



Comprehensive School Improvement Plan

Clay County High School
Clay County Public Schools

Michael Gregory, Principal
415 Clay County High Rd
Manchester, KY 40962

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Clay County High School, located in Manchester, KY, serves just under 900 students in rural eastern Kentucky. We serve one of the poorest counties in Kentucky, with a 2011 per capita income of \$12,568. Only 7.9% of community members hold a bachelor's degree or higher.

Our student body is 98% white and qualifies for Title I. Our students population is 12% special needs.

Our teaching staff averages 15.9 years of experience, with 98.6% holding a masters degree or Rank I.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Clay County Public School's mission states, "ALL children will learn because of what WE do." Clay County High School supports this mission completely. Our staff works diligently to help all students reach their goals, and we strive to provide a quality education in a safe, caring environment for every student, every day. This school year, we implemented a new schedule with 30 minutes per day built in for each child to receive enrichment or intervention in math and reading. On Fridays, this 30 minutes is used to advising, college and career planning, and club meetings.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In the next three years, we are striving to meet our CCR target of 62, our Reading and Math Proficiency target of 51.4, and our Gap target of 47.4.

According to the Next Generation Learners Accountability Calculator, if we move 20 students out of the novice category in End of Course exams and move 20 students into the proficient category on EOC, our school will meet our overall 2013 AMO goal.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

CCHS is focused on success for all students. In addition to adding intervention and enrichment, we are beginning the process of tracking individual data for each student. As part of our data-driven approach, students are learning their goals for MAP and ACT.

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

Analysis of our 2012 test data led to one strong conclusion: our main focus needs to be on achievement. Our PLAN scores indicate 58.8% met benchmark in English, 10.8% in math, and 38.8% in reading. ACT scores indicate 36% met benchmark in English, 22.7% in math, and 32.8% in reading.

EOC exams indicate 34.5% proficient or distinguished in English II, 26.8% in Algebra II, 13.5% in Biology, and 10.5% in U.S. History. Because of department restructuring, only 42 students took the EOC Algebra II test. This group did not accurately represent the student population at CCHS. Algebra II EOC scores may decrease in the 2013 testing cycle.

In On-Demand Writing, 23.8% are proficient or distinguished, and 44.4% are proficient or distinguished in Language Mechanics.

A clear focus on achievement in every classroom, every day should help move more students toward proficiency.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Our End of Course multiple choice subscores appeared significantly higher than our superscores. We hope that with the 2013 changes in EOC, our scores will increase in all areas.

Our 2012 PLAN results showed an increase in the number of students meeting PLAN benchmark in math. In fall 2012, 18.6% of students met the math benchmark, compared to 10.8% who met benchmark in 2011.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

To attack overall student achievement, our school implemented a new schedule that allows for 30 minutes of math and reading intervention four days per week. We are MAP testing all 9th, 10th, and 11th grade students 3 times per school year.

We have placed emphasis on student goal setting. We are talking to students about EPAS benchmark scores. Students also are focusing on their goals for the MAP test. We hope that making the actual goals a focus, students will take more ownership.

A grant allowed us to purchase TCA Prep for all students. As part of this, we are giving a mock ACT to all 11th grade students in January. Students will then be able to access TCA Prep for online help both at home and at school.

Our social studies department was very disappointed in EOC scores for US History. Since fall, teachers have been working to ensure the US History curriculum is aligned to ACT standards. Three US History teachers will be taking part in the TAH grant (Teaching of American History), which includes seminars provided by professors from the University of Kentucky and Berea College as well as other experts in sharing history.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

As we reflect on the 2011-2012 school year and analyze test data from 2012 assessments, we realize we did not stress K-Prep (both EOC and on-demand writing) as we should have. Teachers have carefully studied the curriculum changes in Common Core Standards and planned assessments that mirror EOC.

As a school, we realize we must do a better job motivating students to perform their best on EOC exams. We are emphasizing goal setting for students. Teachers are also stressing comprehensive study and learning.

We will continue, and hopefully strengthen, the work we are doing with our math and reading intervention and enrichment periods. Keeping a focus on core skills in this time block will allow more focus on higher-level thinking in regular coursework.

Clay County High School Comprehensive School Improvement Plan 2013

Overview

Plan Name

Clay County High School Comprehensive School Improvement Plan 2013

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	Increase the averaged combined K-Prep reading and writing scores for CCHS students from 30.6% to 65.3% by 2017	Objectives: 1 Strategies: 2 Activities: 8	Organizational	Collaborate to increase the overall K-Prep scores for reading and writing for CCHS by 05/31/2013 as measured by 2013 K-Prep scores.	\$0
2	Increase College and Career Readiness Target from 39.1% to 62% by 2015.	Objectives: 1 Strategies: 4 Activities: 11	Organizational	Collaborate to increase College and Career Readiness Target to 46.8% by 05/31/2013 as measured by High School Graduates' College and Career Readiness Percentage Report and the percentage of students college and career ready without bonus points.	\$1000
3	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 24.8% in 2012 to 62.4% by 2017	Objectives: 1 Strategies: 2 Activities: 4	Organizational	Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 24.8% to 32.3% by 05/31/2013 as measured by K-Prep.	\$0
4	Increase the average freshman graduation rate from 69.8% to 90% by 2015.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	Collaborate to increase the average freshman graduation rate from 69.8% to 72.4% by 05/31/2013 as measured by graduation formula.	\$19500

Goal 1: Increase the averaged combined K-Prep reading and writing scores for CCHS students from 30.6% to 65.3% by 2017

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

Collaborate to increase the overall K-Prep scores for reading and writing for CCHS by 05/31/2013 as measured by 2013 K-Prep scores.

Strategy 1:

Curriculum Assessment & Alignment - School leadership will ensure that all teachers are aware of what is expected of them in terms of curriculum delivery. Gaps in curriculum will be identified and appropriate adjustments will be made. Appropriate monitoring of curriculum delivery and instruction will occur to make sure that congruent, standards-based instruction is taking place.

Activity - Curriculum Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through ongoing discussions in PLC's, a clearly defined set of expectations will be provided to teachers in regard to the contents of individual classroom level curriculum notebooks. The purpose of this activity is to ensure maximum instructional benefit to the students.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Mike Gregory, Principal; Robert Nicholson, Assistant Principal; Mike Stubblefield, Assistant Principal; Susan Burgan, CCHS Liaison & Federal Program Coordinator

Activity - Common Core Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue vertical and horizontal curriculum alignment based on Common Core Standards. English and Mathematics will continue work; Science and Social Studies will begin work when Common Core is final in those areas.	Academic Support Program	02/01/2013	05/30/2014	\$0	No Funding Required	Mary Stevens, Martina Bray, Linda Baker, Phillip Jones

Activity - Instructional Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Administrators will perform walk-throughs using the PD 360 monitoring tool. Observations will include monitoring curriculum alignment, instructional strategies, student engagement, and types of assessments.	Academic Support Program	02/01/2013	05/30/2014	\$0	Other	Mike Gregory, Robert Nicholson, Mike Stubblefield, Susan Burgan
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Activity - CIITS Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Disseminate CIITS training opportunities and monitor participation to increase usage.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Mike Gregory, Mike Stubblefield, Robert Nicholson

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCHS will continue to utilize PLC's to analyze data, improve instruction, and discuss curriculum gaps. Additionally, our schedule was redesigned to provide common planning for departments. They are to meet weekly to ensure alignment, improve instruction, and monitor student progress.	Professional Learning	02/01/2013	05/31/2013	\$0	No Funding Required	Mike Gregory, Mike Stubblefield, Robert Nicholson, Susan Burgan, Mary Stevens, Martina Bray, Linda Baker, Phillip Jones

Strategy 2:

Program Review - CCHS Program Review Committee will continue to implement the program review process. They will work with district staff and CCHS teachers to monitor how we are progressing toward the goal of proficiency.

Activity - Program Review Implementation A/H	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review results of Arts and Humanities program review. Make improvements followed by monitoring and data collection.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Donnie Stevens

Activity - Program Review Implementation Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review results of the writing program review. Make improvements followed by monitoring and data collection.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Amy Davidson

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Activity - Program Review Implementation PL/CS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review results of the Practical Living/Career Studies Program Review. Make improvements followed by monitoring and data collection.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Gina Prewitt, Leigh Anne Smith

Goal 2: Increase College and Career Readiness Target from 39.1% to 62% by 2015.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

Collaborate to increase College and Career Readiness Target to 46.8% by 05/31/2013 as measured by High School Graduates' College and Career Readiness Percentage Report and the percentage of students college and career ready without bonus points.

Strategy 1:

Advance Kentucky - CCHS is participating in its third year with the Advance Kentucky Initiative.

Activity - Advance Kentucky	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advance Kentucky teachers will receive contact specific PD, on-site coaching, and mentoring through Advance Kentucky. CCHS will offer 8 courses through the Advance Kentucky initiative.	Professional Learning	02/01/2013	05/31/2013	\$0	Other	Jamie Mills, Martina Bray, Tabitha Owens

Activity - Laying the Foundation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will attend Laying the Foundation training. After participating in training, teachers will share strategies to increase congruent, rigorous, engaging instruction through PLC's.	Professional Learning	02/01/2013	05/31/2013	\$0	Other	Jamie Mills, Martina Bray, Tabitha Owens

Strategy 2:

CTE Completers - CTE staff will work with administration and guidance staff to ensure CTE students earn 4 credits in a career area.

Activity - Student Schedules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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CCHS and HCLC guidance and administration will help students choose courses to complete industry certificates.	Career Preparation/Orientation	02/01/2013	05/31/2013	\$0	Other	Billy Robinson, Jennifer Collins, Mike Gregory, Mike Stubblefield, Robert Nicholson, Linda Cornett
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Activity - College Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Field trips will be provided for students to attend colleges and universities in the state. The Berea College Educational Talent Search Program will coordinate and fund these efforts.	Career Preparation/Orientation	02/01/2013	05/31/2013	\$500	Other	Amanda Massey, Berea College ETSP

Strategy 3:

ACT preparation - CCHS will focus on students who fail to meet CCR benchmark. Students will be provided opportunities to take additional courses and to participate in ACT tutoring.

Activity - COMPASS/KYOTE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After participating in senior English and math, students will have two opportunities to take COMPASS and KYOTE.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Rodney Lipps

Activity - Math/English courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are assigned to senior mathematics and English courses based on ACT scores. Courses are designed to focus on skills needed to improve ACT scores or enable students to pass COMPASS or KYOTE.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Billy Robinson, Jennifer Collins

Activity - ACT preparation program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TCA Prep will be implemented. Students are enrolled in the program and will be able to do self-paced testing and tutoring.	Academic Support Program	02/01/2013	11/29/2013	\$0	Other	Jennifer Collins, Mike Stubblefield

Strategy 4:

Increase the percentage of CCHS students that successfully transition to college and career activities. - Students will become better prepared to transition to post-secondary education settings or employment.

Research Cited: University of Kentucky's Transition One Stop

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Activity - Inter-Agency transition collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCHS special education staff will invite Social Security Administration, Office of Vocational Rehabilitation and other appropriate agencies, to participate in transition planning for CCHS students.	Career Preparation/Orientation	02/01/2013	05/10/2013	\$0	No Funding Required	Mike Gregory, Mike Stubblefield, Robert Nicholson (ARC Chairpersons) and CCHS Special Education Teachers
Activity - Parent training on college entrance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration with parents through trainings and/or individual meetings regarding college application and financial assistance.	Parent Involvement	02/01/2013	01/31/2014	\$500	Other	Amy Janutalo, Student Support Services; Amanda Massey, Berea College Educational Talent Search
Activity - Transition Services Inventory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize Transition Services Inventory to identify possible services related to employment and education as part of the IEP process.	Career Preparation/Orientation	02/01/2013	05/10/2013	\$0	No Funding Required	Susan Burgan, Federal Program Coordinator; CCHS Special Education Staff
Activity - Training in transition planning for student support staff.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide specialized training in transition planning for CCHS Student Support Services personnel, Promise Neighborhood staff and CCHS special education staff. Consultant(s) from the Southeast Educational Cooperative will provide the training.	Professional Learning	02/01/2013	08/15/2013	\$0	No Funding Required	Susan Burgan, Federal Program Coordinator

Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 24.8% in 2012 to 62.4% by 2017

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This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 24.8% to 32.3% by 05/31/2013 as measured by K-Prep.

Strategy 1:

Flex schedule - CCHS implemented a new schedule, building in a 30 minute flex period to use for targeted interventions. Students are grouped based on scores from EPAS and MAP and each student receives math and reading intervention or enrichment four days per week.

Activity - Flex Math and Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCHS implemented a new time schedule for the 2012-13 school year. This schedule provides two each of math and reading intervention/enrichment per week. Groups consist of 9th/10th or 11th/12th grade students and serve four ability levels. Students are assigned to groups based on MAP or ACT (for 12th grade students).	Direct Instruction	02/01/2013	05/31/2013	\$0	Other	Mike Stubblefield, Jennifer Collins

Activity - Flex period teaching assistants	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCHS math students that score above level on MAP testing will be provided the opportunity to act as Teaching Assistants in flex math groupings. This will provide them enriching experiences as well as benefitting other students through tutoring. Students will be supervised by flex class teachers.	Direct Instruction	02/18/2013	05/09/2013	\$0	No Funding Required	Mike Stubblefield, CCHS Teachers

Activity - Flex planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Topics for flex math and reading are designated by English and math departments with emphasis on Common Core Standards and EPAS. Teachers have access to Kaplan Teach for support materials and lessons.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Mike Stubblefield, Martina Bray, Jamie Mills

Strategy 2:

Striving Readers - Incoming freshmen identified in the lowest quartile by MAP Reading will be placed in a course designed to improve reading skills. This course was originally planned and supported by the Striving Readers program, first at the federal and then at the state level.

Activity - 21st Century Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming 9th graders who score 25th percentile or below on MAP Reading during the winter or spring administration will be placed in the 21st Century Learning Skills course as their elective. This IS NOT an optional course. Coursework is designed to improve the reading skills of students using technology, appropriate high-interest reading, and project-based learning.	Direct Instruction	02/01/2013	05/31/2013	\$0	District Funding	Jennifer Collins, Sondra Bray

Goal 4: Increase the average freshman graduation rate from 69.8% to 90% by 2015.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

Collaborate to increase the average freshman graduation rate from 69.8% to 72.4% by 05/31/2013 as measured by graduation formula.

Strategy 1:

dropout prevention - CCHS will work to identify potential dropouts. These students will be targeted for attendance monitoring and credit recovery programs.

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCHS and HCLC will work together to help at-risk students recover credits. CCHS will continue its Clean Slate program for 11th and 12th graders at risk of drop-out due to credit deficits. HCLC will continue to provide 1/2 day credit recovery for 9th and 10th grade students who are deficient by 2 or more credits.	Academic Support Program	02/01/2013	05/31/2013	\$0	District Funding	Mike Gregory, Billy Robinson, Jennifer Collins, Eddie Smith

Activity - On-Line Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be offered the opportunity to earn additional credits (outside the normal school day) to earn additional required credits using courses purchased through Aventa Learning or designed by members of Promise Neighborhood and offered through Promise Neighborhood's Black Board site.	Direct Instruction	02/01/2013	05/31/2013	\$0	Other	Deann Allen, Jennifer Collins

Strategy 2:

Support services for ninth grade transition - Students transitioning into ninth grade at CCHS will receive specialized support to increase the academic and behavioral success at high school.

Research Cited: National Dropout Prevention Research

Activity - Parent training for ninth grade transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The GEAR UP Parent Engagement Coordinator will provide training on high school academic and behavioral expectations and support available to students as they transition to CCHS.	Parent Involvement	08/01/2013	12/13/2013	\$500	Other	Judy Murray, GEAR UP

Activity - Transition course for freshmen	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Ninth grade students will be provided a transition course to focus on high school academic and behavioral expectations, organization, and study skills through the GEAR UP Grant.	Academic Support Program	08/07/2013	01/31/2014	\$17000	Other	Rebecca Sumner and GEAR UP Staff
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Strategy 3:

Attendance - Students who have poor school attendance are more likely to fail or drop out. CCHS will continue to emphasize good attendance.

Research Cited: National Dropout Prevention Research Clearinghouse

Activity - Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCHS will work with YSC to implement attendance incentives and rewards for good attendance. Seniors will participate in Chevy Drive for Perfection program.	Other	02/01/2013	05/31/2013	\$0	Other	Mike Gregory, Eddie Smith, Amy Burns, Leigh Anne Smith, Jacqueline Asher, Leslie Davis

Activity - Identify students at risk of dropping out.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Persistence to Graduation Report generated through Infinite Campus will be used to identify CCHS students at risk of dropping out. CCHS Student Support Services personnel and the Promise Neighborhood College Coach will work to connect students identified as at risk, with appropriate services and intervention.	Behavioral Support Program	02/01/2013	05/10/2013	\$2000	Other	Amy Janutalo, Student Support Services; Susan Burgan, CCHS Liaison; Sam Wansley, College Coach

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent training for ninth grade transition	The GEAR UP Parent Engagement Coordinator will provide training on high school academic and behavioral expectations and support available to students as they transition to CCHS.	Parent Involvement	08/01/2013	12/13/2013	\$500	Judy Murray, GEAR UP
Advance Kentucky	Advance Kentucky teachers will receive contact specific PD, on-site coaching, and mentoring through Advance Kentucky. CCHS will offer 8 courses through the Advance Kentucky initiative.	Professional Learning	02/01/2013	05/31/2013	\$0	Jamie Mills, Martina Bray, Tabitha Owens
Laying the Foundation	Staff members will attend Laying the Foundation training. After participating in training, teachers will share strategies to increase congruent, rigorous, engaging instruction through PLC's.	Professional Learning	02/01/2013	05/31/2013	\$0	Jamie Mills, Martina Bray, Tabitha Owens
Instuctional Feedback	Administrators will perform walk-throughs using the PD 360 monitoring tool. Observations will include monitoring curriculum alignment, instructional strategies, student engagement, and types of assessments.	Academic Support Program	02/01/2013	05/30/2014	\$0	Mike Gregory, Robert Nicholson, Mike Stubblefield, Susan Burgan
Flex Math and Reading	CCHS implemented a new time schedule for the 2012-13 school year. This schedule provides two each of math and reading intervention/enrichment per week. Groups consist of 9th/10th or 11th/12th grade students and serve four ability levels. Students are assigned to groups based on MAP or ACT (for 12th grade students).	Direct Instruction	02/01/2013	05/31/2013	\$0	Mike Stubblefield, Jennifer Collins
Transition course for freshmen	Ninth grade students will be provided a transition course to focus on high school academic and behavioral expectations, organization, and study skills though the GEAR UP Grant.	Academic Support Program	08/07/2013	01/31/2014	\$17000	Rebecca Sumner and GEAR UP Staff
Student Schedules	CCHS and HCLC guidance and administration will help students choose courses to complete industry certificates.	Career Preparation/Orientation	02/01/2013	05/31/2013	\$0	Billy Robinson, Jennifer Collins, Mike Gregory, Mike Stubblefield, Robert Nicholson, Linda Cornett

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College Visits	Field trips will be provided for students to attend colleges and universities in the state. The Berea College Educational Talent Search Program will coordinate and fund these efforts.	Career Preparation/Orientation	02/01/2013	05/31/2013	\$500	Amanda Massey, Berea College ETSP
Incentives	CCHS will work with YSC to implement attendance incentives and rewards for good attendance. Seniors will participate in Chevy Drive for Perfection program.	Other	02/01/2013	05/31/2013	\$0	Mike Gregory, Eddie Smith, Amy Burns, Leigh Anne Smith, Jacqueline Asher, Leslie Davis
On-Line Credit Recovery	Students will be offered the opportunity to earn additional credits (outside the normal school day) to earn additional required credits using courses purchased through Aventa Learning or designed by members of Promise Neighborhood and offered through Promise Neighborhood's Black Board site.	Direct Instruction	02/01/2013	05/31/2013	\$0	Deann Allen, Jennifer Collins
Identify students at risk of dropping out.	The Persistence to Graduation Report generated through Infinite Campus will be used to identify CCHS students at risk of dropping out. CCHS Student Support Services personnel and the Promise Neighborhood College Coach will work to connect students identified as at risk, with appropriate services and intervention.	Behavioral Support Program	02/01/2013	05/10/2013	\$2000	Amy Janutalo, Student Support Services; Susan Burgan, CCHS Liaison; Sam Wansley, College Coach
ACT preparation program	TCA Prep will be implemented. Students are enrolled in the program and will be able to do self-paced testing and tutoring.	Academic Support Program	02/01/2013	11/29/2013	\$0	Jennifer Collins, Mike Stubblefield
Parent training on college entrance	Collaboration with parents through trainings and/or individual meetings regarding college application and financial assistance.	Parent Involvement	02/01/2013	01/31/2014	\$500	Amy Janutalo, Student Support Services; Amanda Massey, Berea College Educational Talent Search
Total					\$20500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Clay County High School

Credit Recovery	CCHS and HCLC will work together to help at-risk students recover credits. CCHS will continue its Clean Slate program for 11th and 12th graders at risk of drop-out due to credit deficits. HCLC will continue to provide 1/2 day credit recovery for 9th and 10th grade students who are deficient by 2 or more credits.	Academic Support Program	02/01/2013	05/31/2013	\$0	Mike Gregory, Billy Robinson, Jennifer Collins, Eddie Smith
21st Century Learning	Incoming 9th graders who score 25th percentile or below on MAP Reading during the winter or spring administration will be placed in the 21st Century Learning Skills course as their elective. This IS NOT an optional course. Coursework is designed to improve the reading skills of students using technology, appropriate high-interest reading, and project-based learning.	Direct Instruction	02/01/2013	05/31/2013	\$0	Jennifer Collins, Sondra Bray
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Implementation	Disseminate CIITS training opportunities and monitor participation to increase usage.	Academic Support Program	02/01/2013	05/31/2013	\$0	Mike Gregory, Mike Stubblefield, Robert Nicholson
Program Review Implementation Writing	Review results of the writing program review. Make improvements followed by monitoring and data collection.	Academic Support Program	02/01/2013	05/31/2013	\$0	Amy Davidson
Flex planning	Topics for flex math and reading are designated by English and math departments with emphasis on Common Core Standards and EPAS. Teachers have access to Kaplan Teach for support materials and lessons.	Academic Support Program	02/01/2013	05/31/2013	\$0	Mike Stubblefield, Martina Bray, Jamie Mills
Flex period teaching assistants	CCHS math students that score above level on MAP testing will be provided the opportunity to act as Teaching Assistants in flex math groupings. This will provide them enriching experiences as well as benefitting other students through tutoring. Students will be supervised by flex class teachers.	Direct Instruction	02/18/2013	05/09/2013	\$0	Mike Stubblefield, CCHS Teachers
Professional Learning Communities	CCHS will continue to utilize PLC's to analyze data, improve instruction, and discuss curriculum gaps. Additionally, our schedule was redesigned to provide common planning for departments. They are to meet weekly to ensure alignment, improve instruction, and monitor student progress.	Professional Learning	02/01/2013	05/31/2013	\$0	Mike Gregory, Mike Stubblefield, Robert Nicholson, Susan Burgan, Mary Stevens, Martina Bray, Linda Baker, Phillip Jones

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Program Review Implementation PL/CS	Review results of the Practical Living/Career Studies Program Review. Make improvements followed by monitoring and data collection.	Academic Support Program	02/01/2013	05/31/2013	\$0	Gina Prewitt, Leigh Anne Smith
Transition Services Inventory	Utilize Transition Services Inventory to identify possible services related to employment and education as part of the IEP process.	Career Preparation/Orientation	02/01/2013	05/10/2013	\$0	Susan Burgan, Federal Program Coordinator; CCHS Special Education Staff
Curriculum Notebooks	Through ongoing discussions in PLC's, a clearly defined set of expectations will be provided to teachers in regard to the contents of individual classroom level curriculum notebooks. The purpose of this activity is to ensure maximum instructional benefit to the students.	Academic Support Program	02/01/2013	05/31/2013	\$0	Mike Gregory, Principal; Robert Nicholson, Assistant Principal; Mike Stubblefield, Assistant Principal; Susan Burgan, CCHS Liaison & Federal Program Coordinator
Program Review Implementation A/H	Review results of Arts and Humanities program review. Make improvements followed by monitoring and data collection.	Academic Support Program	02/01/2013	05/31/2013	\$0	Donnie Stevens
COMPASS/KYOTE	After participating in senior English and math, students will have two opportunities to take COMPASS and KYOTE.	Academic Support Program	02/01/2013	05/31/2013	\$0	Rodney Lipps
Inter-Agency transition collaboration	CCHS special education staff will invite Social Security Administration, Office of Vocational Rehabilitation and other appropriate agencies, to participate in transition planning for CCHS students.	Career Preparation/Orientation	02/01/2013	05/10/2013	\$0	Mike Gregory, Mike Stubblefield, Robert Nicholson (ARC Chairpersons) and CCHS Special Education Teachers
Math/English courses	Students are assigned to senior mathematics and English courses based on ACT scores. Courses are designed to focus on skills needed to improve ACT scores or enable students to pass COMPASS or KYOTE.	Academic Support Program	02/01/2013	05/31/2013	\$0	Billy Robinson, Jennifer Collins

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Common Core Standards	Continue vertical and horizontal curriculum alignment based on Common Core Standards. English and Mathematics will continue work; Science and Social Studies will begin work when Common Core is final in those areas.	Academic Support Program	02/01/2013	05/30/2014	\$0	Mary Stevens, Martina Bray, Linda Baker, Phillip Jones
Training in transition planning for student support staff.	Provide specialized training in transition planning for CCHS Student Support Services personnel, Promise Neighborhood staff and CCHS special education staff. Consultant(s) from the Southeast Educational Cooperative will provide the training.	Professional Learning	02/01/2013	08/15/2013	\$0	Susan Burgan, Federal Program Coordinator
Total					\$0	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
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Response for Required Action: TELL Survey

Overview

Plan Name

Response for Required Action: TELL Survey

Plan Rationale

Leadership team looked at the results of the TELL Survey to better understand our faculty's comfort level in the areas of Instructional Practices and Support. Faculty members also completed a survey relating to utilizing Common Core, CIITS, and analyzing data.

Addresses Required Action

Statement

TELL Survey

Description

The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	Increase the average combined K-Prep reading and writing scores for CCHS students from 30.6% to 65.3% by 2017	Objectives: 1 Strategies: 2 Activities: 8	Organizational	Collaborate to increase the overall K-Prep scores for reading and writing for CCHS by 05/31/2013 as measured by 2013 K-Prep scores.	\$0
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 24.8% in 2012 to 62.4% by 2017	Objectives: 1 Strategies: 2 Activities: 4	Organizational	Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 24.8% to 32.3% by 05/31/2013 as measured by K-Prep.	\$0

Goal 1: Increase the average combined K-Prep reading and writing scores for CCHS students from 30.6% to 65.3% by 2017

Measurable Objective 1:

Collaborate to increase the overall K-Prep scores for reading and writing for CCHS by 05/31/2013 as measured by 2013 K-Prep scores.

Strategy 1:

Curriculum Assessment & Alignment - School leadership will ensure that all teachers are aware of what is expected of them in terms of curriculum delivery. Gaps in curriculum will be identified and appropriate adjustments will be made. Appropriate monitoring of curriculum delivery and instruction will occur to make sure that congruent, standards-based instruction is taking place.

Activity - Curriculum Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through ongoing discussions in PLC's, a clearly defined set of expectations will be provided to teachers in regard to the contents of individual classroom level curriculum notebooks. The purpose of this activity is to ensure maximum instructional benefit to the students.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Mike Gregory, Principal; Robert Nicholson, Assistant Principal; Mike Stubblefield, Assistant Principal; Susan Burgan, CCHS Liaison & Federal Program Coordinator
Activity - Common Core Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue vertical and horizontal curriculum alignment based on Common Core Standards. English and Mathematics will continue work; Science and Social Studies will begin work when Common Core is final in those areas.	Academic Support Program	02/01/2013	05/30/2014	\$0	No Funding Required	Mary Stevens, Martina Bray, Linda Baker, Phillip Jones
Activity - Instructional Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Administrators will perform walk-throughs using the PD 360 monitoring tool. Observations will include monitoring curriculum alignment, instructional strategies, student engagement, and types of assessments.	Academic Support Program	02/01/2013	05/30/2014	\$0	Other	Mike Gregory, Robert Nicholson, Mike Stubblefield, Susan Burgan
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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCHS will continue to utilize PLC's to analyze data, improve instruction, and discuss curriculum gaps. Additionally, our schedule was redesigned to provide common planning for departments. They are to meet weekly to ensure alignment, improve instruction, and monitor student progress.	Professional Learning	02/01/2013	05/31/2013	\$0	No Funding Required	Mike Gregory, Mike Stubblefield, Robert Nicholson, Susan Burgan, Mary Stevens, Martina Bray, Linda Baker, Phillip Jones

Activity - CIITS Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Disseminate CIITS training opportunities and monitor participation to increase usage.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Mike Gregory, Mike Stubblefield, Robert Nicholson

Strategy 2:

Program Review - CCHS Program Review Committee will continue to implement the program review process. They will work with district staff and CCHS teachers to monitor how we are progressing toward the goal of proficiency.

Activity - Program Review Implementation PL/CS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review results of the Practical Living/Career Studies Program Review. Make improvements followed by monitoring and data collection.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Gina Prewitt, Leigh Anne Smith

Activity - Program Review Implementation A/H	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review results of Arts and Humanities program review. Make improvements followed by monitoring and data collection.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Donnie Stevens

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Activity - Program Review Implementation Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review results of the writing program review. Make improvements followed by monitoring and data collection.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Amy Davidson

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 24.8% in 2012 to 62.4% by 2017

Measurable Objective 1:

Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 24.8% to 32.3% by 05/31/2013 as measured by K-Prep.

Strategy 1:

Flex schedule - CCHS implemented a new schedule, building in a 30 minute flex period to use for targeted interventions. Students are grouped based on scores from EPAS and MAP and each student receives math and reading intervention or enrichment four days per week.

Activity - Flex Math and Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCHS implemented a new time schedule for the 2012-13 school year. This schedule provides two 30 minute blocks of math and reading intervention/enrichment per week. Groups consist of 9th/10th or 11th/12th grade students and serve four ability levels. Students are assigned to groups based on MAP or ACT (for 12th grade students).	Direct Instruction	02/01/2013	05/31/2013	\$0	Other	Mike Stubblefield, Jennifer Collins

Activity - Flex planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Topics for flex math and reading are designated by English and math departments with emphasis on Common Core Standards and EPAS. Teachers have access to Kaplan Teach for support materials and lessons.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Mike Stubblefield, Martina Bray, Jamie Mills

Activity - Flex period teaching assistants	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCHS math students that score above level on MAP testing will be provided the opportunity to act as Teaching Assistants in flex math groupings. This will provide them enriching experiences as well as benefitting other students through tutoring. Students will be supervised by flex class teachers.	Direct Instruction	02/18/2013	05/09/2013	\$0	No Funding Required	Mike Stubblefield, CCHS Teachers

Strategy 2:

Striving Readers - Incoming freshmen identified in the lowest quartile by MAP Reading will be placed in a course designed to improve reading skills. This course was

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originally planned and supported by the Striving Readers program, first at the federal and then at the state level.

Activity - 21st Century Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming 9th graders who score 25th percentile or below on MAP Reading during the winter or spring administration will be placed in the 21st Century Learning Skills course as their elective. This IS NOT an optional course. Coursework is designed to improve the reading skills of students using technology, appropriate high-interest reading, and project-based learning.	Direct Instruction	02/01/2013	05/31/2013	\$0	District Funding	Jennifer Collins, Sondra Bray

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Feedback	Administrators will perform walk-throughs using the PD 360 monitoring tool. Observations will include monitoring curriculum alignment, instructional strategies, student engagement, and types of assessments.	Academic Support Program	02/01/2013	05/30/2014	\$0	Mike Gregory, Robert Nicholson, Mike Stubblefield, Susan Burgan
Flex Math and Reading	CCHS implemented a new time schedule for the 2012-13 school year. This schedule provides two 30 minute blocks of math and reading intervention/enrichment per week. Groups consist of 9th/10th or 11th/12th grade students and serve four ability levels. Students are assigned to groups based on MAP or ACT (for 12th grade students).	Direct Instruction	02/01/2013	05/31/2013	\$0	Mike Stubblefield, Jennifer Collins
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
21st Century Learning	Incoming 9th graders who score 25th percentile or below on MAP Reading during the winter or spring administration will be placed in the 21st Century Learning Skills course as their elective. This IS NOT an optional course. Coursework is designed to improve the reading skills of students using technology, appropriate high-interest reading, and project-based learning.	Direct Instruction	02/01/2013	05/31/2013	\$0	Jennifer Collins, Sondra Bray
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Flex period teaching assistants	CCHS math students that score above level on MAP testing will be provided the opportunity to act as Teaching Assistants in flex math groupings. This will provide them enriching experiences as well as benefitting other students through tutoring. Students will be supervised by flex class teachers.	Direct Instruction	02/18/2013	05/09/2013	\$0	Mike Stubblefield, CCHS Teachers
CIITS Implementation	Disseminate CIITS training opportunities and monitor participation to increase usage.	Academic Support Program	02/01/2013	05/31/2013	\$0	Mike Gregory, Mike Stubblefield, Robert Nicholson
Program Review Implementation Writing	Review results of the writing program review. Make improvements followed by monitoring and data collection.	Academic Support Program	02/01/2013	05/31/2013	\$0	Amy Davidson
Program Review Implementation PL/CS	Review results of the Practical Living/Career Studies Program Review. Make improvements followed by monitoring and data collection.	Academic Support Program	02/01/2013	05/31/2013	\$0	Gina Prewitt, Leigh Anne Smith
Professional Learning Communities	CCHS will continue to utilize PLC's to analyze data, improve instruction, and discuss curriculum gaps. Additionally, our schedule was redesigned to provide common planning for departments. They are to meet weekly to ensure alignment, improve instruction, and monitor student progress.	Professional Learning	02/01/2013	05/31/2013	\$0	Mike Gregory, Mike Stubblefield, Robert Nicholson, Susan Burgan, Mary Stevens, Martina Bray, Linda Baker, Phillip Jones
Common Core Standards	Continue vertical and horizontal curriculum alignment based on Common Core Standards. English and Mathematics will continue work; Science and Social Studies will begin work when Common Core is final in those areas.	Academic Support Program	02/01/2013	05/30/2014	\$0	Mary Stevens, Martina Bray, Linda Baker, Phillip Jones
Program Review Implementation A/H	Review results of Arts and Humanities program review. Make improvements followed by monitoring and data collection.	Academic Support Program	02/01/2013	05/31/2013	\$0	Donnie Stevens
Flex planning	Topics for flex math and reading are designated by English and math departments with emphasis on Common Core Standards and EPAS. Teachers have access to Kaplan Teach for support materials and lessons.	Academic Support Program	02/01/2013	05/31/2013	\$0	Mike Stubblefield, Martina Bray, Jamie Mills

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Curriculum Notebooks	Through ongoing discussions in PLC's, a clearly defined set of expectations will be provided to teachers in regard to the contents of individual classroom level curriculum notebooks. The purpose of this activity is to ensure maximum instructional benefit to the students.	Academic Support Program	02/01/2013	05/31/2013	\$0	Mike Gregory, Principal; Robert Nicholson, Assistant Principal; Mike Stubblefield, Assistant Principal; Susan Burgan, CCHS Liaison & Federal Program Coordinator
Total					\$0	

Response for Required Action: Achievement Gaps

Overview

Plan Name

Response for Required Action: Achievement Gaps

Plan Rationale

After analyzing our data, CCHS leadership and faculty agree that our student body as a whole is not performing at the level of achievement it should. We are addressing curriculum, instruction, and learning in all areas at all levels. We believe that if we have a positive impact on achievement overall, we will also see the achievement levels of our non-duplicated gap group increase.

Addresses Required Action

Statement

Achievement Gaps

Description

The school identified specific strategies to address subgroup achievement gaps.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	Increase the average combined K-Prep reading and writing scores for CCHS students from 30.6% to 65.3% by 2017	Objectives: 1 Strategies: 2 Activities: 8	Organizational	Collaborate to increase the overall K-Prep scores for reading and writing for CCHS by 05/31/2013 as measured by 2013 K-Prep scores.	\$0
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 24.8% in 2012 to 62.4% by 2017	Objectives: 1 Strategies: 2 Activities: 4	Organizational	Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 24.8% to 32.3% by 05/31/2013 as measured by K-Prep.	\$0

Goal 1: Increase the average combined K-Prep reading and writing scores for CCHS students from 30.6% to 65.3% by 2017

Measurable Objective 1:

Collaborate to increase the overall K-Prep scores for reading and writing for CCHS by 05/31/2013 as measured by 2013 K-Prep scores.

Strategy 1:

Curriculum Assessment & Alignment - School leadership will ensure that all teachers are aware of what is expected of them in terms of curriculum delivery. Gaps in curriculum will be identified and appropriate adjustments will be made. Appropriate monitoring of curriculum delivery and instruction will occur to make sure that congruent, standards-based instruction is taking place.

Activity - Curriculum Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through ongoing discussions in PLC's, a clearly defined set of expectations will be provided to teachers in regard to the contents of individual classroom level curriculum notebooks. The purpose of this activity is to ensure maximum instructional benefit to the students.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Mike Gregory, Principal; Robert Nicholson, Assistant Principal; Mike Stubblefield, Assistant Principal; Susan Burgan, CCHS Liaison & Federal Program Coordinator

Activity - Instructional Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will perform walk-throughs using the PD 360 monitoring tool. Observations will include monitoring curriculum alignment, instructional strategies, student engagement, and types of assessments.	Academic Support Program	02/01/2013	05/30/2014	\$0	Other	Mike Gregory, Robert Nicholson, Mike Stubblefield, Susan Burgan

Activity - CIITS Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Disseminate CIITS training opportunities and monitor participation to increase usage.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Mike Gregory, Mike Stubblefield, Robert Nicholson
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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCHS will continue to utilize PLC's to analyze data, improve instruction, and discuss curriculum gaps. Additionally, our schedule was redesigned to provide common planning for departments. They are to meet weekly to ensure alignment, improve instruction, and monitor student progress.	Professional Learning	02/01/2013	05/31/2013	\$0	No Funding Required	Mike Gregory, Mike Stubblefield, Robert Nicholson, Susan Burgan, Mary Stevens, Martina Bray, Linda Baker, Phillip Jones

Activity - Common Core Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue vertical and horizontal curriculum alignment based on Common Core Standards. English and Mathematics will continue work; Science and Social Studies will begin work when Common Core is final in those areas.	Academic Support Program	02/01/2013	05/30/2014	\$0	No Funding Required	Mary Stevens, Martina Bray, Linda Baker, Phillip Jones

Strategy 2:

Program Review - CCHS Program Review Committee will continue to implement the program review process. They will work with district staff and CCHS teachers to monitor how we are progressing toward the goal of proficiency.

Activity - Program Review Implementation Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review results of the writing program review. Make improvements followed by monitoring and data collection.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Amy Davidson

Activity - Program Review Implementation PL/CS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review results of the Practical Living/Career Studies Program Review. Make improvements followed by monitoring and data collection.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Gina Prewitt, Leigh Anne Smith

Activity - Program Review Implementation A/H	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Review results of Arts and Humanities program review. Make improvements followed by monitoring and data collection.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Donnie Stevens
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Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 24.8% in 2012 to 62.4% by 2017

Measurable Objective 1:

Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 24.8% to 32.3% by 05/31/2013 as measured by K-Prep.

Strategy 1:

Flex schedule - CCHS implemented a new schedule, building in a 30 minute flex period to use for targeted interventions. Students are grouped based on scores from EPAS and MAP and each student receives math and reading intervention or enrichment four days per week.

Activity - Flex Math and Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCHS implemented a new time schedule for the 2012-13 school year. This schedule provides two 30 minute blocks of math and reading intervention/enrichment per week. Groups consist of 9th/10th or 11th/12th grade students and serve four ability levels. Students are assigned to groups based on MAP or ACT (for 12th grade students).	Direct Instruction	02/01/2013	05/31/2013	\$0	Other	Mike Stubblefield, Jennifer Collins

Activity - Flex period teaching assistants	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCHS math students that score above level on MAP testing will be provided the opportunity to act as Teaching Assistants in flex math groupings. This will provide them enriching experiences as well as benefitting other students through tutoring. Students will be supervised by flex class teachers.	Direct Instruction	02/18/2013	05/09/2013	\$0	No Funding Required	Mike Stubblefield, CCHS Teachers

Activity - Flex planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Topics for flex math and reading are designated by English and math departments with emphasis on Common Core Standards and EPAS. Teachers have access to Kaplan Teach for support materials and lessons.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Mike Stubblefield, Martina Bray, Jamie Mills

Strategy 2:

Striving Readers - Incoming freshmen identified in the lowest quartile by MAP Reading will be placed in a course designed to improve reading skills. This course was originally planned and supported by the Striving Readers program, first at the federal and then at the state level.

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Activity - 21st Century Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming 9th graders who score 25th percentile or below on MAP Reading during the winter or spring administration will be placed in the 21st Century Learning Skills course as their elective. This IS NOT an optional course. Coursework is designed to improve the reading skills of students using technology, appropriate high-interest reading, and project-based learning.	Direct Instruction	02/01/2013	05/31/2013	\$0	District Funding	Jennifer Collins, Sondra Bray

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Flex Math and Reading	CCHS implemented a new time schedule for the 2012-13 school year. This schedule provides two 30 minute blocks of math and reading intervention/enrichment per week. Groups consist of 9th/10th or 11th/12th grade students and serve four ability levels. Students are assigned to groups based on MAP or ACT (for 12th grade students).	Direct Instruction	02/01/2013	05/31/2013	\$0	Mike Stubblefield, Jennifer Collins
Instuctional Feedback	Administrators will perform walk-throughs using the PD 360 monitoring tool. Observations will include monitoring curriculum alignment, instructional strategies, student engagement, and types of assessments.	Academic Support Program	02/01/2013	05/30/2014	\$0	Mike Gregory, Robert Nicholson, Mike Stubblefield, Susan Burgan
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
21st Century Learning	Incoming 9th graders who score 25th percentile or below on MAP Reading during the winter or spring administration will be placed in the 21st Century Learning Skills course as their elective. This IS NOT an optional course. Coursework is designed to improve the reading skills of students using technology, appropriate high-interest reading, and project-based learning.	Direct Instruction	02/01/2013	05/31/2013	\$0	Jennifer Collins, Sondra Bray
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review Implementation PL/CS	Review results of the Practical Living/Career Studies Program Review. Make improvements followed by monitoring and data collection.	Academic Support Program	02/01/2013	05/31/2013	\$0	Gina Prewitt, Leigh Anne Smith

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Professional Learning Communities	CCHS will continue to utilize PLC's to analyze data, improve instruction, and discuss curriculum gaps. Additionally, our schedule was redesigned to provide common planning for departments. They are to meet weekly to ensure alignment, improve instruction, and monitor student progress.	Professional Learning	02/01/2013	05/31/2013	\$0	Mike Gregory, Mike Stubblefield, Robert Nicholson, Susan Burgan, Mary Stevens, Martina Bray, Linda Baker, Phillip Jones
Common Core Standards	Continue vertical and horizontal curriculum alignment based on Common Core Standards. English and Mathematics will continue work; Science and Social Studies will begin work when Common Core is final in those areas.	Academic Support Program	02/01/2013	05/30/2014	\$0	Mary Stevens, Martina Bray, Linda Baker, Phillip Jones
CIITS Implementation	Disseminate CIITS training opportunities and monitor participation to increase usage.	Academic Support Program	02/01/2013	05/31/2013	\$0	Mike Gregory, Mike Stubblefield, Robert Nicholson
Curriculum Notebooks	Through ongoing discussions in PLC's, a clearly defined set of expectations will be provided to teachers in regard to the contents of individual classroom level curriculum notebooks. The purpose of this activity is to ensure maximum instructional benefit to the students.	Academic Support Program	02/01/2013	05/31/2013	\$0	Mike Gregory, Principal; Robert Nicholson, Assistant Principal; Mike Stubblefield, Assistant Principal; Susan Burgan, CCHS Liaison & Federal Program Coordinator
Flex period teaching assistants	CCHS math students that score above level on MAP testing will be provided the opportunity to act as Teaching Assistants in flex math groupings. This will provide them enriching experiences as well as benefitting other students through tutoring. Students will be supervised by flex class teachers.	Direct Instruction	02/18/2013	05/09/2013	\$0	Mike Stubblefield, CCHS Teachers
Flex planning	Topics for flex math and reading are designated by English and math departments with emphasis on Common Core Standards and EPAS. Teachers have access to Kaplan Teach for support materials and lessons.	Academic Support Program	02/01/2013	05/31/2013	\$0	Mike Stubblefield, Martina Bray, Jamie Mills
Program Review Implementation A/H	Review results of Arts and Humanities program review. Make improvements followed by monitoring and data collection.	Academic Support Program	02/01/2013	05/31/2013	\$0	Donnie Stevens

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Program Review Implementation Writing	Review results of the writing program review. Make improvements followed by monitoring and data collection.	Academic Support Program	02/01/2013	05/31/2013	\$0	Amy Davidson
					Total	\$0

Response for Required Action: Freshman Graduation Rates

Overview

Plan Name

Response for Required Action: Freshman Graduation Rates

Plan Rationale

With the help of GEAR UP, which has been working with Clay County's current 8th grade students for two years, we hope to see an increase in freshman graduation rates. We are attacking this problem by focusing on achievement and intervention at all levels; addressing attendance issues; involving parents and community members in underscoring the value of education; and providing support as students transition from 8th to 9th grades.

Addresses Required Action

Statement

Freshman Graduation Rates

Description

The school identified specific strategies to increase the average freshman graduation rate.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	Increase the average freshman graduation rate from 69.8% to 90% by 2015.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	Collaborate to increase the average freshman graduation rate from 69.8% to 72.4% by 05/31/2013 as measured by graduation formula.	\$19500

Goal 1: Increase the average freshman graduation rate from 69.8% to 90% by 2015.

Measurable Objective 1:

Collaborate to increase the average freshman graduation rate from 69.8% to 72.4% by 05/31/2013 as measured by graduation formula.

Strategy 1:

Dropout Prevention - CCHS will work to identify potential dropouts. These students will be targeted for attendance monitoring and credit recovery programs.

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCHS and HCLC will work together to help at-risk students recover credits. CCHS will continue its Clean Slate program for 11th and 12th graders at risk of drop-out due to credit deficits. HCLC will continue to provide 1/2 day credit recovery for 9th and 10th grade students who are deficient by 2 or more credits.	Academic Support Program	02/01/2013	05/31/2013	\$0	District Funding	Mike Gregory, Billy Robinson, Jennifer Collins, Eddie Smith

Activity - On-Line Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be offered the opportunity to earn additional credits (outside the normal school day) using courses purchased through Aventa Learning or designed by members of Promise Neighborhood and offered through Promise Neighborhood's Black Board site.	Direct Instruction	02/01/2013	05/31/2013	\$0	Other	Deann Allen, Jennifer Collins

Strategy 2:

Support services for ninth grade transition - Students transitioning into ninth grade at CCHS will receive specialized support to increase the academic and behavioral success at high school.

Research Cited: National Dropout Prevention Research

Activity - Parent training for ninth grade transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The GEAR UP Parent Engagement Coordinator will provide training on high school academic and behavioral expectations and support available to students as they transition to CCHS.	Parent Involvement	08/01/2013	12/13/2013	\$500	Other	Judy Murray, GEAR UP

Activity - Transition course for freshmen	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ninth grade students will be provided a transition course to focus on high school academic and behavioral expectations, organization, and study skills through the GEAR UP Grant.	Academic Support Program	08/07/2013	01/31/2014	\$17000	Other	Rebecca Sumner and GEAR UP Staff

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Strategy 3:

Attendance - Students who have poor school attendance are more likely to fail or drop out. CCHS will continue to emphasize good attendance.

Research Cited: National Dropout Prevention Research Clearinghouse

Activity - Identify students at risk of dropping out.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Persistence to Graduation Report generated through Infinite Campus will be used to identify CCHS students at risk of dropping out. CCHS Student Support Services personnel and the Promise Neighborhood College Coach will work to connect students identified as at risk with appropriate services and intervention.	Behavioral Support Program	02/01/2013	05/10/2013	\$2000	Other	Amy Janutalo, Student Support Services; Susan Burgan, CCHS Liaison; Sam Wansley, College Coach

Activity - Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCHS will work with YSC to implement attendance incentives and rewards for good attendance. Seniors will participate in Chevy Drive for Perfection program.	Other	02/01/2013	05/31/2013	\$0	Other	Mike Gregory, Eddie Smith, Amy Burns, Leigh Anne Smith, Jacqueline Asher, Leslie Davis

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Identify students at risk of dropping out.	The Persistence to Graduation Report generated through Infinite Campus will be used to identify CCHS students at risk of dropping out. CCHS Student Support Services personnel and the Promise Neighborhood College Coach will work to connect students identified as at risk with appropriate services and intervention.	Behavioral Support Program	02/01/2013	05/10/2013	\$2000	Amy Janutalo, Student Support Services; Susan Burgan, CCHS Liaison; Sam Wansley, College Coach
Incentives	CCHS will work with YSC to implement attendance incentives and rewards for good attendance. Seniors will participate in Chevy Drive for Perfection program.	Other	02/01/2013	05/31/2013	\$0	Mike Gregory, Eddie Smith, Amy Burns, Leigh Anne Smith, Jacqueline Asher, Leslie Davis
Transition course for freshmen	Ninth grade students will be provided a transition course to focus on high school academic and behavioral expectations, organization, and study skills through the GEAR UP Grant.	Academic Support Program	08/07/2013	01/31/2014	\$17000	Rebecca Sumner and GEAR UP Staff
On-Line Credit Recovery	Students will be offered the opportunity to earn additional credits (outside the normal school day) using courses purchased through Aventa Learning or designed by members of Promise Neighborhood and offered through Promise Neighborhood's Black Board site.	Direct Instruction	02/01/2013	05/31/2013	\$0	Deann Allen, Jennifer Collins
Parent training for ninth grade transition	The GEAR UP Parent Engagement Coordinator will provide training on high school academic and behavioral expectations and support available to students as they transition to CCHS.	Parent Involvement	08/01/2013	12/13/2013	\$500	Judy Murray, GEAR UP
Total					\$19500	

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery	CCHS and HCLC will work together to help at-risk students recover credits. CCHS will continue its Clean Slate program for 11th and 12th graders at risk of drop-out due to credit deficits. HCLC will continue to provide 1/2 day credit recovery for 9th and 10th grade students who are deficient by 2 or more credits.	Academic Support Program	02/01/2013	05/31/2013	\$0	Mike Gregory, Billy Robinson, Jennifer Collins, Eddie Smith
Total					\$0	