



Comprehensive District Improvement Plan

Clay County Public Schools

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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 district'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 system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

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

Description of the School System

Describe the school system'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 system serves?

The Clay County Public Schools are located in Clay County, Kentucky; the county seat of Clay County is the city of Manchester. Our community is located in southeastern Kentucky, approximately 94 miles southeast of Lexington, Kentucky and 118 miles northeast of Knoxville, Tennessee. The Hal Rogers Parkway, an east-west corridor, formerly known as the Daniel Boone Parkway, passes through our county, originating in London, Kentucky and ending in Hazard, Kentucky.

Our district is composed of 11 schools: 7 elementary schools, 1 middle school, 1 high school, 1 career/technical school, and 1 alternative school. We currently have approximately 800 employees in our district, roughly half of which are certified employees and the other half classified employees. The current student enrollment for our district is 3400 students, a number that has been in steady decline for the past 20 years; since the 1989-1990 school year, our district has lost an average of 60 students each year. This declining enrollment is due primarily to the lack of employment opportunities for the citizenry caused by decline of the historically prevalent industry, coal mining.

The primary employers in our county are the local board of education, the Manchester Memorial Hospital, the Kentucky Department of Transportation, and the Federal Bureau of Prisons. Other than these four entities, most other people are employed in the service industry or small business.

Even though we see the loss of enrollment and high poverty rate as challenges, we are committed to making sure that we embrace our role as the primary delivery tool for education in our community as a vehicle through which to create authentic, long-range economic change. In other words, we believe that education is the key to community and economic revitalization, partnering with local, state, and federal partners to accomplish this.

Our schools play a valuable role in the community, providing opportunities for children to obtain a quality education in a safe, nurturing environment while at the same time providing community activities, such as athletic events for people to attend county-wide. The schools are the focal point of each local community and are seen by the community as integral to each community's viability and strength. Community pride in their community schools is strong. The community has a strong desire to partner with the local schools to create long range, substantive progress. Local civic, governmental, and religious leaders actively support the schools through a variety of means.

System's Purpose

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

The purpose of the Clay County Public Schools is to ensure that all students receive the highest quality, rigorous, personalized education possible within the context of a caring, supportive environment with the goal of all students graduating on time being college and career ready. To accomplish this ambitious goal, our district's mission statement is the following: All Students Will Learn Because of What We Do. We take this mission seriously, knowing that if students are to fulfill the purpose of our organization, it is the responsibility of the adults involved to do everything in their power to ensure that this happens. Not only does it place a high level of responsibility on the employees of our district, but we also hope that this challenges our other local partners and stakeholders, understanding that our students can only reach their maximum success when everyone works together.

In terms of what this looks like in our day-to-day operations, this begins with setting clearly defined expectations for all employees. We understand that in order for students to receive rigorous instruction that the teachers must have a repertoire of teaching strategies/practices that allow those same teachers to design rigorous, challenging learning experiences for all students. It also means that school and district leadership regularly monitor instruction, ensuring that this expectation is being met, providing quality, timely feedback to employees so that they are given the opportunity to grow, regardless of their years of experience.

We also believe that after setting clearly defined expectations and after putting into place quality monitoring processes to monitor instruction for the purpose of staff growth that other technical and structural components should be put into place to support these things. For example, a key to making sure that students receive "personalized" instruction as referenced in the district's purpose is to create quality master schedules at each school to set aside designated time for students to receive instruction that is tailored to them. All schools have this dedicated intervention/support time built into their day.

Our district, through our relationship with Berea College/Gear UP, conducted an analysis of our district's work against the background of ACT's CoreWorks program. Through this self-analysis, we have identified a number of goals/themes around which our improvement efforts revolve. These five district practices are as follows: (1) the district will provide clear, prioritized learning objectives by grade and subject that all students are expected to master; (2) the district will provide strong principals a talented teacher pool and layered professional development; (3) the district will provide evidence and standards-based instructional tools that support academic rigor for all students; (4) the district will develop and use student assessment and data management systems to monitor student learning; (5) the district will respond to data through targeted intervention or curricular/instructional adjustments.

Notable Achievements and Areas of Improvement

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

Our staff and students have been working diligently over the last three years to be sure that our district is becoming the district that we want to be. Our staff has worked countless hours on matters relating to the transition to the new Common Core Standards and have created curriculum documents in reading and math that are congruent to this work. Our task now is ensuring that all required documents are in a consistent format, so as to facilitate effective monitoring and feedback.

Teachers, across schools and grade levels, have received training on a myriad of different instructional programs/initiatives, all with the goal of increasing instructional quality and rigor. For example, the majority of our middle school and high school faculties have gone to the Laying the Foundation training as well as Advanced Placement Training all with the purpose of increasing instructional rigor and engagement.

Our district is also raising the bar on the idea of integrating technology in the instruction. Representatives from all elementary schools are being training on a monthly basis by a consultant from our regional educational cooperative, KVEC, in this work. Our Advanced Placement students at CCHS have done well in recent years. In fact, during our first year affiliated with the Advance Kentucky AP grant program, the growth experienced by students at Clay County High School taking the AP tests were the top scores in the entire nation.

Another major area of improvement that our district has experienced is in the area of external partnerships. The relationship afforded our district through partnerships with Berea College via The Promise Neighborhood program and Gear Up as well as ECU Manchester give our students so many rich experiences and opportunities, ones that they would not have experienced otherwise. We are blessed to have so many genuine partners who want our school system to be successful. We take these relationships seriously and plan to continue them far into the future.

Finally, one of our most exciting improvements in recent years has been our relationship with another external partner, the Elgin Foundation, headquartered in Knoxville, Tennessee. This philanthropic organization, headed up by Mr. B. Ray Thompson, partnered with our district as well as a number of others in our region to provide a research based reading program/methodology as well as focused coaching and support for teachers, principals, as well as the school board and district administrators. The universal screener, MAP, shows us that our students in primary have continued to make steady improvements in reading over the past three years. This is exciting, because our entire district will benefit greatly when we hit our goal of at least 90% of all students leaving 3rd grade reading at or above grade level.

Additional Information

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

Our district embraces the challenges that lie ahead of us and are committed to making sure that all students graduate from school on time and are college and career ready. We understand the role that we have and are willing to do whatever it takes to make sure that our students receive the kind of rigorous, high quality instruction and support that they deserve.

KDE Needs Assessment

Introduction

The purpose of the School District (system) 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?**

In order to have the greatest impact on student learning, data was analyzed by levels of instruction: [Elementary - PK - 6, Middle - 7-8, High 9-12] and within the realms of Achievement, Gap, and College & Career Readiness.

ELEMENTARY SCHOOL - Achievement: The strength is in Science and Social Studies. The combined math and reading proficiency was 35.4. When examining the each subject separately, math is the greatest area of weakness. Over 68% of elementary student scores below proficient and only 38.4% made one year of growth. In reading 43.1% of students made a years growth.

Gap: As to be expected, math achievement shows the greatest gap along with writing and language mechanics.

MIDDLE SCHOOL - Achievement: The data at this level mirrors the elementary as far as weakness and strengths. At least 76% of the students scored below proficient in reading and 73% scored below proficient in math. At least 1/2 of the students experienced a years growth in reading but only 45% experienced a years growth in math. **Gap:** The gap is widening at the middle school level in all areas. **College & Career Readiness:** The percentage of students reaching benchmark in math was 17.8%, 46.8% in English, and 26.4% in reading.

HIGH SCHOOL - Achievement: Although 57.6% of students experienced a years growth in reading 65% scored below proficient. 75% of students scored below proficient in math. **Gap:** The gap continues to widen at the high school level with dismissal results. **College & Career Readiness:** The graduation rate of 67.8 showed a slight decrease from the 2011 rate of 77.27. The 2012 results also showed an increase in the dropout rate from 1.12 in 2011 to 3.09. 114 students were considered not ready for College & Career Readiness while 63 students were ready for college and 7 were career ready. Six students were classified as college and career ready.

OTHER FACTORS: Suspension Rate: Although the suspension rate for students with disabilities compared to students without disabilities meets the states target of less than 2%, a disturbing trend is emerging. The difference between students with disabilities compared to those without has increased from -0.85% (2010) to 1.39% (2011) to 1.59% in 2012.

Factors that need additional information:

A low number of students took the End of Course exam in Algebra II could possibly provide a skewed analysis of the achievement and gap in math at the high school level.

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?

The district instructional team is highly skilled and is willing to do whatever it takes to support the schools as they strive toward higher levels of student achievement. Their responsibilities are specialized by department, thereby allowing the members of the team to offer tailored support to the schools. To sustain this strength, the team works to find ways to enhance school support. For example, each member of the team is responsible as the liaison for two schools, supporting them in the implementation of instructional initiatives. Each member of the district instructional team spends two days out of their week in their assigned schools, assisting the principal and school staff in the implementation of district initiatives.

School staff are highly committed individuals who truly want what is best for students. They strive to implement with fidelity whatever instructional expectations are put into place. The variable is the level of support that the district leadership provides. As we establish clear and high expectations for all employees along with comprehensive, targeted monitoring and support, we are confident that the staff will employ every resource at their disposal to put them into place with high levels of fidelity.

Another strength that the district possesses is a strong desire to succeed. Our district has achieved success in many areas over the years, including athletics. Our community is competitive and has a drive to be the best. The district leadership wants to take advantage of every tool at its disposal to harness this competitive spirit to be just as successful in making sure that every student graduates school on time and is competitive in whatever post-secondary track they choose to pursue. Being an eastern Kentucky community, we have historically had a strong pride in our community, a strong work ethic, and an unwillingness to fall short in whatever endeavor we pursue. We want to put these things to work for us as we work to give our students the absolute best education possible; our students have the same ability and potential as any students anywhere. Our graduates have gone on to achieve great things. The challenge for this district is for us to build into place high quality expectations, high quality instruction, high quality supports, and high quality relationships with our students so that all students are capable to achieving amazing things.

Opportunities for Improvement

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

Area 1: Improvement in math and reading instruction: The district has employed district curriculum coaches to work with teachers and school administration to improve content knowledge and instructional strategies.

Area 2: Improvement in CCR and Graduation Rate: This demonstrates that for students to be CCR, significant changes in instructional practices must occur. Social studies teachers in grades 5 - 12 are participating in the PIMSER Content Literacy program. Secondary teachers (including Special Education teachers) teaching math, science, English attend Laying The Foundation training to increase rigor in the classrooms. PD on the ACT standards and EPAS system will take place for all teachers in grade 6 -12. The District and each school has participated in ACT Core Works and is implementing those strategies.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

The core issue for our district's poor performance is that historically there has not been a prevailing culture of continuous improvement embedded into the district's collective mindset and subsequent processes. Over the last three years, the district has been working to put into place more ambitious processes in regard to oversight and monitoring to correct this problem. For example, each month every principal meets with either the Superintendent or the Assistant Superintendent and has a one-on-one accountability conversation that our district calls "turnaround meetings". During this sessions, the principal sets personal goals for him/herself in regard to school improvement, based on data, and then reports in subsequent meetings their performance vs. those same goals.

Our district has developed consistent expectations district wide in terms of curriculum monitoring and expect school leaders to monitor these with support of district leadership in form of school liaisons. School leaders are being trained on more effective instructional monitoring through the use of Observation 360. This work will be an integral part of the monthly turnaround meetings. The district has been participating in the PGES pilot project and plans to have every building principal and assistant principal trained in effective observation/feedback processes as defined by the Danielson framework. The district plans on doing a book study with district / school leadership on two books Crucial Conversations and Critical Conversations, with the goal of better equipping leadership with the skills to have honest conversations with staff to help them grow.

Conclusion

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

Our next steps are as follows:

1. Continue to build into place processes for continuous improvement.
2. Establish clear, district-wide instructional expectations, among these are instructional rigor, student engagement, and personalized, targeted interventions.
3. Build the district infrastructure to foster positive, healthy, authentic parent involvement.
4. Continue to revise and align curricula district-wide to ensure that all students are receiving standards-based instruction.
5. Improve communication within the school district and within the community.

Response for Required Action: Equitable Distribution

Overview

Plan Name

Response for Required Action: Equitable Distribution

Plan Rationale

Our goal is for all students in the Clay County Public Schools to receive high quality, rigorous instruction every single day. This involves knowing how the students learn, examining data on an ongoing basis so as to appropriately deliver targeted, personalized interventions to them. It also involves making sure that teachers are provided quality feedback on their instruction so as to embed a culture of continuous improvement on growth into our district's culture. It involves connecting with all children so as to be able to meet their needs where they are. It involves providing all teachers with high quality professional development opportunities pertinent to them and then providing comprehensive monitoring and follow up to determine effectiveness.

Addresses Required Action

Statement

Equitable Distribution

Description

Our district ensure that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. Equitable Distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

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	The average freshman graduation rate for students in the Clay County Public Schools will increase from 76% to 90% by 2015.	Objectives: 2 Strategies: 5 Activities: 6	Organizational	Collaborate to increase the average freshman graduation rate for Clay County High School to 70% by 05/31/2013 as measured by the number of freshman students who graduate with their same age peers., Collaborate to establish, along with the board of education, strong instructional processes and goals by 05/31/2013 as measured by board of education goals and mission, vision, and belief statements.	\$360000

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2	<p>Student achievement in the Clay County Public Schools will increase so that the achievement gap decreases from 70.5 % to 35.2% in elementary school, from 78.1% to 39% in middle school, and from 75.2% to 37.6% in high school by 2017.</p>	<p>Objectives: 4 Strategies: 5 Activities: 12</p>	Organizational	<p>Collaborate to ensure that the overall achievement gap in elementary schools will decrease to ... by 05/31/2013 as measured by spring K-Prep data., Collaborate to provide evidence and standards-based instructional tools that support academic rigor for all students. by 08/01/2013 as measured by school and clasroom walkthroughs., Collaborate to develop and use student assessment and data management systems to monitor student learning by 08/30/2013 as measured by student benchmark data (e.g. MAP)., Collaborate to respond to data through targeted interventions or curricular/instructional adjustments by 08/01/2013 as measured by student benchmark performance data (e.g. MAP).</p>	\$2800
3	<p>The averaged combined reading and math K-Prep scores for elementary and middle school students will increase from 35.4% to 67.1% for elementary schools in 2017 and from 30.2% to 65.1% for middle school in 2017.</p>	<p>Objectives: 2 Strategies: 3 Activities: 7</p>	Organizational	<p>Collaborate to increase the averaged combined math and reading K Prep scores in elementary schools from 35.4 to 41.9 and in middle schools from 30.2 to 37.2 by 05/31/2013 as measured by 2013 combined elementary math and reading K Prep scores., Collaborate to provide clear, prioritized learning objectives for the district by grade and subject that all students are expected to master by 08/30/2013 as measured by school and classroom walkthrough data.</p>	\$0

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4	The percentage of students in the Clay County Public Schools who are college and career ready will increase from 34% to 68% by 2015.	Objectives: 4 Strategies: 10 Activities: 19	Organizational	Collaborate to provide clear, prioritized learning objectives by grade and subject that all students are expected to master by 08/01/2013 as measured by school and classroom walkthroughs., Collaborate to earn district accreditation through AdvancEd, the K-12 division of the Southern Association of Colleges and Schools by 12/31/2013 as measured by achieving accreditation according the AdvancEd standards., Collaborate to ensure that the middle school will have 29.7% of students CCR and that the high school will have 32.3% of its students CCR by 05/31/2013 as measured by the Unbridled Learning Formula., Collaborate to provide strong principals, a talented teacher pool, and layered professional development by 08/01/2013 as measured by school and classroom walkthrough data.	\$23500
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Goal 1: The average freshman graduation rate for students in the Clay County Public Schools will increase from 76% to 90% by 2015.

Measurable Objective 1:

Collaborate to increase the average freshman graduation rate for Clay County High School to 70% by 05/31/2013 as measured by the number of freshman students who graduate with their same age peers.

Strategy 1:

Targeted Interventions - The schools, with the support of the district, will provide academic and college/career support, both systemic and process-oriented to ensure that students receive instruction and support tailored to their individual needs, both academic and college/career focused.

Research Cited: Research supports the fact that students experience higher levels of achievement when they receive personalized supports, tailored to their individual needs.

Activity - Scheduling of At-Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify at-risk students and schedule courses targeting their ILP's. Schools: All Schools	Academic Support Program	02/01/2013	08/30/2013	\$0	No Funding Required	Principals; Guidance Counselors; Department Chairs

Activity - Career-Oriented PR Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work school leadership and external partners (e.g. Promise Neighborhood / Berea College / ECU / Gear Up) to increase public relations activities with middle schools to include tours of possible career sites, colleges, presentations on careers, discussions on CTE opportunities at the high school, and ILP planning. Schools: Clay County Middle School, Clay County High School	Career Preparation/Orientation	02/01/2013	05/31/2013	\$5000	Other	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principals

Strategy 2:

Utilize the Persistence to Graduation Tool for identifying students at risk of dropping out - Academic Specialists and other coaching/mentoring staff provided by the Promise Neighborhood Grant (PNG) will utilize the Persistence to Graduation Tool and attendance data within Infinite Campus in addition to the Early Warning System developed by PNG personnel to target students who might be off track for graduation. Staff will use these resources to help guide students to appropriate research based interventions according to students' individual needs.

Research Cited: Research based practices were used by KDE to develop the Persistence to Graduation Tool and the accompanying toolkit of interventions.

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Activity - Identify students at risk for dropping out	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic specialists and other Promise Neighborhood staff will work with school RTI Teams to identify at risk students and ensure they are provided with appropriate research based support and intervention. Promise Neighborhood funds will support this initiative. Schools: All Schools	Academic Support Program	02/01/2013	01/31/2014	\$350000	Other	Federal Program Coordinator, Susan Burgan; Instructional Supervisors; Principals will oversee Promise Neighborhood Staff placed in the schools

Strategy 3:

Teacher Growth - The district leadership will explore every available option to provide the necessary resources and support to teachers as they deliver instruction to students for the purpose of promoting increased teacher effectiveness and efficacy.

Activity - District Participation in PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will use its participation in the PGES pilot (2011-present) to scale up district involvement in 2013-2014 and eventual full district accountability in 2015. All principals will be trained in the new state evaluation framework. The district evaluation plan will be revised to reflect the assimilation of the PGES system into the district's current system. Schools: All Schools	Professional Learning	02/01/2013	08/30/2013	\$5000	District Funding	Reecia Samples; Amon Couch; School Principals

Measurable Objective 2:

Collaborate to establish, along with the board of education, strong instructional processes and goals by 05/31/2013 as measured by board of education goals and mission, vision, and belief statements.

Strategy 1:

Visioning - The board of education will revisit its purpose in order to clarify for the district the goals it has set.

Activity - Mission, Vision, and Beliefs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school board will revisit its mission, vision, and belief statements as governing ideas for the district and either affirm or make necessary adjustments/revisions. Schools: All Schools	Policy and Process	02/01/2013	05/30/2013	\$0	No Funding Required	Clay County Board of Education; Reecia Samples; Amon Couch

Strategy 2:

School Board Goal Setting - By establishing clear, compelling goals, the board of education will provide instructional leadership for the district.

Activity - 2013 School Board Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school board will revisit their 2013 goals and either affirm them or make necessary corrections to correspond with CDIP directives. Schools: All Schools	Policy and Process	02/01/2013	05/31/2013	\$0	No Funding Required	Clay County Board of Education; Reecia Samples; Amon Couch

Goal 2: Student achievement in the Clay County Public Schools will increase so that the achievement gap decreases from 70.5 % to 35.2% in elementary school, from 78.1% to 39% in middle school, and from 75.2% to 37.6% in high school by 2017.

Measurable Objective 1:

Collaborate to ensure that the overall achievement gap in elementary schools will decrease to ... by 05/31/2013 as measured by spring K-Prep data.

Strategy 1:

Best Practice - Students will be exposed to instruction that is based on best practice.

Activity - Clearly Defined District Instructional Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will establish and communicate clear, universal, instructional expectations for all schools to be implemented in all classrooms on a daily basis, regardless of subject area or grade level. Schools: All Schools	Direct Instruction	02/01/2013	05/31/2013	\$0	No Funding Required	Reecia Samples, Superintendent; Amon Couch, Assistant Superintendent; Instructional Supervisors; School Principals

Measurable Objective 2:

Collaborate to provide evidence and standards-based instructional tools that support academic rigor for all students. by 08/01/2013 as measured by school and classroom walkthroughs.

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Strategy 1:

Standards based IEPs - The district will monitor the use of the IEP Development Guidance Document to ensure IEPs for students with disabilities are standards based as well as written to meet the unique needs of individual students.

Research Cited: Federal and state regulations require students with disabilities have access to the general curriculum.

Activity - Monitor IEPS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will conduct a due process folder review of a minimum of 10% of special education due process folders to ensure they are standards based. Schools: All Schools	Policy and Process	02/01/2013	01/31/2014	\$0	No Funding Required	Federal Program Coordinator, Susan Burgan; Principals; Special Education Staff

Measurable Objective 3:

Collaborate to develop and use student assessment and data management systems to monitor student learning by 08/30/2013 as measured by student benchmark data (e.g. MAP).

Strategy 1:

Performance Data Monitoring - District leadership will monitor school and student performance data regularly with principals.

Activity - Monthly Turnaround Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will conduct monthly goal-setting and accountability meetings with each principal individually. The superintendent or designee will facilitate the conversation, assisted by the school liason. Monthly goals will be established at each meeting to provide ongoing followup and accountability. Schools: All Schools	Policy and Process	02/01/2013	08/30/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; School Principals

Measurable Objective 4:

Collaborate to respond to data through targeted interventions or curricular/instructional adjustments by 08/01/2013 as measured by student benchmark performance data (e.g. MAP).

Strategy 1:

Training on differentiated instruction - Training will be provided to staff regarded differentiated instruction for students not meeting benchmarks, with followup activities by administrators to ensure appropriate differentiated instruction is used in the classroom setting.

Research Cited: Research in the areas of reading, math and education for students with disabilities supports the provision of differentiating instruction.

Activity - Training on differentiated instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Training on differentiated instruction will be provided for all interested staff. Consultants from the Southeast Educational Cooperative will be enlisted to provide the training. IDEA B will cover the costs of materials. Schools: All Schools	Academic Support Program	05/30/2013	08/15/2013	\$200	Other	Federal Program Coordinator, Susan Burgan
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Activity - Training for administrators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and Instructional Supervisors will receive training on how to support and monitor instruction for diverse learners. A consultant from the Southeast Educational Cooperative will provide appropriate training during a district Principals meeting. IDEA-B will pay for materials. Schools: All Schools	Professional Learning	02/01/2013	12/13/2013	\$100	Other	Federal Program Coordinator, Susan Burgan

Strategy 2:

Targeted School Support - The district leadership will quickly identify and assist schools that are not reaching their schol improvement goals.

Activity - Gap Group Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work with school leadership to support schools as they analyze student achievement by gap groups, relative to state, district, and district assessment systems. Schools: All Schools	Academic Support Program	02/01/2013	03/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Activity - Identification of Schools Needing Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will use a system of early student performance indicators to identify schools in need of improvement (e.g., district benchmarks, common assessments). Schools: All Schools	Policy and Process	02/01/2013	05/31/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals

Activity - Mentor Partners Among Schools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The district leadership will assign mentors to principals of schools not reaching their academic targets based on the performance level of the mentor principal (i.e. partnering principals from higher and lower performing schools). Schools: All Schools	Policy and Process	02/01/2013	11/29/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; School Principals
Activity - Review Format Design	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work with school leadership to design a review format for making ongoing modifications to instruction relative to the data. Schools: All Schools	Policy and Process	02/01/2013	03/29/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Activity - Bank of Intervention Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work with school leadership to develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness. Schools: All Schools	Academic Support Program	02/01/2013	08/30/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Activity - School Improvement Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will develop an intervention plan before schools are identified as needing assistance (e.g. proactive plan that outlines the types of support that will be provided to schools). Schools: All Schools	Policy and Process	02/01/2013	08/29/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; School Principals
Activity - Intensive Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The district leadership will provide highly effective (intensive, long-term, and embedded) professional development activities for staff at schools in need of improvement (e.g. external experts or coaches to model lessons, coach, and participate in collaborative teams).	Professional Learning	02/01/2013	08/30/2013	\$2500	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals
Schools: All Schools						

Goal 3: The averaged combined reading and math K-Prep scores for elementary and middle school students will increase from 35.4% to 67.1% for elementary schools in 2017 and from 30.2% to 65.1% for middle school in 2017.

Measurable Objective 1:

Collaborate to increase the averaged combined math and reading K Prep scores in elementary schools from 35.4 to 41.9 and in middle schools from 30.2 to 37.2 by 05/31/2013 as measured by 2013 combined elementary math and reading K Prep scores.

Strategy 1:

Math Initiative - The district instructional team will identify a district math curriculum team to analyze district math data and make necessary programmatic / instructional decisions.

Activity - Focused Math Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will facilitate planning using established processes to analyze gaps in district math curriculum / instruction and inform improvements.	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Judy Smith; Amon Couch; Instructional Supervisors; Curriculum Coaches
Schools: All Schools						

Strategy 2:

Curriculum Assessment and Alignment - District level instructional staff, in collaboration with principals and teachers from all buildings, will review curriculum documents in both ELA and mathematics to ensure that all required standards are included in the district's curriculum documents. The district will also reformat curriculum documents so that they are user friendly and include them in an accessible location on the district website.

Research Cited: Research supports high levels of student achievement when students are taught from a curriculum that is congruent to rigorous standards.

Activity - District ELA and Math Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The district leadership will design and administer aligned common assessments in ELA and math to students K-8 and will use the results to make curricular and instructional decisions. Schools: All Schools	Academic Support Program	02/01/2013	05/30/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
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Measurable Objective 2:

Collaborate to provide clear, prioritized learning objectives for the district by grade and subject that all students are expected to master by 08/30/2013 as measured by school and classroom walkthrough data.

Strategy 1:

Written District Curriculum - District leadership will work with schools and teacher leaders to ensure that every subject area and every grade level has a written, coherent, well organized, accessible, congruent instructional curriculum.

Activity - Supplement State Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leaders supplement the state standards to provide a more, detailed, aligned district written curriculum (e.g. vertical teams determine learning required at each grade level to master a particular standard). Schools: All Schools	Academic Support Program	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals

Activity - Curriculum Development Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leaders establish a highly defined system to develop the district's written curriculum (e.g. review benchmark data throughout the year to inform annual curricular adjustments). Schools: All Schools	Policy and Process	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The district leadership will ensure that authentic PLC's are taking place at each school where teachers examine study achievement data, make programmatic decision as well as study and share the instructional practices in the district that are proving most effective. Schools: All Schools	Professional Learning	02/01/2013	05/31/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
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Activity - Comprehensive Written Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leaders develop a written curriculum for all grade levels and subjects. Schools: All Schools	Academic Support Program	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals

Activity - Prioritize Learning Objectives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leaders prioritize learning objectives for all grades and subjects to ensure adequate time to teach the written curriculum to the desired level of mastery (e.g. prioritize time for specific learner outcomes). Schools: All Schools	Academic Support Program	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals

Goal 4: The percentage of students in the Clay County Public Schools who are college and career ready will increase from 34% to 68% by 2015.

Measurable Objective 1:

Collaborate to provide clear, prioritized learning objectives by grade and subject that all students are expected to master by 08/01/2013 as measured by school and classroom walkthroughs.

Strategy 1:

Vertical Curriculum Alignment - District leadership will work with schools to vertically align the district curriculum PreK-12 by mapping backwards from the needs of successful graduates.

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Activity - Vertical Curriculum Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leaders create PreK-12 vertical alignment teams for all content areas. Schools: All Schools	Academic Support Program	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Activity - Vertical Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leaders ensure that the written curriculum is vertically aligned completely from the highest to the lowest grade levels in the district. Schools: All Schools	Academic Support Program	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Activity - Definition of Requirements for Successful Graduates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leaders define requirements for successful graduates that fully specify the affective and cognitive knowledge and skills necessary in post-secondary settings (e.g. meet national college and career readiness benchmarks). Schools: All Schools	Career Preparation/Orientation	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; School Principals; School Counselor/Support Staff

Strategy 2:

Curricular Monitoring - District leadership will required that the district's written curriculum is the taught curriculum in every classroom.

Activity - Needs-Based Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District leadership will ensure that teachers receive professional development experiences relevant to their needs, based on evaluation and walkthrough data. Schools: All Schools	Professional Learning	02/01/2013	08/01/2013	\$2500	District Funding	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
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Activity - Comprehensive Instructional and Curricular Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school leadership will conduct frequent instructional and curricular walkthroughs at both the school and classroom level, using Observation 360, with subsequent personalized feedback to teachers in order to identify professional development needs. Schools: All Schools	Professional Learning	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Strategy 3:

Use of Supporting Materials - District leadership will clarify the learning objectives of the district's written curriculum with supporting materials.

Activity - Model Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leaders clarify the learning objectives of the district's curriculum through standards-based model lessons for all core content areas. Schools: All Schools	Direct Instruction	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Activity - Curriculum Documents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District leaders clarify the learning objectives of the district's curriculum by allocating teaching time through curriculum maps or pacing guides for all content areas and grade levels. Schools: All Schools	Academic Support Program	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
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Activity - Mastery-level Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leaders clarify the level to which each learning objective is to be learned by providing sample problems with examples of mastery-level student work. Schools: All Schools	Academic Support Program	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Measurable Objective 2:

Collaborate to earn district accreditation through AdvancEd, the K-12 division of the Southern Association of Colleges and Schools by 12/31/2013 as measured by achieving accreditation according the AdvancEd standards.

Strategy 1:

Continuous Improvement Processes - The district leadership will strive to embed processes and procedures that will guide the district toward continuous improvement.

Activity - AdvancEd Accreditation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work with school leadership to earn accreditation through AdvancEd, the K-12 division of the Southern Association of Colleges and Schools. Earning accreditation will force the district to examine critically its processes as it looks at itself in light of the AdvancEd standards. The process will be funded by Promise Neighborhood. Schools: All Schools	Policy and Process	02/01/2013	12/31/2013	\$5000	Other	Reecia Samples; Amon Couch; Instructional Supervisors; School Principals; Teacher Leaders

Measurable Objective 3:

Collaborate to ensure that the middle school will have 29.7% of students CCR and that the high school will have 32.3% of its students CCR by 05/31/2013 as measured by the Unbridled Learning Formula.

Strategy 1:

Targeted Interventions - The district leadership will work with school leadership to ensure that students receive opportunities to explore career opportunities and

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demonstrate college and career readiness.

Activity - Work Keys Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work with school leadership to provide students with practice opportunities for the Work Keys assessments Schools: Clay County High School	Career Preparation/Orientation	02/01/2013	08/30/2013	\$5000	Other	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principal

Measurable Objective 4:

Collaborate to provide strong principals, a talented teacher pool, and layered professional development by 08/01/2013 as measured by school and classroom walkthrough data.

Strategy 1:

Instructional Monitoring and Feedback - The district leadership will train and equip principals with critical skills to be able to monitor instruction effectively and provide teachers with specific, authentic feedback with the purpose of increasing teacher performance and efficacy.

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will conduct a book study with both district and school leadership on the books Crucial Conversations and Critical Conversations. Schools: All Schools	Professional Learning	02/01/2013	12/31/2013	\$1000	District Funding	Reecia Samples; Amon Couch; Instructional Supervisors; School Principals

Strategy 2:

District Collaborative Capacity - The district leadership will create the infrastructure and build the capacity for collaboration at the district, school, and classroom levels.

Activity - District Instructional Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will create a district instructional team that is composed of district and school leadership as well as teacher leaders. The purpose of this group is to review policy and examine district curricular, instructional, and assessment issues/challenges. Schools: All Schools	Academic Support Program	02/01/2013	08/30/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

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Strategy 3:

New Teacher Training - District leadership will focus new teacher professional development activities on the district's curriculum, instruction, and assessment system.

Activity - New Teacher Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will conduct a new teacher academy for any teachers new to teaching or to the district. The academy will meet in a summer session as well as five additional sessions throughout the year on selected topics. Schools: All Schools	Professional Learning	02/01/2013	08/30/2013	\$1000	District Funding	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Strategy 4:

Leadership Development - District leadership, in conjunction with principals, will identify and develop internal candidates for leadership positions.

Activity - District Leadership Retreat	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership, including central office administrators, school administrators, and school board members, will attend a 2 day summer leadership retreat, hosted locally by the district for the purpose of planning for the 2013-2014 school year. Schools: All Schools	Professional Learning	02/01/2013	07/31/2013	\$500	District Funding	Reecia Samples; Amon Couch; Instructional Supervisors; School Principals

Activity - Leadership Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will organize and conduct a leadership academy for aspiring leaders that will meet three times each year (e.g. a summer session as well as one session each semester). Schools: All Schools	Professional Learning	02/01/2013	03/28/2013	\$1000	District Funding	Amon Couch; Instructional Supervisors; School Principals

Strategy 5:

High Quality Professional Development - District leadership will focus all professional development on understanding, teaching, and assessing the district's written curriculum.

Activity - Student Engagement Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District leadership will facilitate the training of teachers district wide on instructional design that promotes higher levels of student engagement and involvement. Schools: All Schools	Professional Learning	02/01/2013	08/30/2013	\$2500	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
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Activity - Poverty Instructional Design	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will facilitate the training of all district instructional staff on the unique learning needs of students of poverty and how to design high quality, standards-based instruction that meets these instructional needs. Schools: All Schools	Professional Learning	02/01/2013	08/30/2013	\$2500	District Funding	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Activity - Exceptional Children Instructional Design Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will facilitate the training of all district instructional staff on instructional design that pertains to and meets the unique learning needs of students with disabilities. Schools: All Schools	Professional Learning	02/01/2013	08/30/2013	\$2500	District Funding	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Activity - Professional Development Development and Review Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will develop a process by which to critically review professional development to ensure that each session's purpose is for teachers to be able to deliver high quality instruction based on district standards. Schools: All Schools	Professional Learning	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District Leadership Retreat	The district leadership, including central office administrators, school administrators, and school board members, will attend a 2 day summer leadership retreat, hosted locally by the district for the purpose of planning for the 2013-2014 school year.	Professional Learning	02/01/2013	07/31/2013	\$500	Reecia Samples; Amon Couch; Instructional Supervisors; School Principals
Needs-Based Professional Development	District leadership will ensure that teachers receive professional development experiences relevant to their needs, based on evaluation and walkthrough data.	Professional Learning	02/01/2013	08/01/2013	\$2500	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
District Participation in PGES	The district will use its participation in the PGES pilot (2011-present) to scale up district involvement in 2013-2014 and eventual full district accountability in 2015. All principals will be trained in the new state evaluation framework. The district evaluation plan will be revised to reflect the assimilation of the PGES system into the district's current system.	Professional Learning	02/01/2013	08/30/2013	\$5000	Reecia Samples; Amon Couch; School Principals
Poverty Instructional Design	District leadership will facilitate the training of all district instructional staff on the unique learning needs of students of poverty and how to design high quality, standards-based instruction that meets these instructional needs.	Professional Learning	02/01/2013	08/30/2013	\$2500	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

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New Teacher Academy	District leadership will conduct a new teacher academy for any teachers new to teaching or to the district. The academy will meet in a summer session as well as five additional sessions throughout the year on selected topics.	Professional Learning	02/01/2013	08/30/2013	\$1000	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Book Study	The district leadership will conduct a book study with both district and school leadership on the books Crucial Conversations and Critical Conversations.	Professional Learning	02/01/2013	12/31/2013	\$1000	Reecia Samples; Amon Couch; Instructional Supervisors; School Principals
Exceptional Children Instructional Design Training	District leadership will facilitate the training of all district instructional staff on instructional design that pertains to and meets the unique learning needs of students with disabilities.	Professional Learning	02/01/2013	08/30/2013	\$2500	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Leadership Academy	District leadership will organize and conduct a leadership academy for aspiring leaders that will meet three times each year (e.g. a summer session as well as one session each semester).	Professional Learning	02/01/2013	03/28/2013	\$1000	Amon Couch; Instructional Supervisors; School Principals
Total					\$16000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Focused Math Planning	The district leadership will facilitate planning using established processes to analyze gaps in district math curriculum / instruction and inform improvements.	Academic Support Program	02/01/2013	05/31/2013	\$0	Judy Smith; Amon Couch; Instructional Supervisors; Curriculum Coaches

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Curriculum Development Process	District leaders establish a highly defined system to develop the district's written curriculum (e.g. review benchmark data throughout the year to inform annual curricular adjustments).	Policy and Process	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Professional Learning Communities	The district leadership will ensure that authentic PLC's are taking place at each school where teachers examine study achievement data, make programmatic decision as well as study and share the instructional practices in the district that are proving most effective.	Professional Learning	02/01/2013	05/31/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Bank of Intervention Strategies	The district leadership will work with school leadership to develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness.	Academic Support Program	02/01/2013	08/30/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Vertical Curriculum Alignment	District leaders ensure that the written curriculum is vertically aligned completely from the highest to the lowest grade levels in the district.	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Mentor Partners Among Schools	The district leadership will assign mentors to principals of schools not reaching their academic targets based on the performance level of the mentor principal (i.e. partnering principals from higher and lower performing schools).	Policy and Process	02/01/2013	11/29/2013	\$0	Amon Couch; Instructional Supervisors; School Principals

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Clearly Defined District Instructional Expectations	The district will establish and communicate clear, universal, instructional expectations for all schools to be implemented in all classrooms on a daily basis, regardless of subject area or grade level.	Direct Instruction	02/01/2013	05/31/2013	\$0	Reecia Samples, Superintendent; Amon Couch, Assistant Superintendent; Instructional Supervisors; School Principals
Scheduling of At-Risk Students	Identify at-risk students and schedule courses targeting their ILP's.	Academic Support Program	02/01/2013	08/30/2013	\$0	Principals; Guidance Counselors; Department Chairs
District ELA and Math Common Assessments	The district leadership will design and administer aligned common assessments in ELA and math to students K-8 and will use the results to make curricular and instructional decisions.	Academic Support Program	02/01/2013	05/30/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
District Instructional Team	The district leadership will create a district instructional team that is composed of district and school leadership as well as teacher leaders. The purpose of this group is to review policy and examine district curricular, instructional, and assessment issues/challenges.	Academic Support Program	02/01/2013	08/30/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Monthly Turnaround Meetings	District leadership will conduct monthly goal-setting and accountability meetings with each principal individually. The superintendent or designee will facilitate the conversation, assisted by the school liason. Monthly goals will be established at each meeting to provide ongoing followup and accountability.	Policy and Process	02/01/2013	08/30/2013	\$0	Amon Couch; Instructional Supervisors; School Principals

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Mastery-level Student Work	District leaders clarify the level to which each learning objective is to be learned by providing sample problems with examples of mastery-level student work.	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
2013 School Board Goals	The school board will revisit their 2013 goals and either affirm them or make necessary corrections to correspond with CDIP directives.	Policy and Process	02/01/2013	05/31/2013	\$0	Clay County Board of Education; Reecia Samples; Amon Couch
Student Engagement Professional Development	District leadership will facilitate the training of teachers district wide on instructional design that promotes higher levels of student engagement and involvement.	Professional Learning	02/01/2013	08/30/2013	\$2500	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Review Format Design	The district leadership will work with school leadership to design a review format for making ongoing modifications to instruction relative to the data.	Policy and Process	02/01/2013	03/29/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Supplement State Standards	District leaders supplement the state standards to provide a more, detailed, aligned district written curriculum (e.g. vertical teams determine learning required at each grade level to master a particular standard).	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals

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Comprehensive Instructional and Curricular Monitoring	District and school leadership will conduct frequent instructional and curricular walkthroughs at both the school and classroom level, using Observation 360, with subsequent personalized feedback to teachers in order to identify professional development needs.	Professional Learning	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Curriculum Documents	District leaders clarify the learning objectives of the district's curriculum by allocating teaching time through curriculum maps or pacing guides for all content areas and grade levels.	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Vertical Curriculum Teams	District leaders create PreK-12 vertical alignment teams for all content areas.	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Professional Development Development and Review Process	District leadership will develop a process by which to critically review professional development to ensure that each session's purpose is for teachers to be able to deliver high quality instruction based on district standards.	Professional Learning	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Comprehensive Written Curriculum	District leaders develop a written curriculum for all grade levels and subjects.	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals

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Prioritize Learning Objectives	District leaders prioritize learning objectives for all grades and subjects to ensure adequate time to teach the written curriculum to the desired level of mastery (e.g. prioritize time for specific learner outcomes).	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals
Identification of Schools Needing Support	The district leadership will use a system of early student performance indicators to identify schools in need of improvement (e.g., district benchmarks, common assessments).	Policy and Process	02/01/2013	05/31/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals
School Improvement Development	The district leadership will develop an intervention plan before schools are identified as needing assistance (e.g. proactive plan that outlines the types of support that will be provided to schools).	Policy and Process	02/01/2013	08/29/2013	\$0	Amon Couch; Instructional Supervisors; School Principals
Definition of Requirements for Successful Graduates	District leaders define requirements for successful graduates that fully specify the affective and cognitive knowledge and skills necessary in post-secondary settings (e.g. meet national college and career readiness benchmarks).	Career Preparation/Orientation	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; School Principals; School Counselor/Support Staff
Model Lessons	District leaders clarify the learning objectives of the district's curriculum through standards-based model lessons for all core content areas.	Direct Instruction	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Monitor IEPs	The district will conduct a due process folder review of a minimum of 10% of special education due process folders to ensure they are standards based.	Policy and Process	02/01/2013	01/31/2014	\$0	Federal Program Coordinator, Susan Burgan; Principals; Special Education Staff

Comprehensive District Improvement Plan

Clay County Public Schools

Mission, Vision, and Beliefs	The school board will revisit its mission, vision, and belief statements as governing ideas for the district and either affirm or make necessary adjustments/revisions.	Policy and Process	02/01/2013	05/30/2013	\$0	Clay County Board of Education; Reecia Samples; Amon Couch
Gap Group Analysis	The district leadership will work with school leadership to support schools as they analyze student achievement by gap groups, relative to state, district, and district assessment systems.	Academic Support Program	02/01/2013	03/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Intensive Professional Development	The district leadership will provide highly effective (intensive, long-term, and embedded) professional development activities for staff at schools in need of improvement (e.g. external experts or coaches to model lessons, coach, and participate in collaborative teams).	Professional Learning	02/01/2013	08/30/2013	\$2500	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals
Total					\$5000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Work Keys Practice	The district leadership will work with school leadership to provide students with practice opportunities for the Work Keys assessments	Career Preparation/Orientation	02/01/2013	08/30/2013	\$5000	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principal
AdvancEd Accreditation	The district leadership will work with school leadership to earn accreditation through AdvancEd, the K-12 division of the Southern Association of Colleges and Schools. Earning accreditation will force the district to examine critically its processes as it looks at itself in light of the AdvancEd standards. The process will be funded by Promise Neighborhood.	Policy and Process	02/01/2013	12/31/2013	\$5000	Reecia Samples; Amon Couch; Instructional Supervisors; School Principals; Teacher Leaders

Comprehensive District Improvement Plan

Clay County Public Schools

Identify students at risk for dropping out	Academic specialists and other Promise Neighborhood staff will work with school RTI Teams to identify at risk students and ensure they are provided with appropriate research based support and intervention. Promise Neighborhood funds will support this initiative.	Academic Support Program	02/01/2013	01/31/2014	\$350000	Federal Program Coordinator, Susan Burgan; Instructional Supervisors; Principals will oversee Promise Neighborhood Staff placed in the schools
Training on differentiated instruction	Training on differentiated instruction will be provided for all interested staff. Consultants from the Southeast Educational Cooperative will be enlisted to provide the training. IDEA B will cover the costs of materials.	Academic Support Program	05/30/2013	08/15/2013	\$200	Federal Program Coordinator, Susan Burgan
Career-Oriented PR Activities	The district leadership will work school leadership and external partners (e.g. Promise Neighborhood / Berea College / ECU / Gear Up) to increase public relations activities with middle schools to include tours of possible career sites, colleges, presentations on careers, discussions on CTE opportunities at the high school, and ILP planning.	Career Preparation/Orientation	02/01/2013	05/31/2013	\$5000	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principals
Training for administrators	Principals and Instructional Supervisors will receive training on how to support and monitor instruction for diverse learners. A consultant from the Southeast Educational Cooperative will provide appropriate training during a district Principals meeting. IDEA-B will pay for materials.	Professional Learning	02/01/2013	12/13/2013	\$100	Federal Program Coordinator, Susan Burgan
Total					\$365300	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Scheduling of At-Risk Students	Identify at-risk students and schedule courses targeting their ILP's.	Academic Support Program	02/01/2013	08/30/2013	\$0	Principals; Guidance Counselors; Department Chairs
Identify students at risk for dropping out	Academic specialists and other Promise Neighborhood staff will work with school RTI Teams to identify at risk students and ensure they are provided with appropriate research based support and intervention. Promise Neighborhood funds will support this initiative.	Academic Support Program	02/01/2013	01/31/2014	\$350000	Federal Program Coordinator, Susan Burgan; Instructional Supervisors; Principals will oversee Promise Neighborhood Staff placed in the schools
District Participation in PGES	The district will use its participation in the PGES pilot (2011-present) to scale up district involvement in 2013-2014 and eventual full district accountability in 2015. All principals will be trained in the new state evaluation framework. The district evaluation plan will be revised to reflect the assimilation of the PGES system into the district's current system.	Professional Learning	02/01/2013	08/30/2013	\$5000	Reecia Samples; Amon Couch; School Principals
Mission, Vision, and Beliefs	The school board will revisit its mission, vision, and belief statements as governing ideas for the district and either affirm or make necessary adjustments/revisions.	Policy and Process	02/01/2013	05/30/2013	\$0	Clay County Board of Education; Reecia Samples; Amon Couch
2013 School Board Goals	The school board will revisit their 2013 goals and either affirm them or make necessary corrections to correspond with CDIP directives.	Policy and Process	02/01/2013	05/31/2013	\$0	Clay County Board of Education; Reecia Samples; Amon Couch

Comprehensive District Improvement Plan

Clay County Public Schools

Clearly Defined District Instructional Expectations	The district will establish and communicate clear, universal, instructional expectations for all schools to be implemented in all classrooms on a daily basis, regardless of subject area or grade level.	Direct Instruction	02/01/2013	05/31/2013	\$0	Reecia Samples, Superintendent; Amon Couch, Assistant Superintendent; Instructional Supervisors; School Principals
Monitor IEPS	The district will conduct a due process folder review of a minimum of 10% of special education due process folders to ensure they are standards based.	Policy and Process	02/01/2013	01/31/2014	\$0	Federal Program Coordinator, Susan Burgan; Principals; Special Education Staff
Monthly Turnaround Meetings	District leadership will conduct monthly goal-setting and accountability meetings with each principal individually. The superintendent or designee will facilitate the conversation, assisted by the school liason. Monthly goals will be established at each meeting to provide ongoing followup and accountability.	Policy and Process	02/01/2013	08/30/2013	\$0	Amon Couch; Instructional Supervisors; School Principals
Training on differentiated instruction	Training on differentiated instruction will be provided for all interested staff. Consultants from the Southeast Educational Cooperative will be enlisted to provide the training. IDEA B will cover the costs of materials.	Academic Support Program	05/30/2013	08/15/2013	\$200	Federal Program Coordinator, Susan Burgan
Training for administrators	Principals and Instructional Supervisors will receive training on how to support and monitor instruction for diverse learners. A consultant from the Southeast Educational Cooperative will provide appropriate training during a district Principals meeting. IDEA-B will pay for materials.	Professional Learning	02/01/2013	12/13/2013	\$100	Federal Program Coordinator, Susan Burgan
Gap Group Analysis	The district leadership will work with school leadership to support schools as they analyze student achievement by gap groups, relative to state, district, and district assessment systems.	Academic Support Program	02/01/2013	03/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Comprehensive District Improvement Plan

Clay County Public Schools

Identification of Schools Needing Support	The district leadership will use a system of early student performance indicators to identify schools in need of improvement (e.g., district benchmarks, common assessments).	Policy and Process	02/01/2013	05/31/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals
Mentor Partners Among Schools	The district leadership will assign mentors to principals of schools not reaching their academic targets based on the performance level of the mentor principal (i.e. partnering principals from higher and lower performing schools).	Policy and Process	02/01/2013	11/29/2013	\$0	Amon Couch; Instructional Supervisors; School Principals
Review Format Design	The district leadership will work with school leadership to design a review format for making ongoing modifications to instruction relative to the data.	Policy and Process	02/01/2013	03/29/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Bank of Intervention Strategies	The district leadership will work with school leadership to develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness.	Academic Support Program	02/01/2013	08/30/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
School Improvement Development	The district leadership will develop an intervention plan before schools are identified as needing assistance (e.g. proactive plan that outlines the types of support that will be provided to schools).	Policy and Process	02/01/2013	08/29/2013	\$0	Amon Couch; Instructional Supervisors; School Principals
Intensive Professional Development	The district leadership will provide highly effective (intensive, long-term, and embedded) professional development activities for staff at schools in need of improvement (e.g. external experts or coaches to model lessons, coach, and participate in collaborative teams).	Professional Learning	02/01/2013	08/30/2013	\$2500	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals

Comprehensive District Improvement Plan

Clay County Public Schools

Focused Math Planning	The district leadership will facilitate planning using established processes to analyze gaps in district math curriculum / instruction and inform improvements.	Academic Support Program	02/01/2013	05/31/2013	\$0	Judy Smith; Amon Couch; Instructional Supervisors; Curriculum Coaches
District ELA and Math Common Assessments	The district leadership will design and administer aligned common assessments in ELA and math to students K-8 and will use the results to make curricular and instructional decisions.	Academic Support Program	02/01/2013	05/30/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Supplement State Standards	District leaders supplement the state standards to provide a more, detailed, aligned district written curriculum (e.g. vertical teams determine learning required at each grade level to master a particular standard).	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals
Curriculum Development Process	District leaders establish a highly defined system to develop the district's written curriculum (e.g. review benchmark data throughout the year to inform annual curricular adjustments).	Policy and Process	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Professional Learning Communities	The district leadership will ensure that authentic PLC's are taking place at each school where teachers examine study achievement data, make programmatic decision as well as study and share the instructional practices in the district that are proving most effective.	Professional Learning	02/01/2013	05/31/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Comprehensive District Improvement Plan

Clay County Public Schools

Comprehensive Written Curriculum	District leaders develop a written curriculum for all grade levels and subjects.	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals
Prioritize Learning Objectives	District leaders prioritize learning objectives for all grades and subjects to ensure adequate time to teach the written curriculum to the desired level of mastery (e.g. prioritize time for specific learner outcomes).	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals
Vertical Curriculum Teams	District leaders create PreK-12 vertical alignment teams for all content areas.	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Vertical Curriculum Alignment	District leaders ensure that the written curriculum is vertically aligned completely from the highest to the lowest grade levels in the district.	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Definition of Requirements for Successful Graduates	District leaders define requirements for successful graduates that fully specify the affective and cognitive knowledge and skills necessary in post-secondary settings (e.g. meet national college and career readiness benchmarks).	Career Preparation/Orientation	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; School Principals; School Counselor/Support Staff

Comprehensive District Improvement Plan

Clay County Public Schools

Needs-Based Professional Development	District leadership will ensure that teachers receive professional development experiences relevant to their needs, based on evaluation and walkthrough data.	Professional Learning	02/01/2013	08/01/2013	\$2500	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Comprehensive Instructional and Curricular Monitoring	District and school leadership will conduct frequent instructional and curricular walkthroughs at both the school and classroom level, using Observation 360, with subsequent personalized feedback to teachers in order to identify professional development needs.	Professional Learning	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Model Lessons	District leaders clarify the learning objectives of the district's curriculum through standards-based model lessons for all core content areas.	Direct Instruction	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Curriculum Documents	District leaders clarify the learning objectives of the district's curriculum by allocating teaching time through curriculum maps or pacing guides for all content areas and grade levels.	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Mastery-level Student Work	District leaders clarify the level to which each learning objective is to be learned by providing sample problems with examples of mastery-level student work.	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Comprehensive District Improvement Plan

Clay County Public Schools

AdvancEd Accreditation	The district leadership will work with school leadership to earn accreditation through AdvancEd, the K-12 division of the Southern Association of Colleges and Schools. Earning accreditation will force the district to examine critically its processes as it looks at itself in light of the AdvancEd standards. The process will be funded by Promise Neighborhood.	Policy and Process	02/01/2013	12/31/2013	\$5000	Reecia Samples; Amon Couch; Instructional Supervisors; School Principals; Teacher Leaders
Book Study	The district leadership will conduct a book study with both district and school leadership on the books Crucial Conversations and Critical Conversations.	Professional Learning	02/01/2013	12/31/2013	\$1000	Reecia Samples; Amon Couch; Instructional Supervisors; School Principals
District Instructional Team	The district leadership will create a district instructional team that is composed of district and school leadership as well as teacher leaders. The purpose of this group is to review policy and examine district curricular, instructional, and assessment issues/challenges.	Academic Support Program	02/01/2013	08/30/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
New Teacher Academy	District leadership will conduct a new teacher academy for any teachers new to teaching or to the district. The academy will meet in a summer session as well as five additional sessions throughout the year on selected topics.	Professional Learning	02/01/2013	08/30/2013	\$1000	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
District Leadership Retreat	The district leadership, including central office administrators, school administrators, and school board members, will attend a 2 day summer leadership retreat, hosted locally by the district for the purpose of planning for the 2013-2014 school year.	Professional Learning	02/01/2013	07/31/2013	\$500	Reecia Samples; Amon Couch; Instructional Supervisors; School Principals
Leadership Academy	District leadership will organize and conduct a leadership academy for aspiring leaders that will meet three times each year (e.g. a summer session as well as one session each semester).	Professional Learning	02/01/2013	03/28/2013	\$1000	Amon Couch; Instructional Supervisors; School Principals

Comprehensive District Improvement Plan

Clay County Public Schools

Student Engagement Professional Development	District leadership will facilitate the training of teachers district wide on instructional design that promotes higher levels of student engagement and involvement.	Professional Learning	02/01/2013	08/30/2013	\$2500	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Poverty Instructional Design	District leadership will facilitate the training of all district instructional staff on the unique learning needs of students of poverty and how to design high quality, standards-based instruction that meets these instructional needs.	Professional Learning	02/01/2013	08/30/2013	\$2500	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Exceptional Children Instructional Design Training	District leadership will facilitate the training of all district instructional staff on instructional design that pertains to and meets the unique learning needs of students with disabilities.	Professional Learning	02/01/2013	08/30/2013	\$2500	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Professional Development Development and Review Process	District leadership will develop a process by which to critically review professional development to ensure that each session's purpose is for teachers to be able to deliver high quality instruction based on district standards.	Professional Learning	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Total					\$376300	

Clay County Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive District Improvement Plan

Clay County Public Schools

Career-Oriented PR Activities	The district leadership will work school leadership and external partners (e.g. Promise Neighborhood / Berea College / ECU / Gear Up) to increase public relations activities with middle schools to include tours of possible career sites, colleges, presentations on careers, discussions on CTE opportunities at the high school, and ILP planning.	Career Preparation/Orientation	02/01/2013	05/31/2013	\$5000	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principals
Total					\$5000	

Clay County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career-Oriented PR Activities	The district leadership will work school leadership and external partners (e.g. Promise Neighborhood / Berea College / ECU / Gear Up) to increase public relations activities with middle schools to include tours of possible career sites, colleges, presentations on careers, discussions on CTE opportunities at the high school, and ILP planning.	Career Preparation/Orientation	02/01/2013	05/31/2013	\$5000	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principals
Work Keys Practice	The district leadership will work with school leadership to provide students with practice opportunities for the Work Keys assessments	Career Preparation/Orientation	02/01/2013	08/30/2013	\$5000	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principal
Total					\$10000	

Response for Required Action: TELL KY Survey

Overview

Plan Name

Response for Required Action: TELL KY Survey

Plan Rationale

Our district is committed to creating an environment where all employees provide the level of support and resources, in the midst of a lean budget situation, that they need to meet the needs of students. We believe that strong communication is a key to this occurring. In order to build strong communication, our district has determined to build a district wide communication plan for the purpose of creating stronger lines of communication both within the district and within stakeholder groups. We also believe that it is important to seek stakeholder feedback, namely staff feedback, before and during the implementation of initiatives. In order to seek this feedback, we pledge as a district to build collaborative processes into decision-making in order to facilitate this change.

Addresses Required Action

Statement

TELL KY Survey

Description

Our district 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	The averaged combined reading and math K-Prep scores for elementary and middle school students will increase from 35.4% to 67.1% for elementary schools in 2017 and from 30.2% to 65.1% for middle school in 2017.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	Collaborate to provide clear, prioritized learning objectives for the district by grade and subject that all students are expected to master by 08/30/2013 as measured by school and classroom walkthrough data.	\$0
2	The percentage of students in the Clay County Public Schools who are college and career ready will increase from 34% to 68% by 2015.	Objectives: 2 Strategies: 4 Activities: 7	Organizational	Collaborate to provide strong principals, a talented teacher pool, and layered professional development by 08/01/2013 as measured by school and classroom walkthrough data., Collaborate to earn district accreditation through AdvancEd, the K-12 division of the Southern Association of Colleges and Schools by 12/31/2013 as measured by achieving accreditation according the AdvancEd standards.	\$13500
3	Student achievement in the Clay County Public Schools will increase so that the achievement gap decreases from 70.5 % to 35.2% in elementary school, from 78.1% to 39% in middle school, and from 75.2% to 37.6% in high school by 2017.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	Collaborate to respond to data through targeted interventions or curricular/instructional adjustments by 08/01/2013 as measured by student benchmark performance data (e.g. MAP).	\$2500

Comprehensive District Improvement Plan

Clay County Public Schools

4	The average freshman graduation rate for students in the Clay County Public Schools will increase from 76% to 90% by 2015.	Objectives: 2 Strategies: 4 Activities: 8	Organizational	Collaborate to improve customer service and increase parent participation at all schools by 10% by 02/01/2013 as measured by school open house documentation and survey response., Collaborate to establish, along with the board of education, strong instructional processes and goals by 05/31/2013 as measured by board of education goals and mission, vision, and belief statements.	\$500
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Goal 1: The averaged combined reading and math K-Prep scores for elementary and middle school students will increase from 35.4% to 67.1% for elementary schools in 2017 and from 30.2% to 65.1% for middle school in 2017.

Measurable Objective 1:

Collaborate to provide clear, prioritized learning objectives for the district by grade and subject that all students are expected to master by 08/30/2013 as measured by school and classroom walkthrough data.

Strategy 1:

Written District Curriculum - District leadership will work with schools and teacher leaders to ensure that every subject area and every grade level has a written, coherent, well organized, accessible, congruent instructional curriculum.

Activity - Curriculum Development Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leaders establish a highly defined system to develop the district's written curriculum (e.g. review benchmark data throughout the year to inform annual curricular adjustments). Schools: All Schools	Policy and Process	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will ensure that authentic PLC's are taking place at each school where teachers examine study achievement data, make programmatic decision as well as study and share the instructional practices in the district that are proving most effective. Schools: All Schools	Professional Learning	02/01/2013	05/31/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Activity - Supplement State Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive District Improvement Plan

Clay County Public Schools

District leaders supplement the state standards to provide a more, detailed, aligned district written curriculum (e.g. vertical teams determine learning required at each grade level to master a particular standard). Schools: All Schools	Academic Support Program	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals
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Activity - Comprehensive Written Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leaders develop a written curriculum for all grade levels and subjects. Schools: All Schools	Academic Support Program	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals

Activity - Prioritize Learning Objectives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leaders prioritize learning objectives for all grades and subjects to ensure adequate time to teach the written curriculum to the desired level of mastery (e.g. prioritize time for specific learner outcomes). Schools: All Schools	Academic Support Program	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals

Goal 2: The percentage of students in the Clay County Public Schools who are college and career ready will increase from 34% to 68% by 2015.

Measurable Objective 1:

Collaborate to provide strong principals, a talented teacher pool, and layered professional development by 08/01/2013 as measured by school and classroom walkthrough data.

Strategy 1:

New Teacher Training - District leadership will focus new teacher professional development activities on the district's curriculum, instruction, and assessment system.

Activity - New Teacher Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive District Improvement Plan

Clay County Public Schools

District leadership will conduct a new teacher academy for any teachers new to teaching or to the district. The academy will meet in a summer session as well as five additional sessions throughout the year on selected topics. Schools: All Schools	Professional Learning	02/01/2013	08/30/2013	\$1000	District Funding	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
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Strategy 2:

District Collaborative Capacity - The district leadership will create the infrastructure and build the capacity for collaboration at the district, school, and classroom levels.

Activity - District Instructional Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will create a district instructional team that is composed of district and school leadership as well as teacher leaders. The purpose of this group is to review policy and examine district curricular, instructional, and assessment issues/challenges. Schools: All Schools	Academic Support Program	02/01/2013	08/30/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Strategy 3:

High Quality Professional Development - District leadership will focus all professional development on understanding, teaching, and assessing the district's written curriculum.

Activity - Exceptional Children Instructional Design Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will facilitate the training of all district instructional staff on instructional design that pertains to and meets the unique learning needs of students with disabilities. Schools: All Schools	Professional Learning	02/01/2013	08/30/2013	\$2500	District Funding	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Activity - Student Engagement Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive District Improvement Plan

Clay County Public Schools

District leadership will facilitate the training of teachers district wide on instructional design that promotes higher levels of student engagement and involvement. Schools: All Schools	Professional Learning	02/01/2013	08/30/2013	\$2500	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
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Activity - Poverty Instructional Design	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will facilitate the training of all district instructional staff on the unique learning needs of students of poverty and how to design high quality, standards-based instruction that meets these instructional needs. Schools: All Schools	Professional Learning	02/01/2013	08/30/2013	\$2500	District Funding	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Activity - Professional Development Development and Review Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will develop a process by which to critically review professional development to ensure that each session's purpose is for teachers to be able to deliver high quality instruction based on district standards. Schools: All Schools	Professional Learning	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Measurable Objective 2:

Collaborate to earn district accreditation through AdvancEd, the K-12 division of the Southern Association of Colleges and Schools by 12/31/2013 as measured by achieving accreditation according the AdvancEd standards.

Strategy 1:

Continuous Improvement Processes - The district leadership will strive to embed processes and procedures that will guide the district toward continuous improvement.

Activity - AdvancEd Accreditation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive District Improvement Plan

Clay County Public Schools

The district leadership will work with school leadership to earn accreditation through AdvancEd, the K-12 division of the Southern Association of Colleges and Schools. Earning accreditation will force the district to examine critically its processes as it looks at itself in light of the AdvancEd standards. The process will be funded by Promise Neighborhood.	Policy and Process	02/01/2013	12/31/2013	\$5000	Other	Reecia Samples; Amon Couch; Instructional Supervisors; School Principals; Teacher Leaders
Schools: All Schools						

Goal 3: Student achievement in the Clay County Public Schools will increase so that the achievement gap decreases from 70.5 % to 35.2% in elementary school, from 78.1% to 39% in middle school, and from 75.2% to 37.6% in high school by 2017.

Measurable Objective 1:

Collaborate to respond to data through targeted interventions or curricular/instructional adjustments by 08/01/2013 as measured by student benchmark performance data (e.g. MAP).

Strategy 1:

Targeted School Support - The district leadership will quickly identify and assist schools that are not reaching their schol improvement goals.

Activity - Identification of Schools Needing Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will use a system of early student performance indicators to identify schools in need of improvement (e.g., district benchmarks, common assessments).	Policy and Process	02/01/2013	05/31/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals
Schools: All Schools						

Activity - Mentor Partners Among Schools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will assign mentors to principals of schools not reaching their academic targets based on the performance level of the mentor principal (i.e. partnering principals from higher and lower performing schools).	Policy and Process	02/01/2013	11/29/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; School Principals
Schools: All Schools						

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Activity - Bank of Intervention Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district leadership will work with school leadership to develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness.</p> <p>Schools: All Schools</p>	Academic Support Program	02/01/2013	08/30/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Activity - Review Format Design	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district leadership will work with school leadership to design a review format for making ongoing modifications to instruction relative to the data.</p> <p>Schools: All Schools</p>	Policy and Process	02/01/2013	03/29/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Activity - School Improvement Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district leadership will develop an intervention plan before schools are identified as needing assistance (e.g. proactive plan that outlines the types of support that will be provided to schools).</p> <p>Schools: All Schools</p>	Policy and Process	02/01/2013	08/29/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; School Principals
Activity - Gap Group Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district leadership will work with school leadership to support schools as they analyze student achievement by gap groups, relative to state, district, and district assessment systems.</p> <p>Schools: All Schools</p>	Academic Support Program	02/01/2013	03/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

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Activity - Intensive Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will provide highly effective (intensive, long-term, and embedded) professional development activities for staff at schools in need of improvement (e.g. external experts or coaches to model lessons, coach, and participate in collaborative teams). Schools: All Schools	Professional Learning	02/01/2013	08/30/2013	\$2500	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals

Goal 4: The average freshman graduation rate for students in the Clay County Public Schools will increase from 76% to 90% by 2015.

Measurable Objective 1:

Collaborate to improve customer service and increase parent participation at all schools by 10% by 02/01/2013 as measured by school open house documentation and survey response.

Strategy 1:

Effective Communication/Partnerships - The district leadership, with wide stakeholder participation, will explore various avenues and media through which to establish stronger partnerships/communication lines between school, home, and community.

Activity - District Communication Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work with stakeholder groups to create a comprehensive district communication plan so as to equip parents/families with information they need to more effectively partner with the school district to meet the needs of their children. Schools: All Schools	Parent Involvement	02/01/2013	05/31/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; School Principals

Strategy 2:

Customer Service - The district leadership will work with school leadership to implement a customer service initiative district-wide.

Activity - Missing Piece	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive District Improvement Plan

Clay County Public Schools

The district leadership will facilitate a review of parent / stakeholder involvement throughout the entire district using The Missing Piece Schools: All Schools	Parent Involvement	02/01/2013	07/30/2013	\$0	No Funding Required	Reecia Samples; Amon Couch; Instructional Supervisors; School Principals
Activity - TELL Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work with school leadership to encourage all teaching staff to participate in the TELL survey and analyze results at the leadership level and at the staff level. Schools: All Schools	Other	03/29/2013	08/30/2013	\$0	No Funding Required	Reecia Samples; Amon Couch; Denva Hoskins; Instructional Supervisors; School Principals
Activity - Becoming Family Friendly	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work with school leadership to complete and discuss How Family Friendly is Your School from the book Beyond the Bake Sale to determine how "family friendly" our district and schools are. Schools: All Schools	Parent Involvement	02/01/2013	06/28/2013	\$0	No Funding Required	Reecia Samples; Amon Couch; Denva Hoskins; Instructional Supervisors; School Principals
Activity - Book Study "Who Cares?"	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership with school leadership will conduct a book study on the book Who Cares? to strengthen our district's commitment to customer service and family friendliness. Schools: All Schools	Community Engagement	02/01/2013	05/31/2013	\$500	District Funding	Reecia Samples; Amon Couch; Denva Hoskins; Instructional Supervisors; School Principals
Activity - Perception Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The district leadership will work with school leadership to develop, disseminate and collect surveys from families, students, and the school community (e.g. ASSIST) and analyze results. Schools: All Schools	Community Engagement	02/01/2013	05/31/2013	\$0	No Funding Required	Reecia Samples; Amon Couch; Denva Hoskins; Instructional Supervisors; School Principals
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Measurable Objective 2:

Collaborate to establish, along with the board of education, strong instructional processes and goals by 05/31/2013 as measured by board of education goals and mission, vision, and belief statements.

Strategy 1:

School Board Goal Setting - By establishing clear, compelling goals, the board of education will provide instructional leadership for the district.

Activity - 2013 School Board Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school board will revisit their 2013 goals and either affirm them or make necessary corrections to correspond with CDIP directives. Schools: All Schools	Policy and Process	02/01/2013	05/31/2013	\$0	No Funding Required	Clay County Board of Education; Reecia Samples; Amon Couch

Strategy 2:

Visioning - The board of education will revisit its purpose in order to clarify for the district the goals it has set.

Activity - Mission, Vision, and Beliefs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school board will revisit its mission, vision, and belief statements as governing ideas for the district and either affirm or make necessary adjustments/revisions. Schools: All Schools	Policy and Process	02/01/2013	05/30/2013	\$0	No Funding Required	Clay County Board of Education; Reecia Samples; Amon Couch

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Book Study "Who Cares?"	The district leadership with school leadership will conduct a book study on the book <i>Who Cares?</i> to strengthen our district's commitment to customer service and family friendliness.	Community Engagement	02/01/2013	05/31/2013	\$500	Reecia Samples; Amon Couch; Denva Hoskins; Instructional Supervisors; School Principals
Poverty Instructional Design	District leadership will facilitate the training of all district instructional staff on the unique learning needs of students of poverty and how to design high quality, standards-based instruction that meets these instructional needs.	Professional Learning	02/01/2013	08/30/2013	\$2500	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Exceptional Children Instructional Design Training	District leadership will facilitate the training of all district instructional staff on instructional design that pertains to and meets the unique learning needs of students with disabilities.	Professional Learning	02/01/2013	08/30/2013	\$2500	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

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New Teacher Academy	District leadership will conduct a new teacher academy for any teachers new to teaching or to the district. The academy will meet in a summer session as well as five additional sessions throughout the year on selected topics.	Professional Learning	02/01/2013	08/30/2013	\$1000	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Total					\$6500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Becoming Family Friendly	The district leadership will work with school leadership to complete and discuss How Family Friendly is Your School from the book Beyond the Bake Sale to determine how "family friendly" our district and schools are.	Parent Involvement	02/01/2013	06/28/2013	\$0	Reecia Samples; Amon Couch; Denva Hoskins; Instructional Supervisors; School Principals
Mission, Vision, and Beliefs	The school board will revisit its mission, vision, and belief statements as governing ideas for the district and either affirm or make necessary adjustments/revisions.	Policy and Process	02/01/2013	05/30/2013	\$0	Clay County Board of Education; Reecia Samples; Amon Couch
School Improvement Development	The district leadership will develop an intervention plan before schools are identified as needing assistance (e.g. proactive plan that outlines the types of support that will be provided to schools).	Policy and Process	02/01/2013	08/29/2013	\$0	Amon Couch; Instructional Supervisors; School Principals
2013 School Board Goals	The school board will revisit their 2013 goals and either affirm them or make necessary corrections to correspond with CDIP directives.	Policy and Process	02/01/2013	05/31/2013	\$0	Clay County Board of Education; Reecia Samples; Amon Couch

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Comprehensive Written Curriculum	District leaders develop a written curriculum for all grade levels and subjects.	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals
Bank of Intervention Strategies	The district leadership will work with school leadership to develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness.	Academic Support Program	02/01/2013	08/30/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Curriculum Development Process	District leaders establish a highly defined system to develop the district's written curriculum (e.g. review benchmark data throughout the year to inform annual curricular adjustments).	Policy and Process	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Supplement State Standards	District leaders supplement the state standards to provide a more, detailed, aligned district written curriculum (e.g. vertical teams determine learning required at each grade level to master a particular standard).	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals
Perception Surveys	The district leadership will work with school leadership to develop, disseminate and collect surveys from families, students, and the school community (e.g. ASSIST) and analyze results.	Community Engagement	02/01/2013	05/31/2013	\$0	Reecia Samples; Amon Couch; Denva Hoskins; Instructional Supervisors; School Principals

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District Instructional Team	The district leadership will create a district instructional team that is composed of district and school leadership as well as teacher leaders. The purpose of this group is to review policy and examine district curricular, instructional, and assessment issues/challenges.	Academic Support Program	02/01/2013	08/30/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Review Format Design	The district leadership will work with school leadership to design a review format for making ongoing modifications to instruction relative to the data.	Policy and Process	02/01/2013	03/29/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
TELL Survey	The district leadership will work with school leadership to encourage all teaching staff to participate in the TELL survey and analyze results at the leadership level and at the staff level.	Other	03/29/2013	08/30/2013	\$0	Reecia Samples; Amon Couch; Denva Hoskins; Instructional Supervisors; School Principals
Mentor Partners Among Schools	The district leadership will assign mentors to principals of schools not reaching their academic targets based on the performance level of the mentor principal (i.e. partnering principals from higher and lower performing schools).	Policy and Process	02/01/2013	11/29/2013	\$0	Amon Couch; Instructional Supervisors; School Principals
District Communication Plan	The district leadership will work with stakeholder groups to create a comprehensive district communication plan so as to equip parents/families with information they need to more effectively partner with the school district to meet the needs of their children.	Parent Involvement	02/01/2013	05/31/2013	\$0	Amon Couch; Instructional Supervisors; School Principals
Identification of Schools Needing Support	The district leadership will use a system of early student performance indicators to identify schools in need of improvement (e.g., district benchmarks, common assessments).	Policy and Process	02/01/2013	05/31/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals

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Gap Group Analysis	The district leadership will work with school leadership to support schools as they analyze student achievement by gap groups, relative to state, district, and district assessment systems.	Academic Support Program	02/01/2013	03/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Prioritize Learning Objectives	District leaders prioritize learning objectives for all grades and subjects to ensure adequate time to teach the written curriculum to the desire level of mastery (e.g. prioritize time for specific learner outcomes).	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals
Professional Development Development and Review Process	District leadership will develop a process by which to critically review professional development to ensure that each session's purpose is for teachers to be able to deliver high quality instruction based on district standards.	Professional Learning	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Missing Piece	The district leadership will facilitate a review of parent / stakeholder involvement throughout the entire district using The Missing Piece	Parent Involvement	02/01/2013	07/30/2013	\$0	Reecia Samples; Amon Couch; Instructional Supervisors; School Principals
Student Engagement Professional Development	District leadership will facilitate the training of teachers district wide on instructional design that promotes higher levels of student engagement and involvement.	Professional Learning	02/01/2013	08/30/2013	\$2500	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

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Intensive Professional Development	The district leadership will provide highly effective (intensive, long-term, and embedded) professional development activities for staff at schools in need of improvement (e.g. external experts or coaches to model lessons, coach, and participate in collaborative teams).	Professional Learning	02/01/2013	08/30/2013	\$2500	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals
Professional Learning Communities	The district leadership will ensure that authentic PLC's are taking place at each school where teachers examine study achievement data, make programmtic decision as well as study and share the instructional practices in the district that are proving most effective.	Professional Learning	02/01/2013	05/31/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Total					\$5000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AdvancEd Accreditation	The district leadership will work with school leadership to earn accreditation through AdvancEd, the K-12 division of the Southern Association of Colleges and Schools. Earning accreditation will force the district to examine critically its processes as it looks at itself in light of the AdvancEd standards. The process will be funded by Promise Neighborhood.	Policy and Process	02/01/2013	12/31/2013	\$5000	Reecia Samples; Amon Couch; Instructional Supervisors; School Principals; Teacher Leaders
Total					\$5000	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Development Process	District leaders establish a highly defined system to develop the district's written curriculum (e.g. review benchmark data throughout the year to inform annual curricular adjustments).	Policy and Process	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Professional Learning Communities	The district leadership will ensure that authentic PLC's are taking place at each school where teachers examine study achievement data, make programmatic decision as well as study and share the instructional practices in the district that are proving most effective.	Professional Learning	02/01/2013	05/31/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Supplement State Standards	District leaders supplement the state standards to provide a more, detailed, aligned district written curriculum (e.g. vertical teams determine learning required at each grade level to master a particular standard).	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals
Comprehensive Written Curriculum	District leaders develop a written curriculum for all grade levels and subjects.	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals

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Prioritize Learning Objectives	District leaders prioritize learning objectives for all grades and subjects to ensure adequate time to teach the written curriculum to the desired level of mastery (e.g. prioritize time for specific learner outcomes).	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals
New Teacher Academy	District leadership will conduct a new teacher academy for any teachers new to teaching or to the district. The academy will meet in a summer session as well as five additional sessions throughout the year on selected topics.	Professional Learning	02/01/2013	08/30/2013	\$1000	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
District Instructional Team	The district leadership will create a district instructional team that is composed of district and school leadership as well as teacher leaders. The purpose of this group is to review policy and examine district curricular, instructional, and assessment issues/challenges.	Academic Support Program	02/01/2013	08/30/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Exceptional Children Instructional Design Training	District leadership will facilitate the training of all district instructional staff on instructional design that pertains to and meets the unique learning needs of students with disabilities.	Professional Learning	02/01/2013	08/30/2013	\$2500	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Student Engagement Professional Development	District leadership will facilitate the training of teachers district wide on instructional design that promotes higher levels of student engagement and involvement.	Professional Learning	02/01/2013	08/30/2013	\$2500	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

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Poverty Instructional Design	District leadership will facilitate the training of all district instructional staff on the unique learning needs of students of poverty and how to design high quality, standards-based instruction that meets these instructional needs.	Professional Learning	02/01/2013	08/30/2013	\$2500	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Professional Development and Review Process	District leadership will develop a process by which to critically review professional development to ensure that each session's purpose is for teachers to be able to deliver high quality instruction based on district standards.	Professional Learning	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
AdvancEd Accreditation	The district leadership will work with school leadership to earn accreditation through AdvancEd, the K-12 division of the Southern Association of Colleges and Schools. Earning accreditation will force the district to examine critically its processes as it looks at itself in light of the AdvancEd standards. The process will be funded by Promise Neighborhood.	Policy and Process	02/01/2013	12/31/2013	\$5000	Reecia Samples; Amon Couch; Instructional Supervisors; School Principals; Teacher Leaders
Identification of Schools Needing Support	The district leadership will use a system of early student performance indicators to identify schools in need of improvement (e.g., district benchmarks, common assessments).	Policy and Process	02/01/2013	05/31/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals
Mentor Partners Among Schools	The district leadership will assign mentors to principals of schools not reaching their academic targets based on the performance level of the mentor principal (i.e. partnering principals from higher and lower performing schools).	Policy and Process	02/01/2013	11/29/2013	\$0	Amon Couch; Instructional Supervisors; School Principals

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Bank of Intervention Strategies	The district leadership will work with school leadership to develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness.	Academic Support Program	02/01/2013	08/30/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Review Format Design	The district leadership will work with school leadership to design a review format for making ongoing modifications to instruction relative to the data.	Policy and Process	02/01/2013	03/29/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
School Improvement Development	The district leadership will develop an intervention plan before schools are identified as needing assistance (e.g. proactive plan that outlines the types of support that will be provided to schools).	Policy and Process	02/01/2013	08/29/2013	\$0	Amon Couch; Instructional Supervisors; School Principals
Gap Group Analysis	The district leadership will work with school leadership to support schools as they analyze student achievement by gap groups, relative to state, district, and district assessment systems.	Academic Support Program	02/01/2013	03/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Intensive Professional Development	The district leadership will provide highly effective (intensive, long-term, and embedded) professional development activities for staff at schools in need of improvement (e.g. external experts or coaches to model lessons, coach, and participate in collaborative teams).	Professional Learning	02/01/2013	08/30/2013	\$2500	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals
District Communication Plan	The district leadership will work with stakeholder groups to create a comprehensive district communication plan so as to equip parents/families with information they need to more effectively partner with the school district to meet the needs of their children.	Parent Involvement	02/01/2013	05/31/2013	\$0	Amon Couch; Instructional Supervisors; School Principals

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Missing Piece	The district leadership will facilitate a review of parent / stakeholder involvement throughout the entire district using The Missing Piece	Parent Involvement	02/01/2013	07/30/2013	\$0	Reecia Samples; Amon Couch; Instructional Supervisors; School Principals
TELL Survey	The district leadership will work with school leadership to encourage all teaching staff to participate in the TELL survey and analyze results at the leadership level and at the staff level.	Other	03/29/2013	08/30/2013	\$0	Reecia Samples; Amon Couch; Denva Hoskins; Instructional Supervisors; School Principals
Becoming Family Friendly	The district leadership will work with school leadership to complete and discuss How Family Friendly is Your School from the book Beyond the Bake Sale to determine how "family friendly" our district and schools are.	Parent Involvement	02/01/2013	06/28/2013	\$0	Reecia Samples; Amon Couch; Denva Hoskins; Instructional Supervisors; School Principals
Book Study "Who Cares?"	The district leadership with school leadership will conduct a book study on the book Who Cares? to strengthen our district's commitment to customer service and family friendliness.	Community Engagement	02/01/2013	05/31/2013	\$500	Reecia Samples; Amon Couch; Denva Hoskins; Instructional Supervisors; School Principals
Perception Surveys	The district leadership will work with school leadership to develop, disseminate and collect surveys from families, students, and the school community (e.g. ASSIST) and analyze results.	Community Engagement	02/01/2013	05/31/2013	\$0	Reecia Samples; Amon Couch; Denva Hoskins; Instructional Supervisors; School Principals
2013 School Board Goals	The school board wil revisit their 2013 goals and either affirm them or make necessary corrections to correspond with CDIP directives.	Policy and Process	02/01/2013	05/31/2013	\$0	Clay County Board of Education; Reecia Samples; Amon Couch

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Mission, Vision, and Beliefs	The school board will revisit its mission, vision, and belief statements as governing ideas for the district and either affirm or make necessary adjustments/revisions.	Policy and Process	02/01/2013	05/30/2013	\$0	Clay County Board of Education; Reecia Samples; Amon Couch
Total					\$16500	

Clay County Public Schools District Improvement Plan 2013

Overview

Plan Name

Clay County Public Schools District Improvement Plan 2013

Plan Description

The district improvement plan for the Clay County Public Schools, submitted on February 1, 2013

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	The averaged combined reading and math K-Prep scores for elementary and middle school students will increase from 35.4% to 67.1% for elementary schools in 2017 and from 30.2% to 65.1% for middle school in 2017.	Objectives: 2 Strategies: 7 Activities: 30	Organizational	Collaborate to increase the averaged combined math and reading K Prep scores in elementary schools from 35.4 to 41.9 and in middle schools from 30.2 to 37.2 by 05/31/2013 as measured by 2013 combined elementary math and reading K Prep scores., Collaborate to provide clear, prioritized learning objectives for the district by grade and subject that all students are expected to master by 08/30/2013 as measured by school and classroom walkthrough data.	\$52600
2	The average freshman graduation rate for students in the Clay County Public Schools will increase from 76% to 90% by 2015.	Objectives: 3 Strategies: 10 Activities: 15	Organizational	Collaborate to increase the average freshman graduation rate for Clay County High School to 70% by 05/31/2013 as measured by the number of freshman students who graduate with their same age peers., Collaborate to improve customer service and increase parent participation at all schools by 10% by 02/01/2013 as measured by school open house documentation and survey response., Collaborate to establish, along with the board of education, strong instructional processes and goals by 05/31/2013 as measured by board of education goals and mission, vision, and belief statements.	\$365500

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3	The percentage of students in the Clay County Public Schools who are college and career ready will increase from 34% to 68% by 2015.	Objectives: 4 Strategies: 14 Activities: 28	Organizational	Collaborate to ensure that the middle school will have 29.7% of students CCR and that the high school will have 32.3% of its students CCR by 05/31/2013 as measured by the Unbridled Learning Formula., Collaborate to earn district accreditation through AdvancEd, the K-12 division of the Southern Association of Colleges and Schools by 12/31/2013 as measured by achieving accreditation according the AdvancEd standards., Collaborate to provide strong principals, a talented teacher pool, and layered professional development by 08/01/2013 as measured by school and classroom walkthrough data., Collaborate to provide clear, prioritized learning objectives by grade and subject that all students are expected to master by 08/01/2013 as measured by school and classroom walkthroughs.	\$31500
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Comprehensive District Improvement Plan

Clay County Public Schools

4	<p>Student achievement in the Clay County Public Schools will increase so that the achievement gap decreases from 70.5 % to 35.2% in elementary school, from 78.1% to 39% in middle school, and from 75.2% to 37.6% in high school by 2017.</p>	<p>Objectives: 6 Strategies: 9 Activities: 17</p>	Organizational	<p>Collaborate to ensure that the overall achievement gap in elementary schools will decrease to ... by 05/31/2013 as measured by spring K-Prep data., Collaborate to develop and use student assessment and data management systems to monitor student learning by 08/30/2013 as measured by student benchmark data (e.g. MAP)., Collaborate to ensure that the overall achievement gap in middle school decreases ... by 05/31/2013 as measured by spring K-Prep data., Collaborate to respond to data through targeted interventions or curricular/instructional adjustments by 08/01/2013 as measured by student benchmark performance data (e.g. MAP)., Collaborate to provide evidence and standards-based instructional tools that support academic rigor for all students. by 08/01/2013 as measured by school and classroom walkthroughs., Collaborate to ensure that the overall achievement gap in high school decreases from 75.2% in 2012 to 67.7% in 2013 by 05/31/2013 as measured by spring K-Prep data.</p>	\$2800
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Goal 1: The averaged combined reading and math K-Prep scores for elementary and middle school students will increase from 35.4% to 67.1% for elementary schools in 2017 and from 30.2% to 65.1% for middle school in 2017.

Measurable Objective 1:

Collaborate to increase the averaged combined math and reading K Prep scores in elementary schools from 35.4 to 41.9 and in middle schools from 30.2 to 37.2 by 05/31/2013 as measured by 2013 combined elementary math and reading K Prep scores.

Strategy 1:

Curriculum Assessment and Alignment - District level instructional staff, in collaboration with principals and teachers from all buildings, will review curriculum documents in both ELA and mathematics to ensure that all required standards are included in the district's curriculum documents. The district will also reformat curriculum documents so that they are user friendly and include them in an accessible location on the district website.

Research Cited: Research supports high levels of student achievement when students are taught from a curriculum that is congruent to rigorous standards.

Activity - Faculty District Wide Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A survey, created by the district instructional support team, will be deployed to all faculty in the district to assess awareness of current curriculum documents, identify limitations of current documents, and pinpoint specific areas of curricular improvement via faculty feedback. Schools: All Schools	Professional Learning	12/03/2012	12/20/2012	\$0	No Funding Required	Amon W. Couch

Activity - Curriculum Adjustments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership team will facilitate curriculum adjustments in each subject area or grade level that may not be aligned to the Common Core Standards or appropriate curricula. This work will be coordinated within each building by working with building level leadership and teacher leaders. Schools: All Schools	Academic Support Program	02/01/2013	04/01/2013	\$0	No Funding Required	Amon Couch, Instructional Supervisors

Activity - District Level Curriculum Design Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The district leadership team will identify and establish a curriculum design team with the purpose of the accomplishing the following tasks: analyze curriculum to identify gaps, make necessary adjustments to curriculum, utilize instructional resources aligned to KCAS, disseminate updated/revised curriculum to teachers to gather feedback and input, review feedback submitted and make necessary resulting decisions, disseminate to all teachers, ensure that teachers implement the curriculum using best practices for instruction and assessment, and monitor implementation throughout the year. Schools: All Schools	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; Curriculum Coaches; Building Principals; Instructional Coaches
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Activity - District ELA and Math Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will design and administer aligned common assessments in ELA and math to students K-8 and will use the results to make curricular and instructional decisions. Schools: All Schools	Academic Support Program	02/01/2013	05/30/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Strategy 2:

Literacy Initiative - The district leadership team will access and disseminate resources to support literacy planning in schools. Ongoing focused support and monitoring will occur to facilitate this work.

Activity - Program Reviews/Literacy Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership work with schools to use the program review process to create literacy / writing plans at each school and provide subsequent follow up and monitoring. Schools: All Schools	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Denva Smith; Judy Smith; Amon Couch; Instructional Supervisors

Activity - Elementary Reading Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will continue to work with school leadership to ensure that the current core program for elementary reading as well as intervention programs are implemented with fidelity to ensure that we meet the goal of at least 90% of all students leaving primary school reading at or above grade level as measured by MAP. Schools: Goose Rock Elementary, Big Creek Elementary, Oneida Elementary School, Paces Creek Elementary, Manchester Elementary School, Hacker Elementary School, Burning Springs Elementary	Academic Support Program	02/01/2013	08/30/2013	\$50000	District Funding	Reecia Samples; Amon Couch; Denva Smith; Instructional Supervisors; School Principals

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Activity - Professional Development Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work with schools to identify gaps in literacy performance to determine professional development needed for instructional improvements. Schools: All Schools	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Denva Smith; Judy Smith; Amon Couch; Instructional Supervisors

Strategy 3:

CIITS - The district leadership, through working with building leadership and CIITS building level points of contact, will ensure that all teachers are using CIITS on a regular basis for curricular, instructional, and assessment purposes.

Activity - CIITS Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will ensure that all work email addresses for teachers and leaders are entered into Infinite Campus and all required custom roles are set up in IC consistently for the district. Schools: All Schools	Technology	02/01/2013	02/28/2013	\$0	No Funding Required	Amon Couch; Denva Smith; Jennifer Smith

Activity - CIITS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will disseminate CIITS training opportunities that currently exist and monitor participation to increase usage. Schools: All Schools	Professional Learning	02/01/2013	05/31/2013	\$0	No Funding Required	Denva Smith; Amon Couch; Instructional Supervisors; Building Level CIITS Team Leaders

Activity - CIITS Instructional Implications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work to ensure that teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement through district curriculum coaches and building level CIITS team leaders in both formal and informal training settings. Schools: All Schools	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Amon Couch; Denva Smith; Instructional Supervisors; Building Principals; Building Level CIITS Team Leaders

Activity - CIITS Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The district leadership will ensure that both district and school leaders use CIITS for analyzing student level data for classroom, schoolwide, and district wide instructional improvements. Schools: All Schools	Policy and Process	02/01/2013	05/31/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; Curriculum Coaches, Building Principals, Building Level CIITS Team Leaders
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Activity - CIITS Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting and will work with school leadership to ensure that this is happening at the school level. Schools: All Schools	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Amon Couch; Denva Smith; Building Principals; Building Level CIITS Team Leaders

Activity - CIITS SBDM Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will monitor use of CIITS and work with schools to involve SBDM to plan goals for continuous involvement to enhance student learning outcomes and meet district RTTT measures. Schools: All Schools	Policy and Process	02/01/2013	05/31/2013	\$0	No Funding Required	Amon Couch; Denva Smith; Instructional Supervisors; Building Principals; SBDM Councils

Strategy 4:

Math Initiative - The district instructional team will identify a district math curriculum team to analyze district math data and make necessary programmatic / instructional decisions.

Activity - Math FAL's/CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will facilitate the implementation of math formative assessment lessons (FAL's) district wide and other online resources through policy development, process integration, and comprehensive monitoring. Schools: All Schools	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Amon Couch; Judy Smith; Instructional Supervisors; Curriculum Coaches

Activity - Math Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The district leadership will support, align funding, and monitor implementation of KCAS through development and implementation of district math policies and math plans in CDIP and school improvement plans. Schools: All Schools	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Amon Couch; Judy Smith; Instructional Supervisors; Curriculum Coaches
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Activity - K-6 Math Program Exploration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will explore options in regard to implementing a comprehensive, standards-based core math program for grades K-6. Schools: Goose Rock Elementary, Big Creek Elementary, Oneida Elementary School, Paces Creek Elementary, Manchester Elementary School, Hacker Elementary School, Burning Springs Elementary	Academic Support Program	02/01/2013	06/28/2013	\$0	No Funding Required	Amon Couch; Judy Smith; Instructional Supervisors; Jennifer McDaniel; District Curriculum Coaches; Math Lead Teachers

Activity - Focused Math Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will facilitate planning using established processes to analyze gaps in district math curriculum / instruction and inform improvements. Schools: All Schools	Academic Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Judy Smith; Amon Couch; Instructional Supervisors; Curriculum Coaches

Strategy 5:

Response to Intervention - The district leadership team will work to establish, communicate, monitor and adjust policies / processes in regard to the district's comprehensive Response to Intervention program to ensure that all student receive personalized instruction based on what is most appropriate for them.

Activity - Professional Development for alternatives to suspension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided to principals and other district administrators on using proactive alternatives to suspension for all students. IDEA B will pay for an outside consultant to provide this training. Schools: All Schools	Professional Learning	02/01/2013	12/13/2013	\$600	Other	Federal Program Coordinator, Susan Burgan

Activity - Behavior screening and flagging system	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>The district will develop and implement a behavior screening and flagging system to incorporate into the district RTI Program. Appropriate Tier 1, 2 and 3 interventions will be made available to RTI Teams.</p> <p>Schools: All Schools</p>	Behavioral Support Program	08/07/2013	01/31/2014	\$2000	District Funding	Federal Program Coordinator, Susan Burgan; Instructional Supervisor, Denva Smith; Safe Schools Coordinator, Denva Hoskins and other district administrators
<p>Activity - Master Schedules</p>	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district leadership will conduct an audit of each school's master schedule to ensure that time has been set aside for personalized academic interventions to occur and that the interventions are high quality and data centered.</p> <p>Schools: All Schools</p>	Policy and Process	02/01/2013	05/31/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; School Principals; Teacher Leaders
<p>Activity - RTI External Partnership</p>	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district leadership will partner with ABRI (University of Louisville) to build a strong RTI program / support structure for students in the area of behavior.</p> <p>Schools: All Schools</p>	Behavioral Support Program	02/01/2013	05/31/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; School Principals
<p>Activity - Regular behavior data review by PLCs</p>	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will ensure that school PLCs review discipline data and discuss appropriate strategies for use with all populations.</p> <p>Schools: All Schools</p>	Behavioral Support Program	08/07/2013	01/31/2014	\$0	No Funding Required	School Principals and District Liaisons
<p>Activity - School Intervention Teams</p>	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>The district leadership will work with schools to establish school intervention teams at each school that looks at academic and behavior data for the school that works to accomplish the following tasks: set academic and behavioral benchmarks and cut scores for each school, consider large areas of student needs and meet within the school to develop plans to address gaps in instructional planning or learned needs based on standards, review school intervention resources that are available, develop plans for Tier 2 and Tier 3 students, both academic and behavioral.</p>	<p>Academic Support Program</p>	<p>02/01/2013</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Amon Couch; Susan Burgan; Denva Smith; Instructional Supervisors; Building Principals</p>
<p>Schools: All Schools</p>						

Strategy 6:

School Readiness - The district leadership team will work with all available external and internal stakeholders and partnerships in the community to ensure that all students enroll in school with the necessary readiness skills to be successful.

Activity - Early Childhood Providers Connection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district leadership will facilitate the contact of the district/schools with early childhood providers in the community and gather pertinent information from them to get to know the incoming kindergarten learners.</p> <p>Schools: Goose Rock Elementary, Big Creek Elementary, Oneida Elementary School, Paces Creek Elementary, Manchester Elementary School, Hacker Elementary School, Burning Springs Elementary</p>	<p>Community Engagement</p>	<p>02/01/2013</p>	<p>07/31/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Vickie Nicholson; Susan Burgan; Instructional Supervisors; Building Principals; Preschool Teachers</p>

Activity - Kindergarten Readiness Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district leadership will work schools to assess all kindergartners at school entry with the common statewide screener (BRIGANCE).</p> <p>Schools: Goose Rock Elementary, Big Creek Elementary, Oneida Elementary School, Paces Creek Elementary, Manchester Elementary School, Hacker Elementary School, Burning Springs Elementary</p>	<p>Academic Support Program</p>	<p>02/01/2013</p>	<p>08/30/2013</p>	<p>\$0</p>	<p>District Funding</p>	<p>Judy Smith; Instructional Supervisors; Building Principals</p>

Measurable Objective 2:

Collaborate to provide clear, prioritized learning objectives for the district by grade and subject that all students are expected to master by 08/30/2013 as measured by school and classroom walkthrough data.

Strategy 1:

Written District Curriculum - District leadership will work with schools and teacher leaders to ensure that every subject area and every grade level has a written, coherent, well organized, accessible, congruent instructional curriculum.

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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district leadership will ensure that authentic PLC's are taking place at each school where teachers examine study achievement data, make programmatic decision as well as study and share the instructional practices in the district that are proving most effective.</p> <p>Schools: All Schools</p>	Professional Learning	02/01/2013	05/31/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Activity - Curriculum Development Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District leaders establish a highly defined system to develop the district's written curriculum (e.g. review benchmark data throughout the year to inform annual curricular adjustments).</p> <p>Schools: All Schools</p>	Policy and Process	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Activity - Prioritize Learning Objectives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District leaders prioritize learning objectives for all grades and subjects to ensure adequate time to teach the written curriculum to the desired level of mastery (e.g. prioritize time for specific learner outcomes).</p> <p>Schools: All Schools</p>	Academic Support Program	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals
Activity - Comprehensive Written Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District leaders develop a written curriculum for all grade levels and subjects.</p> <p>Schools: All Schools</p>	Academic Support Program	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals

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Activity - Supplement State Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leaders supplement the state standards to provide a more, detailed, aligned district written curriculum (e.g. vertical teams determine learning required at each grade level to master a particular standard). Schools: All Schools	Academic Support Program	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals

Goal 2: The average freshman graduation rate for students in the Clay County Public Schools will increase from 76% to 90% by 2015.

Measurable Objective 1:

Collaborate to increase the average freshman graduation rate for Clay County High School to 70% by 05/31/2013 as measured by the number of freshman students who graduate with their same age peers.

Strategy 1:

Targeted Interventions - The schools, with the support of the district, will provide academic and college/career support, both systemic and process-oriented to ensure that students receive instruction and support tailored to their individual needs, both academic and college/career focused.

Research Cited: Research supports the fact that students experience higher levels of achievement when they receive personalized supports, tailored to their individual needs.

Activity - Scheduling of At-Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify at-risk students and schedule courses targeting their ILP's. Schools: All Schools	Academic Support Program	02/01/2013	08/30/2013	\$0	No Funding Required	Principals; Guidance Counselors; Department Chairs

Activity - Career-Oriented PR Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work school leadership and external partners (e.g. Promise Neighborhood / Berea College / ECU / Gear Up) to increase public relations activities with middle schools to include tours of possible career sites, colleges, presentations on careers, discussions on CTE opportunities at the high school, and ILP planning. Schools: Clay County Middle School, Clay County High School	Career Preparation/Orientation	02/01/2013	05/31/2013	\$5000	Other	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principals

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Strategy 2:

Teacher Growth - The district leadership will explore every available option to provide the necessary resources and support to teachers as they deliver instruction to students for the purpose of promoting increased teacher effectiveness and efficacy.

Activity - District Participation in PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will use its participation in the PGES pilot (2011-present) to scale up district involvement in 2013-2014 and eventual full district accountability in 2015. All principals will be trained in the new state evaluation framework. The district evaluation plan will be revised to reflect the assimilation of the PGES system into the district's current system. Schools: All Schools	Professional Learning	02/01/2013	08/30/2013	\$5000	District Funding	Reecia Samples; Amon Couch; School Principals

Strategy 3:

Academic Career Advising - The district leadership will work with school leadership to ensure that all students receive advising specific to their needs in the hopes of guiding them toward a career of their interest.

Activity - Career Pathway Information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work with school leadership at both the high school and middle school to provide middle and high school students with career pathway information related to their ILP's in order to make good elective choices. Schools: Clay County Middle School, Clay County High School	Career Preparation/Orientation	02/01/2013	08/30/2013	\$0	No Funding Required	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principals; Guidance Counselors

Strategy 4:

Utilize the Persistence to Graduation Tool for identifying students at risk of dropping out - Academic Specialists and other coaching/mentoring staff provided by the Promise Neighborhood Grant (PNG) will utilize the Persistence to Graduation Tool and attendance data within Infinite Campus in addition to the Early Warning System developed by PNG personnel to target students who might be off track for graduation. Staff will use these resources to help guide students to appropriate research based interventions according to students' individual needs.

Research Cited: Research based practices were used by KDE to develop the Persistence to Graduation Tool and the accompanying toolkit of interventions.

Activity - Identify students at risk for dropping out	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Academic specialists and other Promise Neighborhood staff will work with school RTI Teams to identify at risk students and ensure they are provided with appropriate research based support and intervention. Promise Neighborhood funds will support this initiative. Schools: All Schools	Academic Support Program	02/01/2013	01/31/2014	\$350000	Other	Federal Program Coordinator, Susan Burgan; Instructional Supervisors; Principals will oversee Promise Neighborhood Staff placed in the schools
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Strategy 5:

Digital Learning - The district leadership will work with school leadership to explore all possible options in terms of how to utilize technology more fully to engage students and promote higher levels of student achievement.

Activity - Instructional Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work with school leadership to traing teachers in using and integrating digital resources that align with standards in KCAS. Schools: All Schools	Technology	02/01/2013	05/31/2013	\$5000	School Council Funds	Amon Couch; Jill Jarvis-Carnahan; Judy Smith; Instructional Supervisors; School Principals

Strategy 6:

Career Readiness Pathways - The district leadership will work with schools to ensure that students have access to courses and support that guides them toward graduation, successful transition, and career success.

Activity - Individualized Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work with the schools to ensure that the ILP is fully utilized at each school and that freshmen are placed in CTE courses that are aligned with their career interests as identified by the ILP. Schools: All Schools	Career Preparation/Orientation	02/01/2013	08/30/2013	\$0	No Funding Required	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principals

Measurable Objective 2:

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Collaborate to improve customer service and increase parent participation at all schools by 10% by 02/01/2013 as measured by school open house documentation and survey response.

Strategy 1:

Customer Service - The district leadership will work with school leadership to implement a customer service initiative district-wide.

Activity - TELL Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work with school leadership to encourage all teaching staff to participate in the TELL survey and analyze results at the leadership level and at the staff level. Schools: All Schools	Other	03/29/2013	08/30/2013	\$0	No Funding Required	Reecia Samples; Amon Couch; Denva Hoskins; Instructional Supervisors; School Principals
Activity - Missing Piece	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will facilitate a review of parent / stakeholder involvement throughout the entire district using The Missing Piece Schools: All Schools	Parent Involvement	02/01/2013	07/30/2013	\$0	No Funding Required	Reecia Samples; Amon Couch; Instructional Supervisors; School Principals
Activity - Perception Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work with school leadership to develop, disseminate and collect surveys from families, students, and the school community (e.g. ASSIST) and analyze results. Schools: All Schools	Community Engagement	02/01/2013	05/31/2013	\$0	No Funding Required	Reecia Samples; Amon Couch; Denva Hoskins; Instructional Supervisors; School Principals
Activity - Becoming Family Friendly	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The district leadership will work with school leadership to complete and discuss How Family Friendly is Your School from the book Beyond the Bake Sale to determine how "family friendly" our district and schools are. Schools: All Schools	Parent Involvement	02/01/2013	06/28/2013	\$0	No Funding Required	Reecia Samples; Amon Couch; Dena Hoskins; Instructional Supervisors; School Principals
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Activity - Book Study "Who Cares?"	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership with school leadership will conduct a book study on the book Who Cares? to strengthen our district's commitment to customer service and family friendliness. Schools: All Schools	Community Engagement	02/01/2013	05/31/2013	\$500	District Funding	Reecia Samples; Amon Couch; Dena Hoskins; Instructional Supervisors; School Principals

Strategy 2:

Effective Communication/Partnerships - The district leadership, with wide stakeholder participation, will explore various avenues and media through which to establish stronger partnerships/communication lines between school, home, and community.

Activity - District Communication Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work with stakeholder groups to create a comprehensive district communication plan so as to equip parents/families with information they need to more effectively partner with the school district to meet the needs of their children. Schools: All Schools	Parent Involvement	02/01/2013	05/31/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; School Principals

Measurable Objective 3:

Collaborate to establish, along with the board of education, strong instructional processes and goals by 05/31/2013 as measured by board of education goals and mission, vision, and belief statements.

Strategy 1:

Visioning - The board of education will revisit its purpose in order to clarify for the district the goals it has set.

Activity - Mission, Vision, and Beliefs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The school board will revisit its mission, vision, and belief statements as governing ideas for the district and either affirm or make necessary adjustments/revisions. Schools: All Schools	Policy and Process	02/01/2013	05/30/2013	\$0	No Funding Required	Clay County Board of Education; Reecia Samples; Amon Couch
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Strategy 2:

School Board Goal Setting - By establishing clear, compelling goals, the board of education will provide instructional leadership for the district.

Activity - 2013 School Board Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school board will revisit their 2013 goals and either affirm them or make necessary corrections to correspond with CDIP directives. Schools: All Schools	Policy and Process	02/01/2013	05/31/2013	\$0	No Funding Required	Clay County Board of Education; Reecia Samples; Amon Couch

Goal 3: The percentage of students in the Clay County Public Schools who are college and career ready will increase from 34% to 68% by 2015.

Measurable Objective 1:

Collaborate to ensure that the middle school will have 29.7% of students CCR and that the high school will have 32.3% of its students CCR by 05/31/2013 as measured by the Unbridled Learning Formula.

Strategy 1:

Academic and Career Advising - Middle and high school students will receive academic and career advising on a regular basis as a part of their daily schedule.

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, promote, and implement Operation Preparation for 8th and 10th grade students Schools: Clay County Middle School, Clay County High School	Career Preparation/Orientation	02/01/2013	05/31/2013	\$1000	Other	Amon Couch; Deann Allen; Instructional Supervisors; School Principals

Activity - Comprehensive School Advising Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The district leadership will work with school leadership to develop a model for comprehensive school advising that best meets the needs of the students. Schools: Clay County Middle School, Clay County High School	Career Preparation/Orientation	02/01/2013	08/30/2013	\$1000	District Funding	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principals
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Activity - Development of a post-secondary education catalogue	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Promise Neighborhood and Student Support Services Staff at CCHS will work together to create a catalogue of available post-secondary education options in the region (e.g. apprenticeships, certificates, training programs) and make available to secondary students in all populations. Schools: Clay County Middle School, Clay County High School	Career Preparation/Orientation	05/31/2013	01/31/2014	\$1000	Other	Federal Program Coordinator, Susan Burgan; Promise Neighborhood Staff and CCHS Student Support Services Staff

Activity - Guidance / Support Services Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work with school leadership to provide professional development for middle and high school counselors on the 16 National Career Clusters and the 79 Career Pathways. Schools: Clay County Middle School, Clay County High School	Professional Learning	02/01/2013	08/30/2013	\$0	No Funding Required	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principals

Strategy 2:

Development of IEPs that lead to successful post-secondary transition - Special education staff will use a variety of resources to develop effective IEPs that will lead to successful post secondary transition for students with disabilities.

Research Cited: National drop out prevention resources and research based practices supported by the Office of Special Education Services

Activity - Utiliza Transition Services Inventory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Special education staff will utilize transition services inventory to identify possible services related to employment and education as part of the IEP Process. Schools: Clay County Middle School, Clay County High School	Career Preparation/Orientation	02/01/2013	01/31/2014	\$0	No Funding Required	Federal Program Coordinator, Susan Burgan; Principals; Special Education Staff
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Activity - Inclusion of appropriate outside agencies in post-secondary planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCHS special education staff will invite staff from Social Security Administration, Office of Vocational Rehabilitation and other outside agencies as needed, in transition planning for students with disabilities. Schools: Clay County Middle School, Clay County High School	Career Preparation/Orientation	02/01/2013	01/31/2014	\$0	No Funding Required	Federal Program Coordinator, Susan Burgan; Principals, Special Education Staff

Activity - Training for Student Support Service and Promise Neighborhood Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide specialized training in transition planning for district student support staff and Promise Neighborhood Staff assigned to CCHS and CCMS, and for all secondary special education staff. Schools: Clay County Middle School, Clay County High School	Professional Learning	02/01/2013	01/30/2014	\$0	No Funding Required	Federal Program Coordinator, Susan Burgan

Strategy 3:

Course and Assessment Alignment - The district leadership will work with school leadership that course offerings and coursework are aligned with state and national CTE standards/assessments.

Activity - Increased CTE Dual Credit/Virtual Course Offerings/Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work with school leadership to explore and increase opportunities for dual and articulated credit through CTE programs. Schools: Clay County High School	Career Preparation/Orientation	02/01/2013	08/30/2013	\$5000	Perkins	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principal

Strategy 4:

Acceleration - The district leadership will work with school leadership to explore opportunities for students to be able to accelerate their learning outside the normal

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parameters of the schedule and school day.

Activity - SBDM Policy on Acceleration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work with school leadership to consider policy that would address policy that would address acceleration strategies for students in the building. Schools: Clay County Middle School, Clay County High School	Policy and Process	02/01/2013	03/29/2013	\$0	No Funding Required	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principals

Strategy 5:

Targeted Interventions - The district leadership will work with school leadership to ensure that students receive opportunities to explore career opportunities and demonstrate college and career readiness.

Activity - Work Keys Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work with school leadership to provide students with practice opportunities for the Work Keys assessments Schools: Clay County High School	Career Preparation/Orientation	02/01/2013	08/30/2013	\$5000	Other	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principal

Measurable Objective 2:

Collaborate to earn district accreditation through AdvancEd, the K-12 division of the Southern Association of Colleges and Schools by 12/31/2013 as measured by achieving accreditation according the AdvancEd standards.

Strategy 1:

Continuous Improvement Processes - The district leadership will strive to embed processes and procedures that will guide the district toward continuous improvement.

Activity - AdvancEd Accreditation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work with school leadership to earn accreditation through AdvancEd, the K-12 division of the Southern Association of Colleges and Schools. Earning accreditation will force the district to examine critically its processes as it looks at itself in light of the AdvancEd standards. The process will be funded by Promise Neighborhood. Schools: All Schools	Policy and Process	02/01/2013	12/31/2013	\$5000	Other	Reecia Samples; Amon Couch; Instructional Supervisors; School Principals; Teacher Leaders

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Measurable Objective 3:

Collaborate to provide strong principals, a talented teacher pool, and layered professional development by 08/01/2013 as measured by school and classroom walkthrough data.

Strategy 1:

Instructional Monitoring and Feedback - The district leadership will train and equip principals with critical skills to be able to monitor instruction effectively and provide teachers with specific, authentic feedback with the purpose of increasing teacher performance and efficacy.

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will conduct a book study with both district and school leadership on the books Crucial Conversations and Critical Conversations. Schools: All Schools	Professional Learning	02/01/2013	12/31/2013	\$1000	District Funding	Reecia Samples; Amon Couch; Instructional Supervisors; School Principals

Strategy 2:

New Teacher Training - District leadership will focus new teacher professional development activities on the district's curriculum, instruction, and assessment system.

Activity - New Teacher Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will conduct a new teacher academy for any teachers new to teaching or to the district. The academy will meet in a summer session as well as five additional sessions throughout the year on selected topics. Schools: All Schools	Professional Learning	02/01/2013	08/30/2013	\$1000	District Funding	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Strategy 3:

District Collaborative Capacity - The district leadership will create the infrastructure and build the capacity for collaboration at the district, school, and classroom levels.

Activity - District Instructional Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The district leadership will create a district instructional team that is composed of district and school leadership as well as teacher leaders. The purpose of this group is to review policy and examine district curricular, instructional, and assessment issues/challenges.	Academic Support Program	02/01/2013	08/30/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Schools: All Schools						

Strategy 4:

Leadership Development - District leadership, in conjunction with principals, will identify and develop internal candidates for leadership positions.

Activity - District Leadership Retreat	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership, including central office administrators, school administrators, and school board members, will attend a 2 day summer leadership retreat, hosted locally by the district for the purpose of planning for the 2013-2014 school year.	Professional Learning	02/01/2013	07/31/2013	\$500	District Funding	Reecia Samples; Amon Couch; Instructional Supervisors; School Principals
Schools: All Schools						
Activity - Leadership Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will organize and conduct a leadership academy for aspiring leaders that will meet three times each year (e.g. a summer session as well as one session each semester).	Professional Learning	02/01/2013	03/28/2013	\$1000	District Funding	Amon Couch; Instructional Supervisors; School Principals
Schools: All Schools						

Strategy 5:

High Quality Professional Development - District leadership will focus all professional development on understanding, teaching, and assessing the district's written curriculum.

Activity - Professional Development Development and Review Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District leadership will develop a process by which to critically review professional development to ensure that each session's purpose is for teachers to be able to deliver high quality instruction based on district standards. Schools: All Schools	Professional Learning	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
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Activity - Exceptional Children Instructional Design Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will facilitate the training of all district instructional staff on instructional design that pertains to and meets the unique learning needs of students with disabilities. Schools: All Schools	Professional Learning	02/01/2013	08/30/2013	\$2500	District Funding	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Activity - Student Engagement Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will facilitate the training of teachers district wide on instructional design that promotes higher levels of student engagement and involvement. Schools: All Schools	Professional Learning	02/01/2013	08/30/2013	\$2500	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Activity - Poverty Instructional Design	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will facilitate the training of all district instructional staff on the unique learning needs of students of poverty and how to design high quality, standards-based instruction that meets these instructional needs. Schools: All Schools	Professional Learning	02/01/2013	08/30/2013	\$2500	District Funding	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

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Measurable Objective 4:

Collaborate to provide clear, prioritized learning objectives by grade and subject that all students are expected to master by 08/01/2013 as measured by school and classroom walkthroughs.

Strategy 1:

Use of Supporting Materials - District leadership will clarify the learning objectives of the district's written curriculum with supporting materials.

Activity - Curriculum Documents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leaders clarify the learning objectives of the district's curriculum by allocating teaching time through curriculum maps or pacing guides for all content areas and grade levels. Schools: All Schools	Academic Support Program	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Activity - Mastery-level Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leaders clarify the level to which each learning objective is to be learned by providing sample problems with examples of mastery-level student work. Schools: All Schools	Academic Support Program	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Activity - Model Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leaders clarify the learning objectives of the district's curriculum through standards-based model lessons for all core content areas. Schools: All Schools	Direct Instruction	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Strategy 2:

Curricular Monitoring - District leadership will required that the district's written curriculum is the taught curriculum in every classroom.

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Activity - Needs-Based Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will ensure that teachers receive professional development experiences relevant to their needs, based on evaluation and walkthrough data. Schools: All Schools	Professional Learning	02/01/2013	08/01/2013	\$2500	District Funding	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Activity - Comprehensive Instructional and Curricular Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school leadership will conduct frequent instructional and curricular walkthroughs at both the school and classroom level, using Observation 360, with subsequent personalized feedback to teachers in order to identify professional development needs. Schools: All Schools	Professional Learning	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Strategy 3:

Vertical Curriculum Alignment - District leadership will work with schools to vertically align the district curriculum PreK-12 by mapping backwards from the needs of successful graduates.

Activity - Definition of Requirements for Successful Graduates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leaders define requirements for successful graduates that fully specify the affective and cognitive knowledge and skills necessary in post-secondary settings (e.g. meet national college and career readiness benchmarks). Schools: All Schools	Career Preparation/Orientation	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; School Principals; School Counselor/Support Staff

Activity - Vertical Curriculum Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District leaders create PreK-12 vertical alignment teams for all content areas. Schools: All Schools	Academic Support Program	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
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Activity - Vertical Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leaders ensure that the written curriculum is vertically aligned completely from the highest to the lowest grade levels in the district. Schools: All Schools	Academic Support Program	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Goal 4: Student achievement in the Clay County Public Schools will increase so that the achievement gap decreases from 70.5 % to 35.2% in elementary school, from 78.1% to 39% in middle school, and from 75.2% to 37.6% in high school by 2017.

Measurable Objective 1:

Collaborate to ensure that the overall achievement gap in elementary schools will decrease to ... by 05/31/2013 as measured by spring K-Prep data.

Strategy 1:

Best Practice - Students will be exposed to instruction that is based on best practice.

Activity - Clearly Defined District Instructional Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The district will establish and communicate clear, universal, instructional expectations for all schools to be implemented in all classrooms on a daily basis, regardless of subject area or grade level.	Direct Instruction	02/01/2013	05/31/2013	\$0	No Funding Required	Reecia Samples, Superintendent; Amon Couch, Assistant Superintendent; Instructional Supervisors; School Principals
Schools: All Schools						

Measurable Objective 2:

Collaborate to develop and use student assessment and data management systems to monitor student learning by 08/30/2013 as measured by student benchmark data (e.g. MAP).

Strategy 1:

Performance Data Monitoring - District leadership will monitor school and student performance data regularly with principals.

Activity - Monthly Turnaround Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will conduct monthly goal-setting and accountability meetings with each principal individually. The superintendent or designee will facilitate the conversation, assisted by the school liason. Monthly goals will be established at each meeting to provide ongoing followup and accountability.	Policy and Process	02/01/2013	08/30/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; School Principals
Schools: All Schools						

Measurable Objective 3:

Collaborate to ensure that the overall achievement gap in middle school decreases ... by 05/31/2013 as measured by spring K-Prep data.

Strategy 1:

Best Practice - ...

Activity - Clearly Defined District Instructional Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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...	Direct Instruction	02/01/2013	05/31/2013	\$0	No Funding Required	Reecia Samples, Superintendent; Amon Couch, Assistant Superintendent; Instructional Supervisors; School Principals
Schools: Clay County Middle School						

Measurable Objective 4:

Collaborate to respond to data through targeted interventions or curricular/instructional adjustments by 08/01/2013 as measured by student benchmark performance data (e.g. MAP).

Strategy 1:

Training on differentiated instruction - Training will be provided to staff regarding differentiated instruction for students not meeting benchmarks, with followup activities by administrators to ensure appropriate differentiated instruction is used in the classroom setting.

Research Cited: Research in the areas of reading, math and education for students with disabilities supports the provision of differentiating instruction.

Activity - Training for administrators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and Instructional Supervisors will receive training on how to support and monitor instruction for diverse learners. A consultant from the Southeast Educational Cooperative will provide appropriate training during a district Principals meeting. IDEA-B will pay for materials.	Professional Learning	02/01/2013	12/13/2013	\$100	Other	Federal Program Coordinator, Susan Burgan
Schools: All Schools						

Activity - Training on differentiated instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training on differentiated instruction will be provided for all interested staff. Consultants from the Southeast Educational Cooperative will be enlisted to provide the training. IDEA B will cover the costs of materials.	Academic Support Program	05/30/2013	08/15/2013	\$200	Other	Federal Program Coordinator, Susan Burgan
Schools: All Schools						

Strategy 2:

Targeted School Support - The district leadership will quickly identify and assist schools that are not reaching their schol improvement goals.

Activity - Gap Group Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The district leadership will work with school leadership to support schools as they analyze student achievement by gap groups, relative to state, district, and district assessment systems. Schools: All Schools	Academic Support Program	02/01/2013	03/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
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Activity - Identification of Schools Needing Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will use a system of early student performance indicators to identify schools in need of improvement (e.g., district benchmarks, common assessments). Schools: All Schools	Policy and Process	02/01/2013	05/31/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals

Activity - School Improvement Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will develop an intervention plan before schools are identified as needing assistance (e.g. proactive plan that outlines the types of support that will be provided to schools). Schools: All Schools	Policy and Process	02/01/2013	08/29/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; School Principals

Activity - Review Format Design	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work with school leadership to design a review format for making ongoing modifications to instruction relative to the data. Schools: All Schools	Policy and Process	02/01/2013	03/29/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Activity - Bank of Intervention Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The district leadership will work with school leadership to develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness. Schools: All Schools	Academic Support Program	02/01/2013	08/30/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
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Activity - Mentor Partners Among Schools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will assign mentors to principals of schools not reaching their academic targets based on the performance level of the mentor principal (i.e. partnering principals from higher and lower performing schools). Schools: All Schools	Policy and Process	02/01/2013	11/29/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; School Principals

Activity - Intensive Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will provide highly effective (intensive, long-term, and embedded) professional development activities for staff at schools in need of improvement (e.g. external experts or coaches to model lessons, coach, and participate in collaborative teams). Schools: All Schools	Professional Learning	02/01/2013	08/30/2013	\$2500	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals

Measurable Objective 5:

Collaborate to provide evidence and standards-based instructional tools that support academic rigor for all students. by 08/01/2013 as measured by school and classroom walkthroughs.

Strategy 1:

Support for decision making regarding accommodations - The district will provide support to both regular education and special education staff regarding decision making as it relates to IEP accommodations. Black Board will be used to provide mandatory training.

Research Cited: State regulations prescribe the use of accommodations for students with disabilities.

Activity - Accommodations Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Regular and special education staff will receive training on prescribing and implementing appropriate accommodations for students with disabilities. The district will review electronic documentation to ensure all teachers are trained annually. Schools: All Schools	Professional Learning	02/01/2013	01/31/2014	\$0	No Funding Required	Federal Program Coordinator, Susan Burgan; Principals; PD Coordinators
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Strategy 2:

Program Evaluation Process - The district leadership will assess the effectiveness and alignment of each instructional program prior to full implementation.

Activity - Programmatic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership, as a part of the program evaluation process, will provide essential support and resources to implement each adopted instructional program. Schools: All Schools	Policy and Process	02/01/2013	05/30/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

Activity - Program Evaluation District - Monthly Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will discuss district program implementation as a standing agenda item at one of its weekly meetings each month. Schools: All Schools	Policy and Process	02/01/2013	08/01/2013	\$0	No Funding Required	Amon Couch; Instructional Supervisors

Strategy 3:

Standards based IEPs - The district will monitor the use of the IEP Development Guidance Document to ensure IEPs for students with disabilities are standards based as well as written to meet the unique needs of individual students.

Research Cited: Federal and state regulations require students with disabilities have access to the general curriculum.

Activity - Monitor IEPS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The district will conduct a due process folder review of a minimum of 10% of special education due process folders to ensure they are standards based.</p> <p>Schools: All Schools</p>	<p>Policy and Process</p>	<p>02/01/2013</p>	<p>01/31/2014</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Federal Program Coordinator, Susan Burgan; Principals; Special Education Staff</p>
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Measurable Objective 6:

Collaborate to ensure that the overall achievement gap in high school decreases from 75.2% in 2012 to 67.7% in 2013 by 05/31/2013 as measured by spring K-Prep data.

Strategy 1:

Best Practice - ...

Activity - Clearly Defined District Instructional Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>....</p> <p>Schools: Clay County High School</p>	<p>Direct Instruction</p>	<p>02/01/2013</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Reecia Samples, Superintendent; Amon Couch, Assistant Superintendent; Instructional Supervisors; School Principals</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Technology Integration	The district leadership will work with school leadership to traing teachers in using and integrating digital resources that align with standards in KCAS.	Technology	02/01/2013	05/31/2013	\$5000	Amon Couch; Jill Jarvis-Carnahan; Judy Smith; Instructional Supervisors; School Principals
Total					\$5000	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Increased CTE Dual Credit/Virtual Course Offerings/Opportunities	The district leadership will work with school leadership to explore and increase opportunities for dual and articulated credit through CTE programs.	Career Preparation/Orientation	02/01/2013	08/30/2013	\$5000	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principal
Total					\$5000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District Participation in PGES	The district will use its participation in the PGES pilot (2011-present) to scale up district involvement in 2013-2014 and eventual full district accountability in 2015. All principals will be trained in the new state evaluation framework. The district evaluation plan will be revised to reflect the assimilation of the PGES system into the district's current system.	Professional Learning	02/01/2013	08/30/2013	\$5000	Reecia Samples; Amon Couch; School Principals

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Kindergarten Readiness Screener	The district leadership will work schools to assess all kindergartners at school entry with the common statewide screener (BRIGANCE).	Academic Support Program	02/01/2013	08/30/2013	\$0	Judy Smith; Instructional Supervisors; Building Principals
Poverty Instructional Design	District leadership will facilitate the training of all district instructional staff on the unique learning needs of students of poverty and how to design high quality, standards-based instruction that meets these instructional needs.	Professional Learning	02/01/2013	08/30/2013	\$2500	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
New Teacher Academy	District leadership will conduct a new teacher academy for any teachers new to teaching or to the district. The academy will meet in a summer session as well as five additional sessions throughout the year on selected topics.	Professional Learning	02/01/2013	08/30/2013	\$1000	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
District Leadership Retreat	The district leadership, including central office administrators, school administrators, and school board members, will attend a 2 day summer leadership retreat, hosted locally by the district for the purpose of planning for the 2013-2014 school year.	Professional Learning	02/01/2013	07/31/2013	\$500	Reecia Samples; Amon Couch; Instructional Supervisors; School Principals
Leadership Academy	District leadership will organize and conduct a leadership academy for aspiring leaders that will meet three times each year (e.g. a summer session as well as one session each semester).	Professional Learning	02/01/2013	03/28/2013	\$1000	Amon Couch; Instructional Supervisors; School Principals
Book Study	The district leadership will conduct a book study with both district and school leadership on the books Crucial Conversations and Critical Conversations.	Professional Learning	02/01/2013	12/31/2013	\$1000	Reecia Samples; Amon Couch; Instructional Supervisors; School Principals

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Exceptional Children Instructional Design Training	District leadership will facilitate the training of all district instructional staff on instructional design that pertains to and meets the unique learning needs of students with disabilities.	Professional Learning	02/01/2013	08/30/2013	\$2500	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Comprehensive School Advising Program	The district leadership will work with school leadership to develop a model for comprehensive school advising that best meets the needs of the students.	Career Preparation/Orientation	02/01/2013	08/30/2013	\$1000	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principals
Elementary Reading Initiative	The district leadership will continue to work with school leadership to ensure that the current core program for elementary reading as well as intervention programs are implemented with fidelity to ensure that we meet the goal of at least 90% of all students leaving primary school reading at or above grade level as measured by MAP.	Academic Support Program	02/01/2013	08/30/2013	\$50000	Reecia Samples; Amon Couch; Denva Smith; Instructional Supervisors; School Principals
Behavior screening and flagging system	The district will develop and implement a behavior screening and flagging system to incorporate into the district RTI Program. Appropriate Tier 1, 2 and 3 interventions will be made available to RTI Teams.	Behavioral Support Program	08/07/2013	01/31/2014	\$2000	Federal Program Coordinator, Susan Burgan; Instructional Supervisor, Denva Smith; Safe Schools Coordinator, Denva Hoskins and other district administrators
Book Study "Who Cares?"	The district leadership with school leadership will conduct a book study on the book Who Cares? to strengthen our district's commitment to customer service and family friendliness.	Community Engagement	02/01/2013	05/31/2013	\$500	Reecia Samples; Amon Couch; Denva Hoskins; Instructional Supervisors; School Principals

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Needs-Based Professional Development	District leadership will ensure that teachers receive professional development experiences relevant to their needs, based on evaluation and walkthrough data.	Professional Learning	02/01/2013	08/01/2013	\$2500	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Total					\$69500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Reviews/Literacy Plans	The district leadership work with schools to use the program review process to create literacy / writing plans at each school and provide subsequent follow up and monitoring.	Academic Support Program	02/01/2013	05/31/2013	\$0	Denva Smith; Judy Smith; Amon Couch; Instructional Supervisors
Comprehensive Instructional and Curricular Monitoring	District and school leadership will conduct frequent instructional and curricular walkthroughs at both the school and classroom level, using Observation 360, with subsequent personalized feedback to teachers in order to identify professional development needs.	Professional Learning	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Clearly Defined District Instructional Expectations	The district will establish and communicate clear, universal, instructional expectations for all schools to be implemented in all classrooms on a daily basis, regardless of subject area or grade level.	Direct Instruction	02/01/2013	05/31/2013	\$0	Reecia Samples, Superintendent; Amon Couch, Assistant Superintendent; Instructional Supervisors; School Principals

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Early Childhood Providers Connection	The district leadership will facilitate the contact of the district/schools with early childhood providers in the community and gather pertinent information from them to get to know the incoming kindergarten learners.	Community Engagement	02/01/2013	07/31/2013	\$0	Vickie Nicholson; Susan Burgan; Instructional Supervisors; Building Principals; Preschool Teachers
Math FAL's/CIITS	The district leadership will facilitate the implementation of math formative assessment lessons (FAL's) district wide and other online resources through policy development, process integration, and comprehensive monitoring.	Academic Support Program	02/01/2013	05/31/2013	\$0	Amon Couch; Judy Smith; Instructional Supervisors; Curriculum Coaches
Vertical Curriculum Alignment	District leaders ensure that the written curriculum is vertically aligned completely from the highest to the lowest grade levels in the district.	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Mentor Partners Among Schools	The district leadership will assign mentors to principals of schools not reaching their academic targets based on the performance level of the mentor principal (i.e. partnering principals from higher and lower performing schools).	Policy and Process	02/01/2013	11/29/2013	\$0	Amon Couch; Instructional Supervisors; School Principals
Regular behavior data review by PLCs	The district will ensure that school PLCs review discipline data and discuss appropriate strategies for use with all populations.	Behavioral Support Program	08/07/2013	01/31/2014	\$0	School Principals and District Liaisons
Professional Development Planning	The district leadership will work with schools to identify gaps in literacy performance to determine professional development needed for instructional improvements.	Academic Support Program	02/01/2013	05/31/2013	\$0	Denva Smith; Judy Smith; Amon Couch; Instructional Supervisors
Student Engagement Professional Development	District leadership will facilitate the training of teachers district wide on instructional design that promotes higher levels of student engagement and involvement.	Professional Learning	02/01/2013	08/30/2013	\$2500	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

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SBDM Policy on Acceleration	The district leadership will work with school leadership to consider policy that would address policy that would address acceleration strategies for students in the building.	Policy and Process	02/01/2013	03/29/2013	\$0	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principals
Prioritize Learning Objectives	District leaders prioritize learning objectives for all grades and subjects to ensure adequate time to teach the written curriculum to the desired level of mastery (e.g. prioritize time for specific learner outcomes).	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals
Mission, Vision, and Beliefs	The school board will revisit its mission, vision, and belief statements as governing ideas for the district and either affirm or make necessary adjustments/revisions.	Policy and Process	02/01/2013	05/30/2013	\$0	Clay County Board of Education; Reecia Samples; Amon Couch
District Instructional Team	The district leadership will create a district instructional team that is composed of district and school leadership as well as teacher leaders. The purpose of this group is to review policy and examine district curricular, instructional, and assessment issues/challenges.	Academic Support Program	02/01/2013	08/30/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Monthly Turnaround Meetings	District leadership will conduct monthly goal-setting and accountability meetings with each principal individually. The superintendent or designee will facilitate the conversation, assisted by the school liaison. Monthly goals will be established at each meeting to provide ongoing followup and accountability.	Policy and Process	02/01/2013	08/30/2013	\$0	Amon Couch; Instructional Supervisors; School Principals
CIITS Access	The district leadership will ensure that all work email addresses for teachers and leaders are entered into Infinite Campus and all required custom roles are set up in IC consistently for the district.	Technology	02/01/2013	02/28/2013	\$0	Amon Couch; Denna Smith; Jennifer Smith

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Career Pathway Information	The district leadership will work with school leadership at both the high school and middle school to provide middle and high school students with career pathway information related to their ILP's in order to make good elective choices.	Career Preparation/Orientation	02/01/2013	08/30/2013	\$0	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principals; Guidance Counselors
Training for Student Support Service and Promise Neighborhood Staff	Provide specialized training in transition planning for district student support staff and Promise Neighborhood Staff assigned to CCHS and CCMS, and for all secondary special education staff.	Professional Learning	02/01/2013	01/30/2014	\$0	Federal Program Coordinator, Susan Burgan
District ELA and Math Common Assessments	The district leadership will design and administer aligned common assessments in ELA and math to students K-8 and will use the results to make curricular and instructional decisions.	Academic Support Program	02/01/2013	05/30/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Supplement State Standards	District leaders supplement the state standards to provide a more, detailed, aligned district written curriculum (e.g. vertical teams determine learning required at each grade level to master a particular standard).	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals
Math Support	The district leadership will support, align funding, and monitor implementation of KCAS through development and implementation of district math policies and math plans in CDIP and school improvement plans.	Academic Support Program	02/01/2013	05/31/2013	\$0	Amon Couch; Judy Smith; Instructional Supervisors; Curriculum Coaches
Vertical Curriculum Teams	District leaders create PreK-12 vertical alignment teams for all content areas.	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

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Becoming Family Friendly	The district leadership will work with school leadership to complete and discuss How Family Friendly is Your School from the book Beyond the Bake Sale to determine how "family friendly" our district and schools are.	Parent Involvement	02/01/2013	06/28/2013	\$0	Reecia Samples; Amon Couch; Denva Hoskins; Instructional Supervisors; School Principals
Mastery-level Student Work	District leaders clarify the level to which each learning objective is to be learned by providing sample problems with examples of mastery-level student work.	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Scheduling of At-Risk Students	Identify at-risk students and schedule courses targeting their ILP's.	Academic Support Program	02/01/2013	08/30/2013	\$0	Principals; Guidance Counselors; Department Chairs
School Improvement Development	The district leadership will develop an intervention plan before schools are identified as needing assistance (e.g. proactive plan that outlines the types of support that will be provided to schools).	Policy and Process	02/01/2013	08/29/2013	\$0	Amon Couch; Instructional Supervisors; School Principals
CIITS Training	The district leadership will disseminate CIITS training opportunities that currently exist and monitor participation to increase usage.	Professional Learning	02/01/2013	05/31/2013	\$0	Denva Smith; Amon Couch; Instructional Supervisors; Building Level CIITS Team Leaders
Professional Development Development and Review Process	District leadership will develop a process by which to critically review professional development to ensure that each session's purpose is for teachers to be able to deliver high quality instruction based on district standards.	Professional Learning	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

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Bank of Intervention Strategies	The district leadership will work with school leadership to develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness.	Academic Support Program	02/01/2013	08/30/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
CIITS Data Analysis	The district leadership will ensure that both district and school leaders use CIITS for analyzing student level data for classroom, schoolwide, and district wide instructional improvements.	Policy and Process	02/01/2013	05/31/2013	\$0	Amon Couch; Instructional Supervisors; Curriculum Coaches, Building Principals, Building Level CIITS Team Leaders
Clearly Defined District Instructional Expectations	Direct Instruction	02/01/2013	05/31/2013	\$0	Reecia Samples, Superintendent; Amon Couch, Assistant Superintendent; Instructional Supervisors; School Principals
CIITS SBDM Connections	The district leadership will monitor use of CIITS and work with schools to involve SBDM to plan goals for continuous involvement to enhance student learning outcomes and meet district RTTT measures.	Policy and Process	02/01/2013	05/31/2013	\$0	Amon Couch; Denva Smith; Instructional Supervisors; Building Principals; SBDM Councils
CIITS Instructional Implications	The district leadership will work to ensure that teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement through district curriculum coaches and building level CIITS team leaders in both formal and informal training settings.	Academic Support Program	02/01/2013	05/31/2013	\$0	Amon Couch; Denva Smith; Instructional Supervisors; Building Principals; Building Level CIITS Team Leaders

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Focused Math Planning	The district leadership will facilitate planning using established processes to analyze gaps in district math curriculum / instruction and inform improvements.	Academic Support Program	02/01/2013	05/31/2013	\$0	Judy Smith; Amon Couch; Instructional Supervisors; Curriculum Coaches
District Communication Plan	The district leadership will work with stakeholder groups to create a comprehensive district communication plan so as to equip parents/families with information they need to more effectively partner with the school district to meet the needs of their children.	Parent Involvement	02/01/2013	05/31/2013	\$0	Amon Couch; Instructional Supervisors; School Principals
Clearly Defined District Instructional Expectations	...	Direct Instruction	02/01/2013	05/31/2013	\$0	Reecia Samples, Superintendent; Amon Couch, Assistant Superintendent; Instructional Supervisors; School Principals
Program Evaluation District - Monthly Work	District leadership will discuss district program implementation as a standing agenda item at one of its weekly meetings each month.	Policy and Process	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors
Intensive Professional Development	The district leadership will provide highly effective (intensive, long-term, and embedded) professional development activities for staff at schools in need of improvement (e.g. external experts or coaches to model lessons, coach, and participate in collaborative teams).	Professional Learning	02/01/2013	08/30/2013	\$2500	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals
Model Lessons	District leaders clarify the learning objectives of the district's curriculum through standards-based model lessons for all core content areas.	Direct Instruction	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

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Missing Piece	The district leadership will facilitate a review of parent / stakeholder involvement throughout the entire district using The Missing Piece	Parent Involvement	02/01/2013	07/30/2013	\$0	Reecia Samples; Amon Couch; Instructional Supervisors; School Principals
Comprehensive Written Curriculum	District leaders develop a written curriculum for all grade levels and subjects.	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals
Individualized Learning Plan	The district leadership will work with the schools to ensure that the ILP is fully utilized at each school and that freshmen are placed in CTE courses that are aligned with their career interests as identified by the ILP.	Career Preparation/Orientation	02/01/2013	08/30/2013	\$0	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principals
2013 School Board Goals	The school board will revisit their 2013 goals and either affirm them or make necessary corrections to correspond with CDIP directives.	Policy and Process	02/01/2013	05/31/2013	\$0	Clay County Board of Education; Reecia Samples; Amon Couch
Faculty District Wide Survey	A survey, created by the district instructional support team, will be deployed to all faculty in the district to assess awareness of current curriculum documents, identify limitations of current documents, and pinpoint specific areas of curricular improvement via faculty feedback.	Professional Learning	12/03/2012	12/20/2012	\$0	Amon W. Couch
Gap Group Analysis	The district leadership will work with school leadership to support schools as they analyze student achievement by gap groups, relative to state, district, and district assessment systems.	Academic Support Program	02/01/2013	03/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

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CIITS Implementation	The district leadership will use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting and will work with school leadership to ensure that this is happening at the school level.	Academic Support Program	02/01/2013	05/31/2013	\$0	Amon Couch; Denva Smith; Building Principals; Building Level CIITS Team Leaders
Master Schedules	The district leadership will conduct an audit of each school's master schedule to ensure that time has been set aside for personalized academic interventions to occur and that the interventions are high quality and data centered.	Policy and Process	02/01/2013	05/31/2013	\$0	Amon Couch; Instructional Supervisors; School Principals; Teacher Leaders
Accommodations Training	Regular and special education staff will receive training on prescribing and implementing appropriate accommodations for students with disabilities. The district will review electronic documentation to ensure all teachers are trained annually.	Professional Learning	02/01/2013	01/31/2014	\$0	Federal Program Coordinator, Susan Burgan; Principals; PD Coordinators
Programmatic Support	The district leadership, as a part of the program evaluation process, will provide essential support and resources to implement each adopted instructional program.	Policy and Process	02/01/2013	05/30/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Curriculum Adjustments	The district leadership team will facilitate curriculum adjustments in each subject area or grade level that may not be aligned to the Common Core Standards or appropriate curricula. This work will be coordinated within each building by working with building level leadership and teacher leaders.	Academic Support Program	02/01/2013	04/01/2013	\$0	Amon Couch, Instructional Supervisors
Curriculum Documents	District leaders clarify the learning objectives of the district's curriculum by allocating teaching time through curriculum maps or pacing guides for all content areas and grade levels.	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

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Curriculum Development Process	District leaders establish a highly defined system to develop the district's written curriculum (e.g. review benchmark data throughout the year to inform annual curricular adjustments).	Policy and Process	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
School Intervention Teams	The district leadership will work with schools to establish school intervention teams at each school that looks at academic and behavior data for the school that works to accomplish the following tasks: set academic and behavioral benchmarks and cut scores for each school, consider large areas of student needs and meet within the school to develop plans to address gaps in instructional planning or learned needs based on standards, review school intervention resources that are available, develop plans for Tier 2 and Tier 3 students, both academic and behavioral.	Academic Support Program	02/01/2013	05/31/2013	\$0	Amon Couch; Susan Burgan; Denva Smith; Instructional Supervisors; Building Principals
RTI External Partnership	The district leadership will partner with ABRI (University of Louisville) to build a strong RTI program / support structure for students in the area of behavior.	Behavioral Support Program	02/01/2013	05/31/2013	\$0	Amon Couch; Instructional Supervisors; School Principals
Inclusion of appropriate outside agencies in post-secondary planning	CCHS special education staff will invite staff from Social Security Administration, Office of Vocational Rehabilitation and other outside agencies as needed, in transition planning for students with disabilities.	Career Preparation/Orientation	02/01/2013	01/31/2014	\$0	Federal Program Coordinator, Susan Burgan; Principals, Special Education Staff
Monitor IEPS	The district will conduct a due process folder review of a minimum of 10% of special education due process folders to ensure they are standards based.	Policy and Process	02/01/2013	01/31/2014	\$0	Federal Program Coordinator, Susan Burgan; Principals; Special Education Staff

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Perception Surveys	The district leadership will work with school leadership to develop, disseminate and collect surveys from families, students, and the school community (e.g. ASSIST) and analyze results.	Community Engagement	02/01/2013	05/31/2013	\$0	Reecia Samples; Amon Couch; Denva Hoskins; Instructional Supervisors; School Principals
K-6 Math Program Exploration	The district leadership will explore options in regard to implementing a comprehensive, standards-based core math program for grades K-6.	Academic Support Program	02/01/2013	06/28/2013	\$0	Amon Couch; Judy Smith; Instructional Supervisors; Jennifer McDaniel; District Curriculum Coaches; Math Lead Teachers
Identification of Schools Needing Support	The district leadership will use a system of early student performance indicators to identify schools in need of improvement (e.g., district benchmarks, common assessments).	Policy and Process	02/01/2013	05/31/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals
Guidance / Support Services Training	The district leadership will work with school leadership to provide professional development for middle and high school counselors on the 16 National Career Clusters and the 79 Career Pathways.	Professional Learning	02/01/2013	08/30/2013	\$0	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principals
Review Format Design	The district leadership will work with school leadership to design a review format for making ongoing modifications to instruction relative to the data.	Policy and Process	02/01/2013	03/29/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

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Utiliza Transition Services Inventory	Special education staff will 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	01/31/2014	\$0	Federal Program Coordinator, Susan Burgan; Principals; Special Education Staff
Definition of Requirements for Successful Graduates	District leaders define requirements for successful graduates that fully specify the affective and cognitive knowledge and skills necessary in post-secondary settings (e.g. meet national college and career readiness benchmarks).	Career Preparation/Orientation	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; School Principals; School Counselor/Support Staff
Professional Learning Communities	The district leadership will ensure that authentic PLC's are taking place at each school where teachers examine study achievement data, make programmatic decision as well as study and share the instructional practices in the district that are proving most effective.	Professional Learning	02/01/2013	05/31/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
District Level Curriculum Design Team	The district leadership team will identify and establish a curriculum design team with the purpose of the accomplishing the following tasks: analyze curriculum to identify gaps, make necessary adjustments to curriculum, utilize instructional resources aligned to KCAS, disseminate updated/revised curriculum to teachers to gather feedback and input, review feedback submitted and make necessary resulting decisions, disseminate to all teachers, ensure that teachers implement the curriculum using best practices for instruction and assessment, and monitor implementation throughout the year.	Academic Support Program	02/01/2013	05/31/2013	\$0	Amon Couch; Instructional Supervisors; Curriculum Coaches; Building Principals; Instructional Coaches
TELL Survey	The district leadership will work with school leadership to encourage all teaching staff to participate in the TELL survey and analyze results at the leadership level and at the staff level.	Other	03/29/2013	08/30/2013	\$0	Reecia Samples; Amon Couch; Denva Hoskins; Instructional Supervisors; School Principals
Total					\$5000	

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Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career-Oriented PR Activities	The district leadership will work school leadership and external partners (e.g. Promise Neighborhood / Berea College / ECU / Gear Up) to increase public relations activities with middle schools to include tours of possible career sites, colleges, presentations on careers, discussions on CTE opportunities at the high school, and ILP planning.	Career Preparation/Orientation	02/01/2013	05/31/2013	\$5000	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principals
Training on differentiated instruction	Training on differentiated instruction will be provided for all interested staff. Consultants from the Southeast Educational Cooperative will be enlisted to provide the training. IDEA B will cover the costs of materials.	Academic Support Program	05/30/2013	08/15/2013	\$200	Federal Program Coordinator, Susan Burgan
Development of a post-secondary education catalogue	Promise Neighborhood and Student Support Services Staff at CCHS will work together to create a catalogue of available post-secondary education options in the region (e.g. apprenticeships, certificates, training programs) and make available to secondary students in all populations.	Career Preparation/Orientation	05/31/2013	01/31/2014	\$1000	Federal Program Coordinator, Susan Burgan; Promise Neighborhood Staff and CCHS Student Support Services Staff
Identify students at risk for dropping out	Academic specialists and other Promise Neighborhood staff will work with school RTI Teams to identify at risk students and ensure they are provided with appropriate research based support and intervention. Promise Neighborhood funds will support this initiative.	Academic Support Program	02/01/2013	01/31/2014	\$350000	Federal Program Coordinator, Susan Burgan; Instructional Supervisors; Principals will oversee Promise Neighborhood Staff placed in the schools
Training for administrators	Principals and Instructional Supervisors will receive training on how to support and monitor instruction for diverse learners. A consultant from the Southeast Educational Cooperative will provide appropriate training during a district Principals meeting. IDEA-B will pay for materials.	Professional Learning	02/01/2013	12/13/2013	\$100	Federal Program Coordinator, Susan Burgan

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AdvancEd Accreditation	The district leadership will work with school leadership to earn accreditation through AdvancEd, the K-12 division of the Southern Association of Colleges and Schools. Earning accreditation will force the district to examine critically its processes as it looks at itself in light of the AdvancEd standards. The process will be funded by Promise Neighborhood.	Policy and Process	02/01/2013	12/31/2013	\$5000	Reecia Samples; Amon Couch; Instructional Supervisors; School Principals; Teacher Leaders
Professional Development for alternatives to suspension	Professional development will be provided to principals and other district administrators on using proactive alternatives to suspension for all students. IDEA B will pay for an outside consultant to provide this training.	Professional Learning	02/01/2013	12/13/2013	\$600	Federal Program Coordinator, Susan Burgan
Operation Preparation	Develop, promote, and implement Operation Preparation for 8th and 10th grade students	Career Preparation/Orientation	02/01/2013	05/31/2013	\$1000	Amon Couch; Deann Allen; Instructional Supervisors; School Principals
Work Keys Practice	The district leadership will work with school leadership to provide students with practice opportunities for the Work Keys assessments	Career Preparation/Orientation	02/01/2013	08/30/2013	\$5000	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principal
Total					\$367900	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Faculty District Wide Survey	A survey, created by the district instructional support team, will be deployed to all faculty in the district to assess awareness of current curriculum documents, identify limitations of current documents, and pinpoint specific areas of curricular improvement via faculty feedback.	Professional Learning	12/03/2012	12/20/2012	\$0	Amon W. Couch
Curriculum Adjustments	The district leadership team will facilitate curriculum adjustments in each subject area or grade level that may not be aligned to the Common Core Standards or appropriate curricula. This work will be coordinated within each building by working with building level leadership and teacher leaders.	Academic Support Program	02/01/2013	04/01/2013	\$0	Amon Couch, Instructional Supervisors
District Level Curriculum Design Team	The district leadership team will identify and establish a curriculum design team with the purpose of the accomplishing the following tasks: analyze curriculum to identify gaps, make necessary adjustments to curriculum, utilize instructional resources aligned to KCAS, disseminate updated/revised curriculum to teachers to gather feedback and input, review feedback submitted and make necessary resulting decisions, disseminate to all teachers, ensure that teachers implement the curriculum using best practices for instruction and assessment, and monitor implementation throughout the year.	Academic Support Program	02/01/2013	05/31/2013	\$0	Amon Couch; Instructional Supervisors; Curriculum Coaches; Building Principals; Instructional Coaches
District ELA and Math Common Assessments	The district leadership will design and administer aligned common assessments in ELA and math to students K-8 and will use the results to make curricular and instructional decisions.	Academic Support Program	02/01/2013	05/30/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Program Reviews/Literacy Plans	The district leadership work with schools to use the program review process to create literacy / writing plans at each school and provide subsequent follow up and monitoring.	Academic Support Program	02/01/2013	05/31/2013	\$0	Denva Smith; Judy Smith; Amon Couch; Instructional Supervisors

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Professional Development Planning	The district leadership will work with schools to identify gaps in literacy performance to determine professional development needed for instructional improvements.	Academic Support Program	02/01/2013	05/31/2013	\$0	Denva Smith; Judy Smith; Amon Couch; Instructional Supervisors
CIITS Access	The district leadership will ensure that all work email addresses for teachers and leaders are entered into Infinite Campus and all required custom roles are set up in IC consistently for the district.	Technology	02/01/2013	02/28/2013	\$0	Amon Couch; Denva Smith; Jennifer Smith
CIITS Training	The district leadership will disseminate CIITS training opportunities that currently exist and monitor participation to increase usage.	Professional Learning	02/01/2013	05/31/2013	\$0	Denva Smith; Amon Couch; Instructional Supervisors; Building Level CIITS Team Leaders
CIITS Instructional Implications	The district leadership will work to ensure that teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement through district curriculum coaches and building level CIITS team leaders in both formal and informal training settings.	Academic Support Program	02/01/2013	05/31/2013	\$0	Amon Couch; Denva Smith; Instructional Supervisors; Building Principals; Building Level CIITS Team Leaders
CIITS Data Analysis	The district leadership will ensure that both district and school leaders use CIITS for analyzing student level data for classroom, schoolwide, and district wide instructional improvements.	Policy and Process	02/01/2013	05/31/2013	\$0	Amon Couch; Instructional Supervisors; Curriculum Coaches, Building Principals, Building Level CIITS Team Leaders
CIITS Implementation	The district leadership will use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting and will work with school leadership to ensure that this is happening at the school level.	Academic Support Program	02/01/2013	05/31/2013	\$0	Amon Couch; Denva Smith; Building Principals; Building Level CIITS Team Leaders
CIITS SBDM Connections	The district leadership will monitor use of CIITS and work with schools to involve SBDM to plan goals for continuous involvement to enhance student learning outcomes and meet district RTTT measures.	Policy and Process	02/01/2013	05/31/2013	\$0	Amon Couch; Denva Smith; Instructional Supervisors; Building Principals; SBDM Councils

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Math FAL's/CIITS	The district leadership will facilitate the implementation of math formative assessment lessons (FAL's) district wide and other online resources through policy development, process integration, and comprehensive monitoring.	Academic Support Program	02/01/2013	05/31/2013	\$0	Amon Couch; Judy Smith; Instructional Supervisors; Curriculum Coaches
Math Support	The district leadership will support, align funding, and monitor implementation of KCAS through development and implementation of district math policies and math plans in CDIP and school improvement plans.	Academic Support Program	02/01/2013	05/31/2013	\$0	Amon Couch; Judy Smith; Instructional Supervisors; Curriculum Coaches
Focused Math Planning	The district leadership will facilitate planning using established processes to analyze gaps in district math curriculum / instruction and inform improvements.	Academic Support Program	02/01/2013	05/31/2013	\$0	Judy Smith; Amon Couch; Instructional Supervisors; Curriculum Coaches
Professional Development for alternatives to suspension	Professional development will be provided to principals and other district administrators on using proactive alternatives to suspension for all students. IDEA B will pay for an outside consultant to provide this training.	Professional Learning	02/01/2013	12/13/2013	\$600	Federal Program Coordinator, Susan Burgan
Behavior screening and flagging system	The district will develop and implement a behavior screening and flagging system to incorporate into the district RTI Program. Appropriate Tier 1, 2 and 3 interventions will be made available to RTI Teams.	Behavioral Support Program	08/07/2013	01/31/2014	\$2000	Federal Program Coordinator, Susan Burgan; Instructional Supervisor, Denva Smith; Safe Schools Coordinator, Denva Hoskins and other district administrators
Master Schedules	The district leadership will conduct an audit of each school's master schedule to ensure that time has been set aside for personalized academic interventions to occur and that the interventions are high quality and data centered.	Policy and Process	02/01/2013	05/31/2013	\$0	Amon Couch; Instructional Supervisors; School Principals; Teacher Leaders
RTI External Partnership	The district leadership will partner with ABRI (University of Louisville) to build a strong RTI program / support structure for students in the area of behavior.	Behavioral Support Program	02/01/2013	05/31/2013	\$0	Amon Couch; Instructional Supervisors; School Principals

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Regular behavior data review by PLCs	The district will ensure that school PLCs review discipline data and discuss appropriate strategies for use with all populations.	Behavioral Support Program	08/07/2013	01/31/2014	\$0	School Principals and District Liaisons
School Intervention Teams	The district leadership will work with schools to establish school intervention teams at each school that looks at academic and behavior data for the school that works to accomplish the following tasks: set academic and behavioral benchmarks and cut scores for each school, consider large areas of student needs and meet within the school to develop plans to address gaps in instructional planning or learned needs based on standards, review school intervention resources that are available, develop plans for Tier 2 and Tier 3 students, both academic and behavioral.	Academic Support Program	02/01/2013	05/31/2013	\$0	Amon Couch; Susan Burgan; Denva Smith; Instructional Supervisors; Building Principals
Professional Learning Communities	The district leadership will ensure that authentic PLC's are taking place at each school where teachers examine study achievement data, make programmatic decision as well as study and share the instructional practices in the district that are proving most effective.	Professional Learning	02/01/2013	05/31/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Curriculum Development Process	District leaders establish a highly defined system to develop the district's written curriculum (e.g. review benchmark data throughout the year to inform annual curricular adjustments).	Policy and Process	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Prioritize Learning Objectives	District leaders prioritize learning objectives for all grades and subjects to ensure adequate time to teach the written curriculum to the desired level of mastery (e.g. prioritize time for specific learner outcomes).	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals

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Comprehensive Written Curriculum	District leaders develop a written curriculum for all grade levels and subjects.	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals
Supplement State Standards	District leaders supplement the state standards to provide a more, detailed, aligned district written curriculum (e.g. vertical teams determine learning required at each grade level to master a particular standard).	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals
Scheduling of At-Risk Students	Identify at-risk students and schedule courses targeting their ILP's.	Academic Support Program	02/01/2013	08/30/2013	\$0	Principals; Guidance Counselors; Department Chairs
District Participation in PGES	The district will use its participation in the PGES pilot (2011-present) to scale up district involvement in 2013-2014 and eventual full district accountability in 2015. All principals will be trained in the new state evaluation framework. The district evaluation plan will be revised to reflect the assimilation of the PGES system into the district's current system.	Professional Learning	02/01/2013	08/30/2013	\$5000	Reecia Samples; Amon Couch; School Principals
Identify students at risk for dropping out	Academic specialists and other Promise Neighborhood staff will work with school RTI Teams to identify at risk students and ensure they are provided with appropriate research based support and intervention. Promise Neighborhood funds will support this initiative.	Academic Support Program	02/01/2013	01/31/2014	\$350000	Federal Program Coordinator, Susan Burgan; Instructional Supervisors; Principals will oversee Promise Neighborhood Staff placed in the schools
Instructional Technology Integration	The district leadership will work with school leadership to traing teachers in using and integrating digital resources that align with standards in KCAS.	Technology	02/01/2013	05/31/2013	\$5000	Amon Couch; Jill Jarvis-Carnahan; Judy Smith; Instructional Supervisors; School Principals

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Individualized Learning Plan	The district leadership will work with the schools to ensure that the ILP is fully utilized at each school and that freshmen are placed in CTE courses that are aligned with their career interests as identified by the ILP.	Career Preparation/Orientation	02/01/2013	08/30/2013	\$0	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principals
TELL Survey	The district leadership will work with school leadership to encourage all teaching staff to participate in the TELL survey and analyze results at the leadership level and at the staff level.	Other	03/29/2013	08/30/2013	\$0	Reecia Samples; Amon Couch; Denva Hoskins; Instructional Supervisors; School Principals
Missing Piece	The district leadership will facilitate a review of parent / stakeholder involvement throughout the entire district using The Missing Piece	Parent Involvement	02/01/2013	07/30/2013	\$0	Reecia Samples; Amon Couch; Instructional Supervisors; School Principals
Perception Surveys	The district leadership will work with school leadership to develop, disseminate and collect surveys from families, students, and the school community (e.g. ASSIST) and analyze results.	Community Engagement	02/01/2013	05/31/2013	\$0	Reecia Samples; Amon Couch; Denva Hoskins; Instructional Supervisors; School Principals
Becoming Family Friendly	The district leadership will work with school leadership to complete and discuss How Family Friendly is Your School from the book Beyond the Bake Sale to determine how "family friendly" our district and schools are.	Parent Involvement	02/01/2013	06/28/2013	\$0	Reecia Samples; Amon Couch; Denva Hoskins; Instructional Supervisors; School Principals

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Book Study "Who Cares?"	The district leadership with school leadership will conduct a book study on the book Who Cares? to strengthen our district's commitment to customer service and family friendliness.	Community Engagement	02/01/2013	05/31/2013	\$500	Reecia Samples; Amon Couch; Denva Hoskins; Instructional Supervisors; School Principals
District Communication Plan	The district leadership will work with stakeholder groups to create a comprehensive district communication plan so as to equip parents/families with information they need to more effectively partner with the school district to meet the needs of their children.	Parent Involvement	02/01/2013	05/31/2013	\$0	Amon Couch; Instructional Supervisors; School Principals
Mission, Vision, and Beliefs	The school board will revisit its mission, vision, and belief statements as governing ideas for the district and either affirm or make necessary adjustments/revisions.	Policy and Process	02/01/2013	05/30/2013	\$0	Clay County Board of Education; Reecia Samples; Amon Couch
2013 School Board Goals	The school board will revisit their 2013 goals and either affirm them or make necessary corrections to correspond with CDIP directives.	Policy and Process	02/01/2013	05/31/2013	\$0	Clay County Board of Education; Reecia Samples; Amon Couch
AdvancEd Accreditation	The district leadership will work with school leadership to earn accreditation through AdvancEd, the K-12 division of the Southern Association of Colleges and Schools. Earning accreditation will force the district to examine critically its processes as it looks at itself in light of the AdvancEd standards. The process will be funded by Promise Neighborhood.	Policy and Process	02/01/2013	12/31/2013	\$5000	Reecia Samples; Amon Couch; Instructional Supervisors; School Principals; Teacher Leaders
Book Study	The district leadership will conduct a book study with both district and school leadership on the books Crucial Conversations and Critical Conversations.	Professional Learning	02/01/2013	12/31/2013	\$1000	Reecia Samples; Amon Couch; Instructional Supervisors; School Principals

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New Teacher Academy	District leadership will conduct a new teacher academy for any teachers new to teaching or to the district. The academy will meet in a summer session as well as five additional sessions throughout the year on selected topics.	Professional Learning	02/01/2013	08/30/2013	\$1000	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
District Instructional Team	The district leadership will create a district instructional team that is composed of district and school leadership as well as teacher leaders. The purpose of this group is to review policy and examine district curricular, instructional, and assessment issues/challenges.	Academic Support Program	02/01/2013	08/30/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
District Leadership Retreat	The district leadership, including central office administrators, school administrators, and school board members, will attend a 2 day summer leadership retreat, hosted locally by the district for the purpose of planning for the 2013-2014 school year.	Professional Learning	02/01/2013	07/31/2013	\$500	Reecia Samples; Amon Couch; Instructional Supervisors; School Principals
Leadership Academy	District leadership will organize and conduct a leadership academy for aspiring leaders that will meet three times each year (e.g. a summer session as well as one session each semester).	Professional Learning	02/01/2013	03/28/2013	\$1000	Amon Couch; Instructional Supervisors; School Principals
Professional Development Development and Review Process	District leadership will develop a process by which to critically review professional development to ensure that each session's purpose is for teachers to be able to deliver high quality instruction based on district standards.	Professional Learning	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

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Exceptional Children Instructional Design Training	District leadership will facilitate the training of all district instructional staff on instructional design that pertains to and meets the unique learning needs of students with disabilities.	Professional Learning	02/01/2013	08/30/2013	\$2500	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Student Engagement Professional Development	District leadership will facilitate the training of teachers district wide on instructional design that promotes higher levels of student engagement and involvement.	Professional Learning	02/01/2013	08/30/2013	\$2500	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Poverty Instructional Design	District leadership will facilitate the training of all district instructional staff on the unique learning needs of students of poverty and how to design high quality, standards-based instruction that meets these instructional needs.	Professional Learning	02/01/2013	08/30/2013	\$2500	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Curriculum Documents	District leaders clarify the learning objectives of the district's curriculum by allocating teaching time through curriculum maps or pacing guides for all content areas and grade levels.	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Mastery-level Student Work	District leaders clarify the level to which each learning objective is to be learned by providing sample problems with examples of mastery-level student work.	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

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Model Lessons	District leaders clarify the learning objectives of the district's curriculum through standards-based model lessons for all core content areas.	Direct Instruction	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Needs-Based Professional Development	District leadership will ensure that teachers receive professional development experiences relevant to their needs, based on evaluation and walkthrough data.	Professional Learning	02/01/2013	08/01/2013	\$2500	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Comprehensive Instructional and Curricular Monitoring	District and school leadership will conduct frequent instructional and curricular walkthroughs at both the school and classroom level, using Observation 360, with subsequent personalized feedback to teachers in order to identify professional development needs.	Professional Learning	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Definition of Requirements for Successful Graduates	District leaders define requirements for successful graduates that fully specify the affective and cognitive knowledge and skills necessary in post-secondary settings (e.g. meet national college and career readiness benchmarks).	Career Preparation/Orientation	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; School Principals; School Counselor/Support Staff
Vertical Curriculum Teams	District leaders create PreK-12 vertical alignment teams for all content areas.	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

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Vertical Curriculum Alignment	District leaders ensure that the written curriculum is vertically aligned completely from the highest to the lowest grade levels in the district.	Academic Support Program	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Clearly Defined District Instructional Expectations	The district will establish and communicate clear, universal, instructional expectations for all schools to be implemented in all classrooms on a daily basis, regardless of subject area or grade level.	Direct Instruction	02/01/2013	05/31/2013	\$0	Reecia Samples, Superintendent; Amon Couch, Assistant Superintendent; Instructional Supervisors; School Principals
Monthly Turnaround Meetings	District leadership will conduct monthly goal-setting and accountability meetings with each principal individually. The superintendent or designee will facilitate the conversation, assisted by the school liason. Monthly goals will be established at each meeting to provide ongoing followup and accountability.	Policy and Process	02/01/2013	08/30/2013	\$0	Amon Couch; Instructional Supervisors; School Principals
Training for administrators	Principals and Instructional Supervisors will receive training on how to support and monitor instruction for diverse learners. A consultant from the Southeast Educational Cooperative will provide appropriate training during a district Principals meeting. IDEA-B will pay for materials.	Professional Learning	02/01/2013	12/13/2013	\$100	Federal Program Coordinator, Susan Burgan
Training on differentiated instruction	Training on differentiated instruction will be provided for all interested staff. Consultants from the Southeast Educational Cooperative will be enlisted to provide the training. IDEA B will cover the costs of materials.	Academic Support Program	05/30/2013	08/15/2013	\$200	Federal Program Coordinator, Susan Burgan
Gap Group Analysis	The district leadership will work with school leadership to support schools as they analyze student achievement by gap groups, relative to state, district, and district assessment systems.	Academic Support Program	02/01/2013	03/01/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders

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Identification of Schools Needing Support	The district leadership will use a system of early student performance indicators to identify schools in need of improvement (e.g., district benchmarks, common assessments).	Policy and Process	02/01/2013	05/31/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals
School Improvement Development	The district leadership will develop an intervention plan before schools are identified as needing assistance (e.g. proactive plan that outlines the types of support that will be provided to schools).	Policy and Process	02/01/2013	08/29/2013	\$0	Amon Couch; Instructional Supervisors; School Principals
Review Format Design	The district leadership will work with school leadership to design a review format for making ongoing modifications to instruction relative to the data.	Policy and Process	02/01/2013	03/29/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Bank of Intervention Strategies	The district leadership will work with school leadership to develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness.	Academic Support Program	02/01/2013	08/30/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Mentor Partners Among Schools	The district leadership will assign mentors to principals of schools not reaching their academic targets based on the performance level of the mentor principal (i.e. partnering principals from higher and lower performing schools).	Policy and Process	02/01/2013	11/29/2013	\$0	Amon Couch; Instructional Supervisors; School Principals
Intensive Professional Development	The district leadership will provide highly effective (intensive, long-term, and embedded) professional development activities for staff at schools in need of improvement (e.g. external experts or coaches to model lessons, coach, and participate in collaborative teams).	Professional Learning	02/01/2013	08/30/2013	\$2500	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals

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Accommodations Training	Regular and special education staff will receive training on prescribing and implementing appropriate accommodations for students with disabilities. The district will review electronic documentation to ensure all teachers are trained annually.	Professional Learning	02/01/2013	01/31/2014	\$0	Federal Program Coordinator, Susan Burgan; Principals; PD Coordinators
Programmatic Support	The district leadership, as a part of the program evaluation process, will provide essential support and resources to implement each adopted instructional program.	Policy and Process	02/01/2013	05/30/2013	\$0	Amon Couch; Instructional Supervisors; District Curriculum Coaches; School Principals; Teacher Leaders
Program Evaluation District - Monthly Work	District leadership will discuss district program implementation as a standing agenda item at one of its weekly meetings each month.	Policy and Process	02/01/2013	08/01/2013	\$0	Amon Couch; Instructional Supervisors
Monitor IEPS	The district will conduct a due process folder review of a minimum of 10% of special education due process folders to ensure they are standards based.	Policy and Process	02/01/2013	01/31/2014	\$0	Federal Program Coordinator, Susan Burgan; Principals; Special Education Staff
Total					\$384400	

Paces Creek Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Elementary Reading Initiative	The district leadership will continue to work with school leadership to ensure that the current core program for elementary reading as well as intervention programs are implemented with fidelity to ensure that we meet the goal of at least 90% of all students leaving primary school reading at or above grade level as measured by MAP.	Academic Support Program	02/01/2013	08/30/2013	\$50000	Reecia Samples; Amon Couch; Denva Smith; Instructional Supervisors; School Principals

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K-6 Math Program Exploration	The district leadership will explore options in regard to implementing a comprehensive, standards-based core math program for grades K-6.	Academic Support Program	02/01/2013	06/28/2013	\$0	Amon Couch; Judy Smith; Instructional Supervisors; Jennifer McDaniel; District Curriculum Coaches; Math Lead Teachers
Early Childhood Providers Connection	The district leadership will facilitate the contact of the district/schools with early childhood providers in the community and gather pertinent information from them to get to know the incoming kindergarten learners.	Community Engagement	02/01/2013	07/31/2013	\$0	Vickie Nicholson; Susan Burgan; Instructional Supervisors; Building Principals; Preschool Teachers
Kindergarten Readiness Screener	The district leadership will work schools to assess all kindergartners at school entry with the common statewide screener (BRIGANCE).	Academic Support Program	02/01/2013	08/30/2013	\$0	Judy Smith; Instructional Supervisors; Building Principals
Total					\$50000	

Oneida Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Elementary Reading Initiative	The district leadership will continue to work with school leadership to ensure that the current core program for elementary reading as well as intervention programs are implemented with fidelity to ensure that we meet the goal of at least 90% of all students leaving primary school reading at or above grade level as measured by MAP.	Academic Support Program	02/01/2013	08/30/2013	\$50000	Reecia Samples; Amon Couch; Denva Smith; Instructional Supervisors; School Principals

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K-6 Math Program Exploration	The district leadership will explore options in regard to implementing a comprehensive, standards-based core math program for grades K-6.	Academic Support Program	02/01/2013	06/28/2013	\$0	Amon Couch; Judy Smith; Instructional Supervisors; Jennifer McDaniel; District Curriculum Coaches; Math Lead Teachers
Early Childhood Providers Connection	The district leadership will facilitate the contact of the district/schools with early childhood providers in the community and gather pertinent information from them to get to know the incoming kindergarten learners.	Community Engagement	02/01/2013	07/31/2013	\$0	Vickie Nicholson; Susan Burgan; Instructional Supervisors; Building Principals; Preschool Teachers
Kindergarten Readiness Screener	The district leadership will work schools to assess all kindergartners at school entry with the common statewide screener (BRIGANCE).	Academic Support Program	02/01/2013	08/30/2013	\$0	Judy Smith; Instructional Supervisors; Building Principals
Total					\$50000	

Manchester Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Elementary Reading Initiative	The district leadership will continue to work with school leadership to ensure that the current core program for elementary reading as well as intervention programs are implemented with fidelity to ensure that we meet the goal of at least 90% of all students leaving primary school reading at or above grade level as measured by MAP.	Academic Support Program	02/01/2013	08/30/2013	\$50000	Reecia Samples; Amon Couch; Denva Smith; Instructional Supervisors; School Principals

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K-6 Math Program Exploration	The district leadership will explore options in regard to implementing a comprehensive, standards-based core math program for grades K-6.	Academic Support Program	02/01/2013	06/28/2013	\$0	Amon Couch; Judy Smith; Instructional Supervisors; Jennifer McDaniel; District Curriculum Coaches; Math Lead Teachers
Early Childhood Providers Connection	The district leadership will facilitate the contact of the district/schools with early childhood providers in the community and gather pertinent information from them to get to know the incoming kindergarten learners.	Community Engagement	02/01/2013	07/31/2013	\$0	Vickie Nicholson; Susan Burgan; Instructional Supervisors; Building Principals; Preschool Teachers
Kindergarten Readiness Screener	The district leadership will work schools to assess all kindergartners at school entry with the common statewide screener (BRIGANCE).	Academic Support Program	02/01/2013	08/30/2013	\$0	Judy Smith; Instructional Supervisors; Building Principals
Total					\$50000	

Hacker Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Elementary Reading Initiative	The district leadership will continue to work with school leadership to ensure that the current core program for elementary reading as well as intervention programs are implemented with fidelity to ensure that we meet the goal of at least 90% of all students leaving primary school reading at or above grade level as measured by MAP.	Academic Support Program	02/01/2013	08/30/2013	\$50000	Reecia Samples; Amon Couch; Denva Smith; Instructional Supervisors; School Principals

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K-6 Math Program Exploration	The district leadership will explore options in regard to implementing a comprehensive, standards-based core math program for grades K-6.	Academic Support Program	02/01/2013	06/28/2013	\$0	Amon Couch; Judy Smith; Instructional Supervisors; Jennifer McDaniel; District Curriculum Coaches; Math Lead Teachers
Early Childhood Providers Connection	The district leadership will facilitate the contact of the district/schools with early childhood providers in the community and gather pertinent information from them to get to know the incoming kindergarten learners.	Community Engagement	02/01/2013	07/31/2013	\$0	Vickie Nicholson; Susan Burgan; Instructional Supervisors; Building Principals; Preschool Teachers
Kindergarten Readiness Screener	The district leadership will work schools to assess all kindergartners at school entry with the common statewide screener (BRIGANCE).	Academic Support Program	02/01/2013	08/30/2013	\$0	Judy Smith; Instructional Supervisors; Building Principals
Total					\$50000	

Goose Rock Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Elementary Reading Initiative	The district leadership will continue to work with school leadership to ensure that the current core program for elementary reading as well as intervention programs are implemented with fidelity to ensure that we meet the goal of at least 90% of all students leaving primary school reading at or above grade level as measured by MAP.	Academic Support Program	02/01/2013	08/30/2013	\$50000	Reecia Samples; Amon Couch; Denva Smith; Instructional Supervisors; School Principals

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K-6 Math Program Exploration	The district leadership will explore options in regard to implementing a comprehensive, standards-based core math program for grades K-6.	Academic Support Program	02/01/2013	06/28/2013	\$0	Amon Couch; Judy Smith; Instructional Supervisors; Jennifer McDaniel; District Curriculum Coaches; Math Lead Teachers
Early Childhood Providers Connection	The district leadership will facilitate the contact of the district/schools with early childhood providers in the community and gather pertinent information from them to get to know the incoming kindergarten learners.	Community Engagement	02/01/2013	07/31/2013	\$0	Vickie Nicholson; Susan Burgan; Instructional Supervisors; Building Principals; Preschool Teachers
Kindergarten Readiness Screener	The district leadership will work schools to assess all kindergartners at school entry with the common statewide screener (BRIGANCE).	Academic Support Program	02/01/2013	08/30/2013	\$0	Judy Smith; Instructional Supervisors; Building Principals
Total					\$50000	

Clay County Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career-Oriented PR Activities	The district leadership will work school leadership and external partners (e.g. Promise Neighborhood / Berea College / ECU / Gear Up) to increase public relations activities with middle schools to include tours of possible career sites, colleges, presentations on careers, discussions on CTE oppportunities at the high school, and ILP planning.	Career Preparation/Orientation	02/01/2013	05/31/2013	\$5000	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principals

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Career Pathway Information	The district leadership will work with school leadership at both the high school and middle school to provide middle and high school students with career pathway information related to their ILP's in order to make good elective choices.	Career Preparation/Orientation	02/01/2013	08/30/2013	\$0	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principals; Guidance Counselors
Operation Preparation	Develop, promote, and implement Operation Preparation for 8th and 10th grade students	Career Preparation/Orientation	02/01/2013	05/31/2013	\$1000	Amon Couch; Deann Allen; Instructional Supervisors; School Principals
Comprehensive School Advising Program	The district leadership will work with school leadership to develop a model for comprehensive school advising that best meets the needs of the students.	Career Preparation/Orientation	02/01/2013	08/30/2013	\$1000	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principals
Development of a post-secondary education catalogue	Promise Neighborhood and Student Support Services Staff at CCHS will work together to create a catalogue of available post-secondary education options in the region (e.g. apprenticeships, certificates, training programs) and make available to secondary students in all populations.	Career Preparation/Orientation	05/31/2013	01/31/2014	\$1000	Federal Program Coordinator, Susan Burgan; Promise Neighborhood Staff and CCHS Student Support Services Staff
Guidance / Support Services Training	The district leadership will work with school leadership to provide professional development for middle and high school counselors on the 16 National Career Clusters and the 79 Career Pathways.	Professional Learning	02/01/2013	08/30/2013	\$0	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principals

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Utiliza Transition Services Inventory	Special education staff will 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	01/31/2014	\$0	Federal Program Coordinator, Susan Burgan; Principals; Special Education Staff
Inclusion of appropriate outside agencies in post-secondary planning	CCHS special education staff will invite staff from Social Security Administration, Office of Vocational Rehabilitation and other outside agencies as needed, in transition planning for students with disabilities.	Career Preparation/Orientation	02/01/2013	01/31/2014	\$0	Federal Program Coordinator, Susan Burgan; Principals, Special Education Staff
Training for Student Support Service and Promise Neighborhood Staff	Provide specialized training in transition planning for district student support staff and Promise Neighborhood Staff assigned to CCHS and CCMS, and for all secondary special education staff.	Professional Learning	02/01/2013	01/30/2014	\$0	Federal Program Coordinator, Susan Burgan
SBDM Policy on Acceleration	The district leadership will work with school leadership to consider policy that would address policy that would address acceleration strategies for students in the building.	Policy and Process	02/01/2013	03/29/2013	\$0	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principals
Clearly Defined District Instructional Expectations	...	Direct Instruction	02/01/2013	05/31/2013	\$0	Reecia Samples, Superintendent; Amon Couch, Assistant Superintendent; Instructional Supervisors; School Principals
					Total	\$8000

Clay County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Career-Oriented PR Activities	The district leadership will work school leadership and external partners (e.g. Promise Neighborhood / Berea College / ECU / Gear Up) to increase public relations activities with middle schools to include tours of possible career sites, colleges, presentations on careers, discussions on CTE oppportunities at the high school, and ILP planning.	Career Preparation/Orientation	02/01/2013	05/31/2013	\$5000	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principals
Career Pathway Information	The district leadership will work with school leadership at both the high school and middle school to provide middle and high school students with career pathway information related to their ILP's in order to make good elective choices.	Career Preparation/Orientation	02/01/2013	08/30/2013	\$0	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principals; Guidance Counselors
Operation Preparation	Develop, promote, and implement Operation Preparation for 8th and 10th grade students	Career Preparation/Orientation	02/01/2013	05/31/2013	\$1000	Amon Couch; Deann Allen; Instructional Supervisors; School Principals
Comprehensive School Advising Program	The district leadership will work with school leadership to develop a model for comprehensive school advising that best meets the needs of the students.	Career Preparation/Orientation	02/01/2013	08/30/2013	\$1000	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principals
Development of a post-secondary education catalogue	Promise Neighborhood and Student Support Services Staff at CCHS will work together to create a catalogue of available post-secondary education options in the region (e.g. apprenticeships, certificates, training programs) and make available to secondary students in all populations.	Career Preparation/Orientation	05/31/2013	01/31/2014	\$1000	Federal Program Coordinator, Susan Burgan; Promise Neighborhood Staff and CCHS Student Support Services Staff

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Guidance / Support Services Training	The district leadership will work with school leadership to provide professional development for middle and high school counselors on the 16 National Career Clusters and the 79 Career Pathways.	Professional Learning	02/01/2013	08/30/2013	\$0	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principals
Utiliza Transition Services Inventory	Special education staff will 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	01/31/2014	\$0	Federal Program Coordinator, Susan Burgan; Principals; Special Education Staff
Inclusion of appropriate outside agencies in post-secondary planning	CCHS special education staff will invite staff from Social Security Administration, Office of Vocational Rehabilitation and other outside agencies as needed, in transition planning for students with disabilities.	Career Preparation/Orientation	02/01/2013	01/31/2014	\$0	Federal Program Coordinator, Susan Burgan; Principals, Special Education Staff
Training for Student Support Service and Promise Neighborhood Staff	Provide specialized training in transition planning for district student support staff and Promise Neighborhood Staff assigned to CCHS and CCMS, and for all secondary special education staff.	Professional Learning	02/01/2013	01/30/2014	\$0	Federal Program Coordinator, Susan Burgan
Increased CTE Dual Credit/Virtual Course Offerings/Opportunities	The district leadership will work with school leadership to explore and increase opportunities for dual and articulated credit through CTE programs.	Career Preparation/Orientation	02/01/2013	08/30/2013	\$5000	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principal
SBDM Policy on Acceleration	The district leadership will work with school leadership to consider policy that would address policy that would address acceleration strategies for students in the building.	Policy and Process	02/01/2013	03/29/2013	\$0	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principals

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Work Keys Practice	The district leadership will work with school leadership to provide students with practice opportunities for the Work Keys assessments	Career Preparation/Orientation	02/01/2013	08/30/2013	\$5000	Amon Couch; Deann Allen; Susan Burgan; Instructional Supervisors; School Principal
Clearly Defined District Instructional Expectations	Direct Instruction	02/01/2013	05/31/2013	\$0	Reecia Samples, Superintendent; Amon Couch, Assistant Superintendent; Instructional Supervisors; School Principals
					Total	\$18000

Burning Springs Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Elementary Reading Initiative	The district leadership will continue to work with school leadership to ensure that the current core program for elementary reading as well as intervention programs are implemented with fidelity to ensure that we meet the goal of at least 90% of all students leaving primary school reading at or above grade level as measured by MAP.	Academic Support Program	02/01/2013	08/30/2013	\$50000	Reecia Samples; Amon Couch; Denva Smith; Instructional Supervisors; School Principals
K-6 Math Program Exploration	The district leadership will explore options in regard to implementing a comprehensive, standards-based core math program for grades K-6.	Academic Support Program	02/01/2013	06/28/2013	\$0	Amon Couch; Judy Smith; Instructional Supervisors; Jennifer McDaniel; District Curriculum Coaches; Math Lead Teachers

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Early Childhood Providers Connection	The district leadership will facilitate the contact of the district/schools with early childhood providers in the community and gather pertinent information from them to get to know the incoming kindergarten learners.	Community Engagement	02/01/2013	07/31/2013	\$0	Vickie Nicholson; Susan Burgan; Instructional Supervisors; Building Principals; Preschool Teachers
Kindergarten Readiness Screener	The district leadership will work schools to assess all kindergartners at school entry with the common statewide screener (BRIGANCE).	Academic Support Program	02/01/2013	08/30/2013	\$0	Judy Smith; Instructional Supervisors; Building Principals
Total					\$50000	

Big Creek Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Elementary Reading Initiative	The district leadership will continue to work with school leadership to ensure that the current core program for elementary reading as well as intervention programs are implemented with fidelity to ensure that we meet the goal of at least 90% of all students leaving primary school reading at or above grade level as measured by MAP.	Academic Support Program	02/01/2013	08/30/2013	\$50000	Reecia Samples; Amon Couch; Denva Smith; Instructional Supervisors; School Principals
K-6 Math Program Exploration	The district leadership will explore options in regard to implementing a comprehensive, standards-based core math program for grades K-6.	Academic Support Program	02/01/2013	06/28/2013	\$0	Amon Couch; Judy Smith; Instructional Supervisors; Jennifer McDaniel; District Curriculum Coaches; Math Lead Teachers

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Early Childhood Providers Connection	The district leadership will facilitate the contact of the district/schools with early childhood providers in the community and gather pertinent information from them to get to know the incoming kindergarten learners.	Community Engagement	02/01/2013	07/31/2013	\$0	Vickie Nicholson; Susan Burgan; Instructional Supervisors; Building Principals; Preschool Teachers
Kindergarten Readiness Screener	The district leadership will work schools to assess all kindergartners at school entry with the common statewide screener (BRIGANCE).	Academic Support Program	02/01/2013	08/30/2013	\$0	Judy Smith; Instructional Supervisors; Building Principals
Total					\$50000	