-in model outperformed schools that did not use push-in by 18% in AYP.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

To achieve a 5% increase on the FAST test in ELA and Math for students with disabilities, support facilitators and content teachers will track the progress of students throughout the year. During PLCs remediation plans will be put in place to help students achieve proficiency in areas that they are struggling in. We will use the push-in model for our support facilitators to help give extra support to students who are struggling in certain areas. Students will also receive individual data chats with their teacher or support facilitator to help students understand areas of needed improvement and go over the plan on how they will advance in these areas.

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

By When: We will monitor students by quarter and we will see a 5% increase by the 2023-2024 FAST test for ELA and Math.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The Clay High SAC team will review school improvement funding allocations and ensure resources are allocated based on needs. The team will meet every quarter and examine spending. Any areas of concern will be addressed and extra funding will be provided where necessary.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	$0.00
2	III.B.	Area of Focus: Instructional Practice: Social Studies	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment:	$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No