

A word cloud graphic featuring various terms related to education and community. The words are arranged in a circular pattern, with 'students' and 'school' being the largest. Other prominent words include 'teaching', 'improvement', 'strategic', 'collaborative', 'mission', 'vision', 'goals', 'community', 'family', 'environment', 'instruction', 'needs', 'resources', 'strategies', 'leadership', 'effective', 'ambitious', 'assessment', 'relationships', 'building', 'planning', 'involvement', 'public', 'and', 'zero', 'step', 'problem', 'solving', '8-Step', 'college', 'career', 'and', 'achievement', 'increased', 'supportive', 'supportive', 'mission', 'vision'. The words are in various sizes and colors, including blue, yellow, orange, and grey.

2014-15 School Improvement Plan

Clay High School

2025 STATE HWY 16 W, Green Cove Springs, FL 32043

<http://chs.oneclay.net>

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

38%

Alternative/ESE Center

No

Charter School

No

Minority

22%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

B

A

A

A

School Board Approval

This plan is pending approval by the Clay County School Board.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Clay High School uses time during the instructional day to teach tolerance and model acceptable behavior in the classroom. We proactively obtain cultural information from PLC data and talking with other teachers about our students' culture. ELL, 504, ESE, and homeless students are identified in the student database (FOCUS) system by a color-coded box by their name. This allows teachers to immediately recognize these students. Events are hosted such as parent night and community outreaches so that we can learn more about the diverse population of our school. Our staff is encouraged to select current events and books that can break stereotypical barriers and to help open up talks on cultural differences in their classrooms. Teachers are also encouraged to attend the extracurricular activities in which our students are involved. Common planning time is used to develop lesson plans that include diverse cultures from around the world. Our students are encouraged to take a foreign language which gives them first-hand insight into the struggles of others learning a language.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The students of Clay High School are made to feel safe before and after school by having teachers and staff stationed at various locations around the campus in order to supervise the students. Security cameras have been installed to increase their protection along with a resource officer on site. During school, there is a strong administrative presence as the administrators roam the hallways between classes. Teachers are expected to be in the hallways between every class period to ensure the students get to their next class safely by proactively stopping potential issues as well as resolving active issues quickly. In the Clay High School lunchroom, administrators, teachers, and staff are constantly present. There is an orderly process for lining up to purchase lunch, areas designated for each period to sit, as well as an efficient and safe exiting procedure in place. Safety drills are conducted on a consistent basis to ensure our students know the proper procedure in case of an emergency including weather-related dangers, active shooter drills and lock-downs. The school utilizes a zero tolerance approach to bullying, including cyber-bullying, and students are encouraged to report cases of bullying to their teachers, guidance counselors and administrators. Clay High School students indicate they feel respected because there is consistency and fairness with regard to discipline. The students feel they are being heard when asked to tell their side of any incident. The

faculty of Clay High School adds to this feeling of respect by attending the extracurricular activities of our students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

At Clay High School, the teachers are expected to have their rules and consequences posted and clearly visible in their classrooms. During the first weeks of school, and after any prolonged breaks, these rules and consequences are to be discussed so the students know the behavioral expectations of each of their teachers. There is a school-wide Code of Conduct given to the students at the beginning of the school year. In their English classes, this Code of Conduct is discussed in detail. The administrators use the published discipline progression plan from the Code of Conduct when addressing discipline referrals. This includes the following consequences to improve behavior while keeping students in class as much as possible: after school detentions, after school work details, extended after school detention on Mondays, Saturday school, in-school suspension, out-of-school suspension and recommendation for placement at the alternative school. Clay High School also conducts class meetings periodically throughout the school year to reiterate these school-wide behavioral expectations. One way distractions are minimized at Clay High School is by having a shortened passing bell schedule. This is intended to give students just enough time to get their supplies and get to their next class in an effort to decrease as many distractions as possible during this time. To decrease the distractions during instructional time, there is a strict and consistently enforced Dress Code policy in place. In order to make sure teachers are aware of these policies, an initial faculty meeting is scheduled for discussing and answering questions with regard to the Code of Conduct and Dress Code. A new teacher orientation is also scheduled with Mr. McCabe so he can further discuss his school-wide behavioral expectations.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Clay High School ensures the social-emotional needs of all students by having a vast array of services available. We offer hospital homebound to those students with prolonged illnesses that inhibit their ability to be at school. Compass, Clay Virtual, and Florida Virtual are used to help students with grade recovery in order to keep students on track for graduation and guidance counselors meet regularly with students at risk of dropping out. Our school uses a district-based Family Education Program that includes counseling for drug and alcohol use and abuse. Our school social worker visits our campus to help the students in need including handling issues of truancy, homelessness and other problems. Clay High School has a mental health counselor come from Clay Behavioral Health weekly to meet with referred students to help address behavioral and/or social concerns ranging from substance abuse to feelings of depression/isolation as well as peer relationships. Additionally, a military liaison is available to help students cope with military absence and loss. Mr. McCabe and the guidance department hold a military luncheon for our students with deployed family members. Clay High School implements a mentor program that takes teacher and administrative volunteers and uses them to guide our struggling students. Teachers also offer tutoring as extra instructional time to help students grasp their subject matter. There are several social-economical programs available to ensure our students have what they need to be successful in school such as: Take Stock in Children, Florida's Vision Quest, Project REACH, low-cost school insurance, and free/reduced lunch. Clay High School also gathers food items throughout the year to provide holiday meals to our families and community members in need, as well as maintains a food bank on site for students in need.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Clay High School begins building positive relationships with families during a Parent Night and Academy/Career Expo in February to introduce parents and students to the school offerings for the following school year. Guidance, teachers, administrators and organizations attend to provide information regarding programs and courses as well as policies and procedures for scheduling, grades and communication to and from school. Clay High School continues building this relationship through Open House and Orientation at the beginning of the year. Clay High School also maintains a website where information is provided for parents and community members regarding the mission, vision and contact information for school personnel. Additionally, the school uses an online grade book and student data system in which parents can sign up for access and are able to monitor student progress. Automated parent phone call system is used to send school-wide information to families. Parent surveys are used to get feedback to help the school improve their services and communication with families. Parents are invited to join the School Advisory Council and encouraged to volunteer at the school. Parents are also notified and included in the Multi-Tiered Systems of Support process to help struggling students. Finally, teachers and guidance counselors keep communication open with parents via phone calls, e-mails and conferences. Parents are encouraged to schedule conferences or contact teachers at any time there are concerns.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Through the academy structure, community partnerships are solicited to provide support for learning outcomes in the form of internships, mentoring, and in-class presentations. A career specialist is employed to reach out to community businesses and organizations and build relationships that support student achievement and help prepare them for college and careers. The school also has an academy coach to help oversee the implementation of Wall-to-Wall Academies starting with our 9th grade (class of 2018) cohort. The academy coach works with career and technical education teachers and community partners to enhance the career opportunities for students. Clay High School, via the district agreement with St. John's River State College, maintains a relationship with our local college to offer dual enrollment courses on site and off site at the college in order to enhance the learning opportunities and achievement levels of our advanced students.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
McCabe, Peter	Principal
Dicks, Cary	Assistant Principal
Garcia, Linda	Assistant Principal
Srader, Tonya	Teacher, ESE
Bergman, Stephanie	Teacher, K-12
McRae, Stephanie	Instructional Coach
Fowler, Christy	Teacher, K-12
Freeman, Josh	Teacher, K-12
Milford, Larry	Teacher, K-12
Burcham, Linda	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students and to determine strategies and supports that are needed to close learning gaps. Data to be analyzed includes 3-12 Performance Matters benchmark assessments, and formal assessments such as FCAT 2.0 and high school EOCs. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The reading/intervention coach serves to suggest effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's Multi-Tiered Systems of Support (MTSS) plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping specifically in the areas of Language Arts, Biology, Mathematics and Social Studies.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus on supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level or course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs. Additionally, teachers meet weekly in Professional Learning Communities (PLC). One part of their weekly discussion is to identify students who are struggling with the content, discuss interventions and progress monitoring of those students' progress. Finally, our current 9th grade cohort are members of academy teams who meet twice a month to discuss student progress academically and behaviorally and identify strategies and/or resources needed to effect a positive change for those students. Through the PLC logs and academy team meeting logs, the activities to support student learning are documented. Each PLC group maintains a notebook for their curriculum standards and resources available. For students with

disabilities, the ESE support facilitators coordinate services with the general education teachers to provide the necessary services and programs needed for these students to maximize their learning outcomes. Guidance counselors are involved in scheduling and guiding students to additional support that may be needed including tutoring. Additionally, after school tutoring funds are used in the Spring to provide FCAT/FSA and EOC tutoring for reading and math Level 1 and 2 students for the 6 weeks prior to assessments. Finally, funds are allocated for an extended school day, 7th period, learning lab teacher for students behind in credits who need to participate in a credit recovery class in order to get back on track for graduation.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Toni Barrows	Teacher
Peter McCabe	Principal
Stephen Acheson	Business/Community
Cierra Belanger	Student
Tim Champagne	Teacher
Josh Freeman	Teacher
Pamela Garrett	Parent
Kalan Hogans	Student
Velda Hogans	Parent
Cindy Johnson	Business/Community
Brandi Keune	Parent
Ed Kuhrt	Teacher
Janie McAfee	Teacher
Beth Meaders	Parent
Laura Monette	Parent
Cheryl Nix	Teacher
Karen Olley	Teacher
Didia Phillips	Education Support Employee
Rachel Phillips	Parent
Michelle Speer	Parent
William Walsh	Business/Community
Maggie Keune	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At the September 17, 2014 SAC meeting, the SAC reviewed the assessment results for the 2013-2014 school year to review progress made on goals and to set the focus for improvement for

the 2014-2015 school year. In the area of student performance in Math, SAC discussed the changes to the Math curriculum this year with the addition of two new courses, Liberal Arts Math 1 and Liberal Arts Math 2, designed to provide additional instruction in Algebra to build a stronger foundation for students before moving on to the higher levels. Additionally, SAC discussed reading outcomes and the growth seen in the area of students making reading gains.

Development of this school improvement plan

Several members have canvassed faculty members by department to gain their input and determine realistic and achievable goals. A school-based team of faculty SAC members including teachers from the Math and Language Arts departments and the SAC chair met to work on the draft of the school improvement plan. The draft of the plan was sent via e-mail to the SAC members prior to the October 22 meeting for review in preparation for discussion. The entire SAC reviewed and added input to the draft of the plan at the October 22, 2014 SAC meeting at which time the plan and goals were voted on and approved by the members.

Preparation of the school's annual budget and plan

The principal, in coordination with district staff, prepares the annual budget and plan. SAC's involvement includes approval for special projects using school improvement funds. For example, a special project SAC has approved was the allocation of funds over a five-year period to purchase new and additional books for the media center to update the circulation collection.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Teacher needs are allocated by the following method: faculty members write a proposal to request funds to augment student needs in the classroom. The SAC reviews the proposal which is often presented by the teacher requesting funds. SAC votes to fund the proposal. School improvement funds from last year were allocated as follows: \$899.10 – Book Bonanza for the Clay High Book Club to purchase additional copies of novels for the 30+ students who participate in the monthly book club. The books were then put into library circulation. \$200.00- tablecloth with Clay High School logo to be used for functions including athletic signings, job fairs, parent night and other events, and job fairs. \$429.23 – McM Electric and \$6,096.58 -Troxell Communications to upgrade the sound system in the Cafetorium in order to use the space for guest speakers, Drama class and productions, Chorus, Band and for special functions including Parent and Student Orientation.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
McCabe, Peter	Principal
Garcia, Linda	Assistant Principal
Srader, Tonya	Teacher, ESE
McRae, Stephanie	Instructional Coach
Dicks, Cary	Assistant Principal
Freeman, Josh	Teacher, K-12
Fowler, Christy	Teacher, K-12
Nay, Amanda	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The team will focus on students who have not passed the Florida Comprehensive Assessment Test (FCAT 2.0) in Reading; Reading FCAT retakers and EOC Algebra 1 retakers. Clay High School has implemented a new reading curriculum this year, Achieve 3000, that builds reading comprehension and fluency skills for those Level 1 and 2 students in Intensive Reading. Literacy is promoted through a 20 minute reading time each day. A student book club meets monthly as well. State Literacy week activities are promoted through the school news program and participation in the Million Minutes Read event in Florida. Teachers are encouraged to obtain their NGCAR-PD (Next Generation Content Area Reading- Professional Development) certifications in order to learn more reading strategies to help promote literacy. An instructional coach works closely with the reading, language arts and other content areas to promote literacy by developing and employing strategies to build vocabulary and comprehension skills. Our media center has been recognized as a Power Library. Our media specialists actively promote reading and literacy through book recommendations and monitor monthly book check outs.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Clay High School teachers work collaboratively through Professional Learning Communities organized by content. Teachers meet weekly to collaboratively plan, analyze data and assessments, understand and break down standards, and share lesson ideas. 9th grade academy teams meet twice monthly to collaborate with the academy team in order to make instruction across the curriculum relevant to the student career interest and needs.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Clay High School seeks to only recruit and hire highly qualified candidates for available positions. Through means such as Clay County's Teacher Recruitment Fair and Online Portal, Mr. McCabe and the administrative staff interview and select only those of the highest caliber for available teaching positions. Clay High School actively seeks to recruit and hire content area teachers with either the reading endorsement or the NGCAR-PD certificate. Through continuous professional development and staff training, Clay High School is able to maintain a low level of attrition and retain a highly-qualified teaching staff.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mr. McCabe selects qualified teachers to mentor new teachers going through certification programs. Mentors are also chosen for any new teacher, no matter the level of experience, to assist in the acclimation into Clay High School and the district. Teachers are paired according to department level, if possible, otherwise schedules, interests, etc. are taken into consideration for selection. Mentor teachers coordinate with each other to devise a unified plan to implement with the new teachers and that plan is communicated with each new teacher. Each mentor relationship will consist of conference meetings, classroom observations, and strategic lesson planning to ensure student achievement remains as the top priority.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Through professional learning communities, teachers unpack the standards and discuss standards and curriculum. Teachers follow district-developed curriculum guides and pacing charts, when available. At each meeting, the teachers focus on a standard or curriculum piece and decide the best way(s) to teach those standards and then meet the next week to reflect on progress and adjust instruction as needed. PLC logs document this cycle and include sections that require teachers to document which standard(s) are being addressed. Administrators provide feedback on the PLC logs as well as sit in on PLC meetings. Through classroom observations and classroom walkthroughs, administrators are able to observe instruction of the Florida standards. Additionally, the School Based Leadership Team reviews assessment data from the progress monitoring assessments as well as the state assessment system to evaluate the effectiveness of the core instructional programs following the procedures of MTSS.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Through the School Based Leadership Team, assessment data is analyzed and strategies are put into place to address areas of weakness. The master schedule is driven by student needs including the teacher assignments, course offerings and use of remedial or bridge courses. Decisions about student placement in courses is driven by data as well as student interest. For example, students struggling to become proficient in Algebra, as based on the state assessment, take Liberal Arts Math 1, instead of Geometry, in order to reinforce and address weaknesses in Algebraic thinking and skills needed to progress in the math curriculum. Students struggling in Reading take Intensive Reading and/or have a NGCAR-PD teacher. Core curriculum classes are offered at a level to match the student needs including: inclusion, standard, honors and in some cases Advanced Placement and Dual Enrollment. Teachers are provided with information regarding 504 and ESE students' learning needs and accommodations. Support facilitators are available every period to work with struggling ESE students to help differentiate instruction. Clay High School uses a Framework for Intentional teaching to plan daily lessons which include a variety of learning opportunities to meet the needs of a diverse learning population including: setting a purpose, modeling thinking, guided instruction, collaboration, and independent work time. Through PLCs, content teachers collaborate to develop lessons that are engaging and innovative. Through the MTSS structure, students who consistently

struggle with mastering the content, are provided additional instruction and interventions to help them succeed. Teachers use small groups to remediate skills. Intensive reading teachers, through Achieve 3000, tailor reading instruction to the reading level of the students. Teachers use Compass, a web-based program, to allow students to remediate content. In the math curriculum teachers use Carnegie Cognitive Tutor, a responsive web-based online tutoring site that provides practice and support for students at their levels.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 3,600

Students are offered tutoring Monday through Thursday each week in each content area. Boot camp sessions are offered in each content area two weeks prior to the state assessment. Students who are behind academically are provided an opportunity for a 7th period class in order to recover credits using the Compass program.

Strategy Rationale

Students who need more time to master content or need further explanation are given a chance to receive this extra help.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McCabe, Peter, pmccabe@oneclay.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The SBLT monitors student grades, Performance Matters Benchmarks, and State assessment results. Sign-in logs are also compiled for each tutoring session and Boot Camp to track further data.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Clay High School uses an Academy model to support incoming and outgoing student cohorts in transitioning from high school to post-secondary and careers. The academy model for 10-12th grade focus on several career and Technical education pathways. Students are given opportunities to explore careers, obtain industry certifications and do internships in different fields including health, criminal justice, carpentry, automotive and business/computers. Additionally the 2018 cohort, this year's 9th grade class, are participating in a Wall-to-Wall Academy model focused around three career academies incorporating our previous academy model and enhancing the experience by organizing the core content teachers within the model. In the spring, upcoming 9th graders are invited to attend a Parent Night/Career Academy Expo to give them a chance to see what Clay High School

has to offer. Guidance counselors also visit each junior high to meet with students. Several clubs and organizations visit the junior high schools to discuss their programs. The school district holds a Career and College night each fall, hosted at rotating high schools each year. The event is well publicized at Clay High School via classroom flyers, a guidance bulletin board and the student news channel. The career specialist invites colleges and career/industry certification institutes to visit the school and provide presentations to the students. Guidance counselors work with students to set career and post-secondary goals and help them stay on track to achieve those. Students with Disabilities also are invited to participate in a district-wide Transition Career/College Fair. Clay High School teachers work with these students to prepare them for participation at the event including resume writing, interviewing skills, how to dress for success, and post-secondary career and college planning.

College and Career Readiness

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

The students enrolled in a CTE class or an academy are exposed to the many areas through the Career Shadowing Program and field trips throughout the school year. Students are tracked by the career specialist if they are enrolled in any CTE pathway (academy or class). Our career specialist and guidance team meet with each student one-on-one and lay out a plan of study for each student's 4 years of high school. We also visit with each CTE class throughout the year and complete mini lessons on career areas within each pathway. Additional information is always available in the guidance offices. College visits to our school are coordinated through the guidance office and through the career specialist. Students are encouraged to take the ACT and SAT and free after school preparatory sessions are offered by teachers. Capable students are encouraged to take dual enrollment and/or advanced placement courses. Guidance counselors work with seniors to apply for scholarships to help make college affordable. Last year's senior class was awarded over \$3 million in scholarships due in part to the support given in the guidance office and the large number of scholarships offered by local organizations and businesses to support Clay High School students.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Clay High School has several CTE programs offering industry certifications. These include:

Criminal Justice: Adobe Certified Associate (Photoshop) and Accredited Legal Secretary (ALS)
Health Science: Certified Nursing Assistant (CNA), Fire Fighter 1 and Certified EKG Technician (CET)

Automotive: ASE Automobile & Light Truck Certification - A1 - Engine Repair, ASE Automobile & Light Truck Certification - A5 -Brakes, ASE Automobile & Light Truck Certification - A8 - Engine Performance, ASE Automobile Service Consultant - C1, and Florida Automobile Dealers Association (FADA) Certified Technician

Carpentry: NCCER Carpentry Fundamentals - Level 1

Veterinary Assisting: Agricultural Technician Certification and Certified Veterinary Assistant (CVA)

Culinary Arts: Certified Food Protection Manager (ServSafe) and National ProStart Certificate of Achievement

Digital Design, Business and Logistics: Adobe Certified Associate (ACA) Rich Media Communication Using Adobe Flash, Adobe Certified Associate (ACA) Visual Communication With Adobe Photoshop, Adobe Certified Associate (ACA) Web Communication using Adobe Dreamweaver, Adobe Certified Expert - Adobe After Effects, Adobe Certified Expert - Illustrator, Adobe Certified Expert - Adobe In Design, Adobe Certified Expert - Photoshop, Adobe Certified Expert - Premiere Pro, Adobe Certified Associate (ACA) Visual Communication With Adobe - Premiere Pro, Apple Certified Pro (ACP) - Final Cut Pro X, Global Logistics Associate, Microsoft Office Specialist (MOS) Bundle Certification (3 out of 5 - Word, Excel, PowerPoint, Access, Outlook), and QuickBooks Certified User

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Teaching the skills that are relevant to the career field helps prepare the student to succeed at the postsecondary level by stressing the importance of academic courses to the career field. Knowing why you are taking English, Math, Science, and Social Studies, brings a whole new meaning to why you sit in class. The Wall-to-Wall Academy model adopted this year creates opportunities for all teachers to meet a couple of times a month to collaborate and work together to integrate CTE programs with other academics.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

To increase the number of graduates scoring a level 3 or higher on the state assessment, students will participate in tutoring and other support systems including the Wall-to-Wall Academies, CTE programs, new curriculum options and textbooks in Math, and Achieve 3000 in reading. Teachers will increase their knowledge and understanding of the curriculum, standards, and new assessments through PLCs each week. To increase the number of graduates going on to post-secondary schools, we will increase student's preparedness for college-level work through increasing participation in college-readiness courses in Math and English, Advanced Placement courses, and Dual Enrollment courses including a new College Skills Class to help prepare students for the rigors and demands of college-level work. All 10th grade students will take the PSAT to help identify students who should be pushed to take advanced level course work. Additionally, Clay High School will continue to work with students to help all students see college as an option including counseling to help students pick a college and major and offering financial aid workshops and scholarship assistance to help make college more affordable.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase students' skill in citing evidence to support their thinking.
- G2.** Increase students' critical thinking and problem solving skills in mathematics.
- G3.** Increase students' reading comprehension skills throughout all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase students' skill in citing evidence to support their thinking. 1a

G045194

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	60.0

Resources Available to Support the Goal 2

- Reading/Instructional Coach
- Curriculum specialists
- OneClay Writes assessment data

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge

Plan to Monitor Progress Toward G1. 8

Student writing samples citing evidence to support their thinking

Person Responsible

Linda Garcia

Schedule

Semiannually, from 9/22/2014 to 5/29/2015

Evidence of Completion

OneClay Writes results for grades 9-11 showing a 15-20% increase in proficiency scores from the first assessment to the last assessment, targeted learning plans documenting growth from baseline to end-of-year assessments.

G2. Increase students' critical thinking and problem solving skills in mathematics. 1a

 G045195

Targets Supported 1b

Indicator	Annual Target
Math Gains	65.0

Resources Available to Support the Goal 2

- New Carnegie textbook with online cognitive tutor
- District Curriculum Specialist

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge

Plan to Monitor Progress Toward G2. 8

Math proficiency

Person Responsible

Linda Garcia

Schedule

Semiannually, from 8/20/2014 to 5/29/2015

Evidence of Completion

Performance Matters Assessments/mid-year assessment, EOC's, PERT, PLC logs

G3. Increase students' reading comprehension skills throughout all content areas. 1a

G045196

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	60.0

Resources Available to Support the Goal 2

- Achieve 3000 curriculum in Intensive Reading
- Intensive reading PLC group focusing on reading strategies
- Reading Coach

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge

Plan to Monitor Progress Toward G3. 8

Performance Matters assessments for grades 9-11, FSA Language Arts Assessment (reading)

Person Responsible

Linda Garcia

Schedule

Semiannually, from 10/6/2014 to 5/29/2015

Evidence of Completion

Student performance on progress monitoring assessments will demonstrate increases in student reading skills from the baseline to mid and end-of-year.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. Increase students' skill in citing evidence to support their thinking. **1**

 **G045194**

G1.B1 Teacher knowledge **2**

 **B111536**

G1.B1.S1 Organize the faculty into Professional Learning Communities by content area for the school year to breakdown the new Florida Standards Assessments and to work on common core lessons to teach and assess students' skills in citing evidence to support thinking including a targeted learning plan with "citing evidence to support thinking" as one of the learning skills to be taught and assessed throughout the year. **4**

 **S122984**

Strategy Rationale

In PLCs, teachers will collaborate to design lessons which teach the critical skill of citing evidence to support thinking and support each other in breaking down the barrier of teacher knowledge of the common core standards and implement ways to teach these standards across the curriculum. Through the targeted learning plan process, teachers will focus on this skill, collect data on student progress and be able to adjust instruction to provide students with opportunities to improve in this skill area.

Action Step 1 **5**

Design PLC sessions that allow teachers to work together to understand the standards and design common lessons/assessments that focus on the skill of citing evidence to support thinking.

Person Responsible

Linda Garcia

Schedule

Weekly, from 8/20/2014 to 5/29/2015

Evidence of Completion

PLC logs week 1 cycle lesson development, classroom walk-throughs by administrators to see evidence of lesson implementation designed in PLC groups.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

PLC groups will meet weekly

Person Responsible

Linda Garcia

Schedule

Biweekly, from 8/20/2014 to 5/29/2015

Evidence of Completion

PLC logs with teacher sign ins, Navigator Plus, administrators attending PLC meetings on a rotational basis.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

PLC Log week 2 cycle-- student data analysis and reflection

Person Responsible

Linda Garcia


Schedule

Biweekly, from 8/20/2014 to 5/29/2015

Evidence of Completion

Teachers reflect on lesson delivery and student response to instruction; teachers work together to redesign instruction as needed based on student data; and targeted learning plans completed with baseline, mid-year and end-of-year assessment data documenting student growth in the skill of citing evidence to support thinking.

G2. Increase students' critical thinking and problem solving skills in mathematics. 1

 G045195

G2.B1 Teacher knowledge 2

 B111538

G2.B1.S1 Organize the math department by subject area into PLC's for the school year. 4

 S122985

Strategy Rationale

To increase teacher knowledge, teachers will work together in PLC groups based on subject area to analyze standards, the new assessment and best practices for teaching critical math skills using a new math textbook.

Action Step 1 5

Design PLC sessions focused on Math strategies using the new textbook and common core standards.

Person Responsible

Linda Garcia

Schedule

Weekly, from 8/20/2014 to 5/29/2015

Evidence of Completion

PLC Outlines, PLC logs, Navigator Plus

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

PLC groups will meet weekly.

Person Responsible

Linda Garcia

Schedule

Monthly, from 8/20/2014 to 5/29/2015

Evidence of Completion

PLC log sign in sheets, Navigator Plus

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Classroom observations/walk-throughs

Person Responsible

Linda Garcia


Schedule

Monthly, from 8/20/2014 to 5/29/2015


Evidence of Completion

Strategies in practice, lesson plans, PD360 templates, PLC logs

G3. Increase students' reading comprehension skills throughout all content areas. 1

 G045196

G3.B1 Teacher knowledge 2

 B111540

G3.B1.S1 Next Generation Content Area Reading Professional Development (NGCAR-PD) for additional content area and CTE teachers. 4

 S123176

Strategy Rationale

Increase teacher knowledge in reading strategies that support reading comprehension.

Action Step 1 5

Increase number of reading endorsed/CAR-PD certified content area teachers on staff to 35% of total teaching staff by the end of the school year.

Person Responsible

Linda Garcia

Schedule

Monthly, from 8/29/2014 to 5/29/2015

Evidence of Completion

Teachers completing NGCAR-PD or adding the reading endorsement to their certificates this school year.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitor teacher participation in required training through teacher sign-in sheets, classroom walkthroughs and observations.

Person Responsible

Linda Garcia

Schedule

Monthly, from 9/12/2014 to 5/22/2015

Evidence of Completion

Navigator plus, teacher certification upon completion

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Teachers in the NGCAR-PD training program will implement newly-learned strategies to enhance reading comprehension and skills in content areas.

Person Responsible

Linda Garcia

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Lesson plans, PLC logs will be monitored for inclusion of reading strategies included in discussion of best practices, Navigator Plus.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Design PLC sessions that allow teachers to work together to understand the standards and design common lessons/assessments that focus on the skill of citing evidence to support thinking.	Garcia, Linda	8/20/2014	PLC logs week 1 cycle lesson development, classroom walk-throughs by administrators to see evidence of lesson implementation designed in PLC groups.	5/29/2015 weekly
G2.B1.S1.A1	Design PLC sessions focused on Math strategies using the new textbook and common core standards.	Garcia, Linda	8/20/2014	PLC Outlines, PLC logs, Navigator Plus	5/29/2015 weekly
G3.B1.S1.A1	Increase number of reading endorsed/ CAR-PD certified content area teachers on staff to 35% of total teaching staff by the end of the school year.	Garcia, Linda	8/29/2014	Teachers completing NGCAR-PD or adding the reading endorsement to their certificates this school year.	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Student writing samples citing evidence to support their thinking	Garcia, Linda	9/22/2014	OneClay Writes results for grades 9-11 showing a 15-20% increase in proficiency scores from the first assessment to the last assessment, targeted learning plans documenting growth from baseline to end-of-year assessments.	5/29/2015 semiannually
G1.B1.S1.MA1	PLC Log week 2 cycle-- student data analysis and reflection	Garcia, Linda	8/20/2014	Teachers reflect on lesson delivery and student response to instruction; teachers work together to redesign instruction as needed based on student data; and targeted learning plans completed with baseline, mid-year and end-of-year assessment data documenting student growth in the skill of citing evidence to support thinking.	5/29/2015 biweekly
G1.B1.S1.MA1	PLC groups will meet weekly	Garcia, Linda	8/20/2014	PLC logs with teacher sign ins, Navigator Plus, administrators attending PLC meetings on a rotational basis.	5/29/2015 biweekly
G2.MA1	Math proficiency	Garcia, Linda	8/20/2014	Performance Matters Assessments/mid-year assessment, EOC's, PERT, PLC logs	5/29/2015 semiannually
G2.B1.S1.MA1	Classroom observations/walk-throughs	Garcia, Linda	8/20/2014	Strategies in practice, lesson plans, PD360 templates, PLC logs	5/29/2015 monthly
G2.B1.S1.MA1	PLC groups will meet weekly.	Garcia, Linda	8/20/2014	PLC log sign in sheets, Navigator Plus	5/29/2015 monthly
G3.MA1	Performance Matters assessments for grades 9-11, FSA Language Arts Assessment (reading)	Garcia, Linda	10/6/2014	Student performance on progress monitoring assessments will demonstrate increases in student reading skills from the baseline to mid and end-of-year.	5/29/2015 semiannually
G3.B1.S1.MA1	Teachers in the NGCAR-PD training program will implement newly-learned strategies to enhance reading comprehension and skills in content areas.	Garcia, Linda	9/26/2014	Lesson plans, PLC logs will be monitored for inclusion of reading strategies included in discussion of best practices, Navigator Plus.	5/29/2015 monthly
G3.B1.S1.MA1	Monitor teacher participation in required training through teacher sign-in sheets, classroom walkthroughs and observations.	Garcia, Linda	9/12/2014	Navigator plus, teacher certification upon completion	5/22/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase students' skill in citing evidence to support their thinking.

G1.B1 Teacher knowledge

G1.B1.S1 Organize the faculty into Professional Learning Communities by content area for the school year to breakdown the new Florida Standards Assessments and to work on common core lessons to teach and assess students' skills in citing evidence to support thinking including a targeted learning plan with "citing evidence to support thinking" as one of the learning skills to be taught and assessed throughout the year.

PD Opportunity 1

Design PLC sessions that allow teachers to work together to understand the standards and design common lessons/assessments that focus on the skill of citing evidence to support thinking.

Facilitator

Linda Garcia, department chairs, and teacher-leaders of PLC groups

Participants

All teachers within content area PLC groups

Schedule

Weekly, from 8/20/2014 to 5/29/2015

G2. Increase students' critical thinking and problem solving skills in mathematics.

G2.B1 Teacher knowledge

G2.B1.S1 Organize the math department by subject area into PLC's for the school year.

PD Opportunity 1

Design PLC sessions focused on Math strategies using the new textbook and common core standards.

Facilitator

PLC group leaders (Algebra, Geometry, Algebra 2, Math for College Readiness)

Participants

Math Teachers

Schedule

Weekly, from 8/20/2014 to 5/29/2015

G3. Increase students' reading comprehension skills throughout all content areas.

G3.B1 Teacher knowledge

G3.B1.S1 Next Generation Content Area Reading Professional Development (NGCAR-PD) for additional content area and CTE teachers.

PD Opportunity 1

Increase number of reading endorsed/CAR-PD certified content area teachers on staff to 35% of total teaching staff by the end of the school year.

Facilitator

Stephanie McRae

Participants

English, Science, Social Studies, and CTE teachers

Schedule

Monthly, from 8/29/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0