



KDE Comprehensive Improvement Plan for Districts

Clay County

128 Richmond Road
Manchester, KY 40962

TABLE OF CONTENTS

Introduction 1

Executive Summary

Introduction 3

Description of the School System 4

System's Purpose 6

Notable Achievements and Areas of Improvement 7

Additional Information 8

Comprehensive Improvement Plan for 2015

Overview 10

Goals Summary 11

Goal 1: The averaged combined reading and math K-Prep scores for elementary and middle school students will increase from 35.4% to 72% for elementary schools in 2017 and from 30.2% to 72% for middle school in 2017..... 12

Goal 2: The graduation rate for students in the Clay County Public Schools will increase from 76% to 90% by 2015. . 18

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..... 21

Goal 4: GAP Goal: 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..... 26

Goal 5: Implementation of the Professional Growth and Effectiveness System..... 28

Activity Summary by Funding Source 30

Activity Summary by School 40

KDE Needs Assessment

Introduction 56

Data Analysis 57

Areas of Strengths 58

Opportunities for Improvement 59

Oversight and Monitoring 60

Conclusion 61

Compliance and Accountability - Districts

Introduction 63

Planning and Accountability Requirements 64

KDE Superintendent Assurances

Introduction 82

Delivery Targets 83

Resources and Support Systems 85

Facilities/Support Systems 86

KDE Assurances - District

Introduction 89

District Assurances 90

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 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school 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?

Clay County Public Schools is located in the rural Appalachian mountains and is composed of seven elementary schools serving approximately 2,000 students from kindergarten to sixth grade, one middle school for 550 students in grades seven and eight, and one high school with a population of 900 students. An alternative school for students in grade seven to twelve is also operated and the students also have access to an Area Technology Center (ATC).

All students are served by one of seven FRYSC. Clay County Middle and Clay County High are served by their own YSC and five FRS operate for seven elementary schools. The FRYSC are essential in providing services for students and families. One example is the preparation of over 1,000 backpacks sent home with students each Friday.

For 2014-15 school year, Free and Reduced lunch rate is 75%; however, Clay County schools participate in the Community Eligibility Option. Clay County Schools who educate students in grades K-8 are school wide Title I schools. Approximately 17% of students are served by IDEA and a similar percentage of students are served in the Gifted and Talented program.

The district employees approximately 300 certified staff and 350 classified staff provide services to the students. 52.5% of all teachers have hold a Rank I and 28.2% have a Masters Degree. This compares to the state percentage of Rank I of 26.2% and 44.4% of teachers with a Master Degree statewide.

There are several aspects of Clay County that impact - both in a positive and negative sense - the achievement and success of students. Clay County Schools has several long term partners that are impacting the success of our students. Save the Children provides approximately \$1,000,000 for in-school, after-school and summer programming for elementary students. As a recipient of the Promise Neighborhood grant through Berea College, Academic Specialist, arts programs, college readiness activities, and parent activities are taking place.

Clay County schools have drastically increased the number of students who are graduate from high school as well as those graduating College and Career Ready. The district wide reading program is having positive results.

One positive observation was that the population at the schools did not drop at the beginning of the 2014 school year at the expected rate although the overall population appears to be dropping.

From a community perspective the elementary schools are closely tied to their representative communities. Many individuals feel a sense of place at the elementary schools and the buildings are often used for community events such as wedding receptions, birthday parties, and family reunions

One problem is the number of students who enter Kindergarten not ready for school. Head Start and Early Head Start are not preparing the students for Kindergarten as seen in the 2013 Brigance Screener data at the rate at Preschools operated in five elementary schools.

Additionally, the community is still dealing with the effects of meth and prescription drug abuse. One estimate is that over 50% of children
SY 2014-2015

have grandparents as the main caregiver. This also has an impact on the increase mobility of elementary students.

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.

Clay County Public Schools Mission Statement:

ALL Students Will Graduate College and Career Ready Because of What We Do.

Clay County Public Schools Vision Statement:

Where students are our #1 priority, where the school and community are active partners, where students receive the world-class education and experiences they deserve every day, where students receive the services they need when they need it, so that ALL students graduate College and Career Ready.

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.

Notable Achievements:

- 1) Increase in district performance from the 3rd percentile (2012) to the 45th percentile in 2014.
- 2) No elementary school is a focus school.
- 3) Graduates who are College and Career continues to increase. For the Class of 2014, 51.7% were College or Career Ready.
- 4) In 2014, the percentage of students reading at grade level upon exiting primary is 68%.

Areas of Improvement:

- 1) Become a Proficient District
- 2) Eliminate all focus labels.

Additional Information

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

Clay County Schools recognizes the relationship between education and economic growth in the region. We stand ready to work with City, County, and State officials to improve the economics of Clay County and the region.

Comprehensive Improvement Plan for 2015

Overview

Plan Name

Comprehensive Improvement Plan for 2015

Plan Description

This plan was developed using a holistic and systematic methodology to provide the direction and guidance for Clay County Public Schools to become a proficient district.

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	Total Funding
1	The averaged combined reading and math K-Prep scores for elementary and middle school students will increase from 35.4% to 72% for elementary schools in 2017 and from 30.2% to 72% for middle school in 2017.	Objectives: 1 Strategies: 7 Activities: 25	Organizational	\$126700
2	The graduation rate for students in the Clay County Public Schools will increase from 76% to 90% by 2015.	Objectives: 3 Strategies: 5 Activities: 7	Organizational	\$110000
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: 3 Strategies: 10 Activities: 20	Organizational	\$75500
4	GAP Goal: 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: 4 Strategies: 5 Activities: 7	Organizational	\$1200
5	Implementation of the Professional Growth and Effectiveness System.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0

Goal 1: The averaged combined reading and math K-Prep scores for elementary and middle school students will increase from 35.4% to 72% for elementary schools in 2017 and from 30.2% to 72% for middle school in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined math and reading K Prep scores in elementary schools to 48.3 and in middle schools to 44.1 by 05/30/2014 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, mathematics, science, and social studies 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.

Category:

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

Activity - Curriculum Adjustments/Gaps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership team will continue to facilitate curriculum adjustments, including identification of curriculum gaps, in each subject area or grade level to ensure alignment to the Common Core Standards and other 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	07/01/2014	06/30/2015	\$0	No Funding Required	Instructional Supervisors, Curriculum Coaches

Activity - District Level Curriculum Design Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district curriculum design team will continue the work of : 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	Policy and Process	07/01/2013	06/30/2015	\$0	No Funding Required	Instructional Supervisors; Curriculum Coaches; Principals; Instructional Coaches

Activity - District ELA and Math Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Clay County

<p>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. The administration of Common Assessments will take place in CIITS.</p> <p>Schools: Goose Rock Elementary, Big Creek Elementary, Oneida Elementary School, Clay County Middle School, Paces Creek Elementary, Manchester Elementary School, Hacker Elementary School, Burning Springs Elementary</p>	Academic Support Program	01/01/2013	12/31/2014	\$0	No Funding Required	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders
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Activity - Program Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The results of the Practical Living Career Studies, Arts & Humanities, Writing, and K-3 Program Reviews will be reviewed, analyzed, and make improvements followed by monitoring.</p> <p>Schools: All Schools</p>	Professional Learning	07/01/2014	06/30/2015	\$0	General Fund	Deann Allen, Principals, Curriculum Coaches, Program Review team leads at school level

Activity - Common ASsessments for Grades K-2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Investigate and determine a strategy to administer common assessments in Math and ELA to students in grades K-2</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>	Academic Support Program	07/01/2014	06/30/2015	\$0	General Fund	Denva Smith, Judy Smith, Instructional Coaches

Strategy 2:

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.

Category:

Activity - CIITS Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district leadership will ensure that email addresses for teachers and leaders accurate and relevant for all users to access CIITS consistently.</p> <p>Schools: All Schools</p>	Technology	07/01/2014	06/30/2015	\$0	No Funding Required	Denva Smith; Jennifer Smith; CIITS Cadre Leaders

Activity - CIITS Instructional Implications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Clay County

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	07/01/2014	06/30/2015	\$0	No Funding Required	Denva Smith; Curriculum Coaches; Principals; Building Level CIITS Team Leaders
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Activity - CIITS Leadership 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 school leadership to plan goals for continuous involvement to enhance student learning outcomes and meet district RTTT measures. Schools: All Schools	Policy and Process	07/01/2014	06/30/2015	\$0	No Funding Required	Denva Smith; Deann Allen, Curriculum Coaches; Principals

Activity - CIITS Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide support and monitoring to ensure that 100% of all teachers will publish at least one (1) assessment in CIITS as measured by CIITS usage reports. Schools: All Schools	Professional Learning	07/01/2014	06/30/2015	\$0	Race to the Top	Denva Smith, CIITS Cadre leaders, Curriculum Coaches, Principals

Strategy 3:

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.

Category:

Activity - School Intervention Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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. Schools: All Schools	Academic Support Program	07/01/2014	06/30/2015	\$0	No Funding Required	Vickie Nicholson; Denva Smith; School Psychologist; Principals

Activity - Master Schedules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Clay County

The district leadership will conduct an audit at the beginning of each school year 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. The master scheduled will be monitored throughout the year for fidelity. Schools: All Schools	Policy and Process	07/01/2014	06/30/2015	\$0	No Funding Required	Instructional Supervisors; Principals; Curriculum Coaches
Activity - Behavior screening and flagging system	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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. Schools: All Schools	Behavioral Support Program	07/01/2014	06/30/2015	\$2000	District Funding	Vickie Nicholson, Denva Smith; Denva Hoskins
Activity - Regular behavior data review by PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will ensure that school PLCs review discipline data and discuss appropriate strategies for use with all populations. Schools: All Schools	Behavioral Support Program	07/01/2014	07/01/2015	\$0	No Funding Required	Principals and District Liaisons
Activity - Postive Behavior Intervention Supports (PBIS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation and monitoring by district staff for the PBIS program will occur at one or more school(s). Additional schools will be added to the list of those using PBIS Schools: All Schools	Behavioral Support Program	07/01/2014	07/01/2015	\$200	Safe Schools	Vickie Nicholson, Denva Hoskins, Instructional Supervisor, Principals

Strategy 4:

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

Category: Early Learning

Activity - Early Childhood ELLN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Clay County

Teachers will participate in the Early Learning Leadership Networks (ELLN) and implement strategies for preK and Kindergarten student learning outcomes with the addition of a KCEOC participant. Schools: Goose Rock Elementary, Big Creek Elementary, Oneida Elementary School, Paces Creek Elementary, Manchester Elementary School, Hacker Elementary School, Burning Springs Elementary	Professional Learning	12/02/2013	12/30/2014	\$0	No Funding Required	Vickie Nicholson; Judy Smith; Curriculum Coaches; Principals; preK and K Teachers; KCOEC staff member.
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Strategy 5:

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.

Category:

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. External monitoring will continue with Vinson and Comer Associates to ensure fidelity and sustainability. Schools: All Schools	Academic Support Program	07/01/2014	06/30/2015	\$24000	Title I Part D	Denva Smith; Judy Smith; Curriculum Coaches

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 initiative 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 by Spring 2016 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	07/01/2014	07/01/2015	\$50000	District Funding	Denva Smith; Instructional Supervisors; Principals

Activity - Secondary Literacy Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will continue to work with secondary school leadership to monitor literacy programs and Response to Intervention programs that will ensure that all students are college and career ready upon graduation. Schools: Horse Creek Learning Center, Clay County Middle School, Clay County High School	Academic Support Program	07/01/2014	06/30/2015	\$0	No Funding Required	Deann Allen, Denva Hoskins, Principal

KDE Comprehensive Improvement Plan for Districts

Clay County

Strategy 6:

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

Category: Continuous Improvement

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	07/01/2014	06/30/2015	\$0	No Funding Required	Judy Smith; Instructional Supervisors; Curriculum Coaches
Activity - Math Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in aligned, research-based professional development focused on math content, practice standards, and interventions. Resources will include: KCM, Math teacher Leader Networks, PIMSER, CAAT. Schools: All Schools	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	Judy Smith, Instructional Supervisors; Curriculum Coaches
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	06/30/2014	\$0	No Funding Required	Judy Smith; Instructional Supervisors; Curriculum Coaches
Activity - Secondary Math Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will continue to work with school leadership to develop literacy programs and Response to Intervention programs that will ensure that all students are college and career ready upon graduation. Schools: Horse Creek Learning Center, Clay County Middle School, Clay County High School	Academic Support Program	07/01/2014	06/30/2015	\$0	No Funding Required	Deann Allen, Denva Hoskins, Principal
Activity - CCR Math Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers at Clay County High School will participate in the IMPACT math training. GEAR-UP funds will provide a math tutor for students. Schools: Horse Creek Learning Center, Clay County High School	Academic Support Program	07/01/2014	06/30/2015	\$50000	Grant Funds	Deann Allen, Rebecca Sumner, Jennifer McDaniel

Strategy 7:

Science and Social Studies - Science and Social Studies curriculum and corresponding documents will be revised to reflect new standards. Documents will be delivered to all teachers

Category:

Activity - Science Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science curriculum reflecting the Next Generation Science Standards will be implemented. New documents will be developed and delivered to all teachers. Schools: All Schools	Professional Learning	07/01/2014	06/30/2015	\$500	Text Books	Deann Allen

Activity - Social Studies Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies curriculum will be revised to reflect the C3 Standards once the new standards are released. Upon completion, new documents will be developed and delivered to all teachers. Schools: All Schools	Professional Learning	01/01/2015	06/30/2015	\$0	District Funding	Denva Hoskins

Goal 2: The 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 90% by 05/29/2015 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.

Category:

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

Activity - Identification of At-Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Clay County

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. This work will use the Persistence to Graduation Report. Promise Neighborhood funds will support this initiative. Schools: All Schools	Academic Support Program	07/01/2014	12/15/2016	\$100000	Grant Funds	Deann Allen, Instructional Supervisors, Principal
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Strategy 2:

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.

Category:

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 college and career ready courses that are aligned with their career interests as identified by the ILP. Schools: All Schools	Career Preparation/Orientation	02/01/2013	06/30/2015	\$0	No Funding Required	Deann Allen; Judy Smith; Instructional Supervisors; Principal

Measurable Objective 2:

collaborate to improve customer service and increase parent participation at all schools by 15% compared to 2012 school year by 06/30/2015 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.

Category:

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	06/30/2015	\$0	No Funding Required	Instructional Supervisors; Principal

Activity - Effective Time and Building Management	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Clay County

School secretaries and receptionist receive training dealing with proper protocol for answering the telephone and responding to school visitors. Principals and District staff received in-depth training to increase efficiency and provide for more time in classrooms. Schools: Big Creek Elementary, Oneida Elementary School, Clay County Middle School, Clay County High School, Burning Springs Elementary	Policy and Process	07/01/2014	06/30/2015	\$10000	Senate Bill 97 Grant Funding	Superintendent, Supervisors
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Strategy 2:

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

Category:

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. District will support the building Principal in addressing deficit issues seen in the TELL survey. Schools: All Schools	Other	03/29/2013	06/30/2015	\$0	No Funding Required	Instructional Supervisors; Principal

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. The District will help schools/principals address deficits found in the Missing Piece Schools: All Schools	Parent Involvement	02/01/2013	06/30/2015	\$0	No Funding Required	Instructional Supervisors; Principal

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:

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

Category:

Activity - School Board Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school board will revisit their goals and either affirm them or make necessary corrections to correspond with CDIP directives. Schools: All Schools	Policy and Process	02/01/2013	06/30/2015	\$0	No Funding Required	Clay County Board of Education

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 68% of students CCR and that the high school will have 75% of its students CCR by 06/01/2015 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.

Category:

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 and teachers 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	06/30/2015	\$0	No Funding Required	Deann Allen; Denva Smith, Instructional Supervisors; Principals

Strategy 2:

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.

Category:

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 and post-secondary institutions to explore and increase opportunities for dual and articulated credit. Schools: Clay County High School	Career Preparation/Orientation	02/01/2013	06/30/2015	\$5000	Perkins	Deann Allen; Instructional Supervisors; Principal

Activity - Dual Credit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school administration will increase the number of Dual Credit classes offered both on campus and off campus. Promise Neighborhood grant will provide funds for textbooks. Schools: Clay County High School	Career Preparation/Orientation	08/04/2014	06/30/2015	\$2000	Grant Funds	Deann Allen, Principal, Jennifer Collins

KDE Comprehensive Improvement Plan for Districts

Clay County

Strategy 3:

Acceleration - The district leadership will work with school leadership to explore opportunities for students to be able to accelerate their learning outside the normal parameters of the schedule and school day.

Category:

Activity - Early Graduation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Procedures and courses will be put in place to support students wishing to pursue early graduation. Schools: Clay County Middle School, Clay County High School	Career Preparation/Orientation	07/01/2014	06/30/2015	\$0	No Funding Required	Deann Allen, Denva Hoskins, Principals

Strategy 4:

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.

Category:

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

Activity - Utilization of Transition Services Inventory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	06/30/2015	\$0	No Funding Required	Vickie Nicholson, Principals; Special Education Staff

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	06/30/2015	\$0	No Funding Required	Vickie Nicholson, Principals, Special Education Staff

Measurable Objective 2:

collaborate to provide clear, prioritized learning objectives by grade and subject that all students are expected to master by 06/30/2014 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.

KDE Comprehensive Improvement Plan for Districts

Clay County

Category: Continuous Improvement

Activity - Vertical Curriculum Alignment and Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leaders created PreK-12 vertical alignment teams for all content areas which will ensure that the written curriculum is vertically aligned for all grade levels and content. These teams will continue to monitor and revise the curriculum. Schools: All Schools	Academic Support Program	02/01/2013	06/30/2015	\$0	No Funding Required	Instructional Supervisors; Curriculum Coaches; 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 will continue to monitor the defined 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	06/30/2015	\$0	No Funding Required	Instructional Supervisors; Principals; School Counselor/Support Staff

Strategy 2:

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

Category: Continuous Improvement

Activity - Model Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leaders will clarify the learning objectives of the district's curriculum through modeling standards-based lessons for core content areas. This will be completed through face-to-face activities or the use of PD360 Schools: All Schools	Direct Instruction	02/01/2013	06/30/2015	\$0	No Funding Required	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders

Activity - Kagan Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to implement Kagan teaching strategies. District staff will provide support and monitoring. Schools: Goose Rock Elementary, Oneida Elementary School, Clay County Middle School, Paces Creek Elementary	Direct Instruction	08/28/2014	06/30/2015	\$1000	Title I Part A	Vickie Nicholson

Measurable Objective 3:

collaborate to provide effective principals, a talented teacher pool, and layered professional development by 06/30/2015 as measured by school and classroom walkthrough data.

KDE Comprehensive Improvement Plan for Districts

Clay County

Strategy 1:

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

Category:

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	06/30/2015	\$1000	District Funding	Instructional Supervisors; Principals

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, in conjunction with the KASA Summer Conference for the purpose of planning for the 2015-2016 school year. Schools: All Schools	Professional Learning	01/01/2014	07/31/2015	\$20000	Grant Funds	Instructional Supervisors; Principals

Activity - KASC Membership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school and district will be members of the Kentucky Association of School Councils. Schools: All Schools	Policy and Process	07/01/2014	06/30/2015	\$36000	Title I Part A	Judy Smith

Strategy 2:

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

Category:

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 additional sessions throughout the year on selected topics. Schools: All Schools	Professional Learning	02/01/2013	06/30/2015	\$1000	District Funding	Denva Hoskins; Curriculum Coaches; Principals; Teacher Leaders

Activity - Adaptive Schools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Clay County

District and school leadership will participate in Adaptive Schools Seminar and implement the processes. Schools: All Schools	Professional Learning	10/01/2014	06/30/2015	\$1000	State Funds	Denva Smith
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Strategy 3:

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

Category:

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	06/30/2015	\$0	No Funding Required	Denva Smith, Instructional Supervisors; Curriculum Coaches; 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	06/30/2015	\$2500	No Funding Required	Instructional Supervisors; Curriculum Coaches; 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: Goose Rock Elementary, Oneida Elementary School, Clay County Middle School, Paces Creek Elementary, Clay County High School	Professional Learning	02/01/2013	12/30/2014	\$2500	Grant Funds	Denva Smith, Deann Allen; Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders

Activity - Exceptional Children Instructional Design Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Clay County

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	06/30/2015	\$2500	District Funding	Vickie Nicholson, Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders
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Strategy 4:

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.

Category:

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 book What Great Principals Do Differently by Todd Whitaker. Schools: All Schools	Professional Learning	02/01/2013	06/30/2015	\$1000	District Funding	Denva Smith; Instructional Supervisors; Principals

Goal 4: GAP Goal: 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 35.2% by 05/31/2017 as measured by spring K-Prep data.

Strategy 1:

Elementary Best Practice - Students will be exposed to instruction that is based on best practice and current research

Category:

Activity - Clearly Defined District Instructional Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Clay County

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	06/30/2015	\$0	No Funding Required	Denva Smith, Denva Hoskins, Judy Smith; Instructional Supervisors; Principals
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Measurable Objective 2:

collaborate to ensure that the overall achievement gap in middle school decreases to 39% by 05/31/2017 as measured by spring K-Prep data.

Strategy 1:

Middle School Best Practice - Students will be exposed to instruction that is based on best practice and current research

Category: Continuous Improvement

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: Clay County Middle School	Direct Instruction	02/01/2013	12/31/2014	\$0	No Funding Required	Amon Couch, Instructional Supervisors; School Principals

Activity - Co-teaching for Gap Closure (CT4GC)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Clay County Middle School staff and administration will implement school wide a three year project "Co-teaching for Gap Closure" with assistance from South East South Central (SESC) Coop and supervision from KDE. Schools: Clay County Middle School	Professional Learning	01/01/2014	06/30/2015	\$1000	IDEA	Denva Hoskins; Vickie Nicholson, Principal

Measurable Objective 3:

collaborate to ensure that the overall achievement gap in high school decreases from 75.2% in 2012 to 67.7% in 2013 by 05/29/2015 as measured by spring K-Prep data.

Strategy 1:

High School Best Practice - Students will be exposed to instruction that is based on best practice and current research

Category: Continuous Improvement

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: Clay County High School	Direct Instruction	02/01/2013	06/30/2015	\$0	No Funding Required	Deann Allen, Instructional Supervisors; Principals

KDE Comprehensive Improvement Plan for Districts

Clay County

Measurable Objective 4:

collaborate to respond to data through targeted interventions or curricular/instructional adjustments by 12/31/2014 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 school improvement goals.

Category:

Activity - Schools Improvement and 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) and develop and intervention plan before schools are identified as needing assistance Schools: All Schools	Policy and Process	02/01/2013	06/30/2015	\$0	No Funding Required	Instructional Supervisors; Curriculum Coaches; Principals

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	06/30/2015	\$0	No Funding Required	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders

Strategy 2:

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.

Category:

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
Training on differentiated instruction will be provided for all interested staff. Consultants from the Southeast Educational Cooperative will be enlisted to provide the training. Schools: All Schools	Professional Learning	05/30/2013	12/30/2014	\$200	Other	Vickie Nicholson, Denva Smith

Goal 5: Implementation of the Professional Growth and Effectiveness System.

KDE Comprehensive Improvement Plan for Districts

Clay County

Measurable Objective 1:

collaborate to to implement teachers and principals on the multiple measures through training and coacing by the PGES by 06/30/2015 as measured by as measured by the PGES training and guidance during the preparatory phase.

Strategy 1:

Certified - Ensure that principals are certified and/or collaborated in the measure of observation through Charlotte Danielson

Category: Teacher PGES

Activity - Teachscape Certification for Principals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals undergo the rigor of the observation process through the modules of the Danielson Framework and become certified or calibrated in all protocols to observe teachers in the working environment. Schools: All Schools	Professional Learning	09/02/2013	06/30/2015	\$0	No Funding Required	Amon Couch

Strategy 2:

Coaching - Provide coaching and training for teachers on writing student growth goals.

Category:

Activity - PLC training on writing student growth goals and monitoring progress.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide support and monitoring student growth goals planning and writing. Schools: All Schools	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	Amon Couch

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Adaptive Schools	District and school leadership will participate in Adaptive Schools Seminar and implement the processes.	Professional Learning	10/01/2014	06/30/2015	\$1000	Denva Smith
Total					\$1000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Reviews	The results of the Practical Living Career Studies, Arts & Humanities, Writing, and K-3 Program Reviews will be reviewed, analyzed, and make improvements followed by monitoring.	Professional Learning	07/01/2014	06/30/2015	\$0	Deann Allen, Principals, Curriculum Coaches, Program Review team leads at school level
Common ASsessments for Grades K-2	Investigate and determine a strategy to administer common assessments in Math and ELA to students in grades K-2	Academic Support Program	07/01/2014	06/30/2015	\$0	Denva Smith, Judy Smith, Instructional Coaches
Total					\$0	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Usage	Provide support and monitoring to ensure that 100% of all teachers will publish at least one (1) assessment in CIITS as measured by CIITS usage reports.	Professional Learning	07/01/2014	06/30/2015	\$0	Denva Smith, CIITS Cadre leaders, Curriculum Coaches, Principals
Total					\$0	

KDE Comprehensive Improvement Plan for Districts

Clay County

Safe Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Postive Behavior Intervention Supports (PBIS)	Implementation and monitoring by district staff for the PBIS program will occur at one or more school(s). Additional schools will be added to the list of those using PBIS	Behavioral Support Program	07/01/2014	07/01/2015	\$200	Vickie Nicholson, Denva Hoskins, Instructional Supervisor, Principals
Total					\$200	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Co-teaching for Gap Closure (CT4GC)	Clay County Middle School staff and administration will implement school wide a three year project "Co-teaching for Gap Closure" with assistance from South East South Central (SESC) Coop and supervision from KDE.	Professional Learning	01/01/2014	06/30/2015	\$1000	Denva Hoskins; Vickie Nicholson, Principal
Total					\$1000	

Title I Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development Planning	The district leadership will work with schools to identify gaps in literacy performance to determine professional development needed for instructional improvements. External monitoring will continue with Vinson and Comer Associates to ensure fidelity and sustainability.	Academic Support Program	07/01/2014	06/30/2015	\$24000	Denva Smith; Judy Smith; Curriculum Coaches
Total					\$24000	

Senate Bill 97 Grant Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Effective Time and Building Management	School secretaries and receptionist receive training dealing with proper protocol for answering the telephone and responding to school visitors. Principals and District staff received in-depth training to increase efficiency and provide for more time in classrooms.	Policy and Process	07/01/2014	06/30/2015	\$10000	Superintendent, Supervisors
Total					\$10000	

KDE Comprehensive Improvement Plan for Districts

Clay County

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Professional Learning	05/30/2013	12/30/2014	\$200	Vickie Nicholson, Denva Smith
Total					\$200	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kagan Instructional Strategies	Teachers will be trained to implement Kagan teaching strategies. District staff will provide support and monitoring.	Direct Instruction	08/28/2014	06/30/2015	\$1000	Vickie Nicholson
KASC Membership	Each school and district will be members of the Kentucky Association of School Councils.	Policy and Process	07/01/2014	06/30/2015	\$36000	Judy Smith
Total					\$37000	

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 and post-secondary institutions to explore and increase opportunities for dual and articulated credit.	Career Preparation/Orientation	02/01/2013	06/30/2015	\$5000	Deann Allen; Instructional Supervisors; Principal
Total					\$5000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Secondary Math Literacy	District leadership will continue to work with school leadership to develop literacy programs and Response to Intervention programs that will ensure that all students are college and career ready upon graduation.	Academic Support Program	07/01/2014	06/30/2015	\$0	Deann Allen, Denva Hoskins, Principal
Utilization of 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	06/30/2015	\$0	Vickie Nicholson, Principals; Special Education Staff

KDE Comprehensive Improvement Plan for Districts

Clay County

Early Childhood ELLN	Teachers will participate in the Early Learning Leadership Networks (ELLN) and implement strategies for preK and Kindergarten student learning outcomes with the addition of a KCEOC participant.	Professional Learning	12/02/2013	12/30/2014	\$0	Vickie Nicholson; Judy Smith; Curriculum Coaches; Principals; preK and K Teachers; KCOEC staff member.
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	07/01/2014	06/30/2015	\$0	Vickie Nicholson; Denva Smith; School Psychologist; Principals
Early Graduation	Procedures and courses will be put in place to support students wishing to pursue early graduation.	Career Preparation/Orientation	07/01/2014	06/30/2015	\$0	Deann Allen, Denva Hoskins, Principals
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	07/01/2014	06/30/2015	\$0	Denva Smith; Curriculum Coaches; Principals; Building Level CIITS Team Leaders
Model Lessons	District leaders will clarify the learning objectives of the district's curriculum through modeling standards-based lessons for core content areas. This will be completed through face-to-face activities or the use of PD360	Direct Instruction	02/01/2013	06/30/2015	\$0	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders
Math Support	Participate in aligned, research-based professional development focused on math content, practice standards, and interventions. Resources will include: KCM, Math teacher Leader Networks, PIMSER, CAAT.	Professional Learning	07/01/2014	06/30/2015	\$0	Judy Smith, Instructional Supervisors; Curriculum Coaches
Definition of Requirements for Successful Graduates	District leaders will continue to monitor the defined 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	06/30/2015	\$0	Instructional Supervisors; Principals; School Counselor/Support Staff

KDE Comprehensive Improvement Plan for Districts

Clay County

Curriculum Adjustments/Gaps	The district leadership team will continue to facilitate curriculum adjustments, including identification of curriculum gaps, in each subject area or grade level to ensure alignment to the Common Core Standards and other appropriate curricula. This work will be coordinated within each building by working with building level leadership and teacher leaders.	Academic Support Program	07/01/2014	06/30/2015	\$0	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. The administration of Common Assessments will take place in CIITS.	Academic Support Program	01/01/2013	12/31/2014	\$0	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders
PLC training on writing student growth goals and monitoring progress.	Provide support and monitoring student growth goals planning and writing.	Professional Learning	07/01/2014	06/30/2015	\$0	Amon Couch
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	06/30/2015	\$0	Denva Smith, Denva Hoskins, Judy Smith; Instructional Supervisors; 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	06/30/2015	\$0	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders
Vertical Curriculum Alignment and Teams	District leaders created PreK-12 vertical alignment teams for all content areas which will ensure that the written curriculum is vertically aligned for all grade levels and content. These teams will continue to monitor and revise the curriculum.	Academic Support Program	02/01/2013	06/30/2015	\$0	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders
District Level Curriculum Design Team	The district curriculum design team will continue the work of : 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.	Policy and Process	07/01/2013	06/30/2015	\$0	Instructional Supervisors; Curriculum Coaches; Principals; Instructional Coaches

KDE Comprehensive Improvement Plan for Districts

Clay County

Teachscape Certification for Principals	Principals undergo the rigor of the observation process through the modules of the Danielson Framework and become certified or calibrated in all protocols to observe teachers in the working environment.	Professional Learning	09/02/2013	06/30/2015	\$0	Amon Couch
CIITS Access	The district leadership will ensure that email addresses for teachers and leaders accurate and relevant for all users to access CIITS consistently.	Technology	07/01/2014	06/30/2015	\$0	Denva Smith; Jennifer Smith; CIITS Cadre 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	12/31/2014	\$0	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	06/30/2015	\$2500	Instructional Supervisors; Curriculum Coaches; 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	06/30/2015	\$0	Deann Allen, Instructional Supervisors; Principals
CIITS Leadership Connections	The district leadership will monitor use of CIITS and work with school leadership to plan goals for continuous involvement to enhance student learning outcomes and meet district RTTT measures.	Policy and Process	07/01/2014	06/30/2015	\$0	Denva Smith; Deann Allen, Curriculum Coaches; Principals
Missing Piece	The district leadership will facilitate a review of parent / stakeholder involvement throughout the entire district using The Missing Piece. The District will help schools/principals address deficits found in the Missing Piece	Parent Involvement	02/01/2013	06/30/2015	\$0	Instructional Supervisors; Principal
Secondary Literacy Initiative	District leadership will continue to work with secondary school leadership to monitor literacy programs and Response to Intervention programs that will ensure that all students are college and career ready upon graduation.	Academic Support Program	07/01/2014	06/30/2015	\$0	Deann Allen, Denva Hoskins, Principal
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	06/30/2015	\$0	Instructional Supervisors; Principal
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	06/30/2014	\$0	Judy Smith; Instructional Supervisors; Curriculum Coaches

KDE Comprehensive Improvement Plan for Districts

Clay County

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 college and career ready courses that are aligned with their career interests as identified by the ILP.	Career Preparation/Orientation	02/01/2013	06/30/2015	\$0	Deann Allen; Judy Smith; Instructional Supervisors; Principal
School Board Goals	The school board will revisit their goals and either affirm them or make necessary corrections to correspond with CDIP directives.	Policy and Process	02/01/2013	06/30/2015	\$0	Clay County Board of Education
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	06/30/2015	\$0	Denva Smith, Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders
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	07/01/2014	06/30/2015	\$0	Judy Smith; Instructional Supervisors; Curriculum Coaches
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	07/01/2014	07/01/2015	\$0	Principals and District Liaisons
Schools Improvement and 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) and develop and intervention plan before schools are identified as needing assistance	Policy and Process	02/01/2013	06/30/2015	\$0	Instructional Supervisors; Curriculum Coaches; Principals
Guidance / Support Services Training	The district leadership will work with school leadership to provide professional development for middle and high school counselors and teachers on the 16 National Career Clusters and the 79 Career Pathways.	Professional Learning	02/01/2013	06/30/2015	\$0	Deann Allen; Denva Smith, Instructional Supervisors; 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. District will support the building Principal in addressing deficit issues seen in the TELL survey.	Other	03/29/2013	06/30/2015	\$0	Instructional Supervisors; Principal
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	06/30/2015	\$0	Vickie Nicholson, Principals, Special Education Staff

KDE Comprehensive Improvement Plan for Districts

Clay County

Master Schedules	The district leadership will conduct an audit at the beginning of each school year 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. The master scheduled will be monitored throughout the year for fidelity.	Policy and Process	07/01/2014	06/30/2015	\$0	Instructional Supervisors; Principals; Curriculum Coaches
Total					\$2500	

Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Science Curriculum	Science curriculum reflecting the Next Generation Science Standards will be implemented. New documents will be developed and delivered to all teachers.	Professional Learning	07/01/2014	06/30/2015	\$500	Deann Allen
Total					\$500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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 additional sessions throughout the year on selected topics.	Professional Learning	02/01/2013	06/30/2015	\$1000	Denva Hoskins; Curriculum Coaches; Principals; Teacher Leaders
Elementary Reading Initiative	The district leadership will continue to work with school leadership to ensure that the current initiative 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 by Spring 2016 leaving primary school reading at or above grade level as measured by MAP.	Academic Support Program	07/01/2014	07/01/2015	\$50000	Denva Smith; Instructional Supervisors; Principals
Social Studies Curriculum	Social Studies curriculum will be revised to reflect the C3 Standards once the new standards are released. Upon completion, new documents will be developed and delivered to all teachers.	Professional Learning	01/01/2015	06/30/2015	\$0	Denva Hoskins
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	06/30/2015	\$1000	Instructional Supervisors; Principals

KDE Comprehensive Improvement Plan for Districts

Clay County

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	06/30/2015	\$2500	Vickie Nicholson, Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders
Book Study	The district leadership will conduct a book study with both district and school leadership on the book What Great Principals Do Differently by Todd Whitaker.	Professional Learning	02/01/2013	06/30/2015	\$1000	Denva Smith; Instructional Supervisors; 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	07/01/2014	06/30/2015	\$2000	Vickie Nicholson, Denva Smith; Denva Hoskins
Total					\$57500	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CCR Math Support	Math teachers at Clay County High School will participate in the IMPACT math training. GEAR-UP funds will provide a math tutor for students.	Academic Support Program	07/01/2014	06/30/2015	\$50000	Deann Allen, Rebecca Sumner, Jennifer McDaniel
Identification of At-Risk Students	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. This work will use the Persistence to Graduation Report. Promise Neighborhood funds will support this initiative.	Academic Support Program	07/01/2014	12/15/2016	\$100000	Deann Allen, Instructional Supervisors, Principal
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	12/30/2014	\$2500	Denva Smith, Deann Allen; Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders
Dual Credit	District and school administration will increase the number of Dual Credit classes offered both on campus and off campus. Promise Neighborhood grant will provide funds for textbooks.	Career Preparation/Orientation	08/04/2014	06/30/2015	\$2000	Deann Allen, Principal, Jennifer Collins

KDE Comprehensive Improvement Plan for Districts

Clay County

District Leadership Retreat	The district leadership, including central office administrators, school administrators, and school board members, will attend a 2 day summer leadership retreat, in conjunction with the KASA Summer Conference for the purpose of planning for the 2015-2016 school year.	Professional Learning	01/01/2014	07/31/2015	\$20000	Instructional Supervisors; Principals
Total					\$174500	

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
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	06/30/2015	\$0	Denva Smith, Denva Hoskins, Judy Smith; Instructional Supervisors; Principals
Curriculum Adjustments/Gaps	The district leadership team will continue to facilitate curriculum adjustments, including identification of curriculum gaps, in each subject area or grade level to ensure alignment to the Common Core Standards and other appropriate curricula. This work will be coordinated within each building by working with building level leadership and teacher leaders.	Academic Support Program	07/01/2014	06/30/2015	\$0	Instructional Supervisors, Curriculum Coaches
CIITS Access	The district leadership will ensure that email addresses for teachers and leaders accurate and relevant for all users to access CIITS consistently.	Technology	07/01/2014	06/30/2015	\$0	Denva Smith; Jennifer Smith; CIITS Cadre 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	07/01/2014	06/30/2015	\$0	Denva Smith; Curriculum Coaches; Principals; Building Level CIITS Team Leaders
CIITS Leadership Connections	The district leadership will monitor use of CIITS and work with school leadership to plan goals for continuous involvement to enhance student learning outcomes and meet district RTTT measures.	Policy and Process	07/01/2014	06/30/2015	\$0	Denva Smith; Deann Allen, Curriculum Coaches; Principals

KDE Comprehensive Improvement Plan for Districts

Clay County

District Level Curriculum Design Team	The district curriculum design team will continue the work of : 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.	Policy and Process	07/01/2013	06/30/2015	\$0	Instructional Supervisors; Curriculum Coaches; Principals; Instructional Coaches
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	07/01/2014	06/30/2015	\$0	Vickie Nicholson; Denva Smith; School Psychologist; Principals
Professional Development Planning	The district leadership will work with schools to identify gaps in literacy performance to determine professional development needed for instructional improvements. External monitoring will continue with Vinson and Comer Associates to ensure fidelity and sustainability.	Academic Support Program	07/01/2014	06/30/2015	\$24000	Denva Smith; Judy Smith; 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	07/01/2014	06/30/2015	\$0	Judy Smith; Instructional Supervisors; Curriculum Coaches
Math Support	Participate in aligned, research-based professional development focused on math content, practice standards, and interventions. Resources will include: KCM, Math teacher Leader Networks, PIMSER, CAAT.	Professional Learning	07/01/2014	06/30/2015	\$0	Judy Smith, Instructional Supervisors; Curriculum Coaches
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	06/30/2014	\$0	Judy Smith; Instructional Supervisors; Curriculum Coaches
Vertical Curriculum Alignment and Teams	District leaders created PreK-12 vertical alignment teams for all content areas which will ensure that the written curriculum is vertically aligned for all grade levels and content. These teams will continue to monitor and revise the curriculum.	Academic Support Program	02/01/2013	06/30/2015	\$0	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders

KDE Comprehensive Improvement Plan for Districts

Clay County

Definition of Requirements for Successful Graduates	District leaders will continue to monitor the defined 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	06/30/2015	\$0	Instructional Supervisors; Principals; School Counselor/Support Staff
Model Lessons	District leaders will clarify the learning objectives of the district's curriculum through modeling standards-based lessons for core content areas. This will be completed through face-to-face activities or the use of PD360	Direct Instruction	02/01/2013	06/30/2015	\$0	Instructional Supervisors; Curriculum Coaches; 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	06/30/2015	\$1000	Instructional Supervisors; 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 additional sessions throughout the year on selected topics.	Professional Learning	02/01/2013	06/30/2015	\$1000	Denva Hoskins; Curriculum Coaches; 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	06/30/2015	\$0	Denva Smith, Instructional Supervisors; Curriculum Coaches; 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	06/30/2015	\$2500	Instructional Supervisors; Curriculum Coaches; 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	06/30/2015	\$2500	Vickie Nicholson, Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders

KDE Comprehensive Improvement Plan for Districts

Clay County

Schools Improvement and 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) and develop and intervention plan before schools are identified as needing assistance	Policy and Process	02/01/2013	06/30/2015	\$0	Instructional Supervisors; Curriculum Coaches; 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	06/30/2015	\$0	Instructional Supervisors; Principal
School Board Goals	The school board will revisit their goals and either affirm them or make necessary corrections to correspond with CDIP directives.	Policy and Process	02/01/2013	06/30/2015	\$0	Clay County Board of Education
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 college and career ready courses that are aligned with their career interests as identified by the ILP.	Career Preparation/Orientation	02/01/2013	06/30/2015	\$0	Deann Allen; Judy Smith; Instructional Supervisors; Principal
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	06/30/2015	\$0	Instructional Supervisors; Curriculum Coaches; 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. District will support the building Principal in addressing deficit issues seen in the TELL survey.	Other	03/29/2013	06/30/2015	\$0	Instructional Supervisors; Principal
Master Schedules	The district leadership will conduct an audit at the beginning of each school year 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. The master scheduled will be monitored throughout the year for fidelity.	Policy and Process	07/01/2014	06/30/2015	\$0	Instructional Supervisors; Principals; Curriculum Coaches
Book Study	The district leadership will conduct a book study with both district and school leadership on the book What Great Principals Do Differently by Todd Whitaker.	Professional Learning	02/01/2013	06/30/2015	\$1000	Denva Smith; Instructional Supervisors; Principals
Missing Piece	The district leadership will facilitate a review of parent / stakeholder involvement throughout the entire district using The Missing Piece. The District will help schools/principals address deficits found in the Missing Piece	Parent Involvement	02/01/2013	06/30/2015	\$0	Instructional Supervisors; Principal
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.	Professional Learning	05/30/2013	12/30/2014	\$200	Vickie Nicholson, Denva Smith

KDE Comprehensive Improvement Plan for Districts

Clay County

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	07/01/2014	06/30/2015	\$2000	Vickie Nicholson, Denva Smith; Denva Hoskins
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	07/01/2014	07/01/2015	\$0	Principals and District Liaisons
District Leadership Retreat	The district leadership, including central office administrators, school administrators, and school board members, will attend a 2 day summer leadership retreat, in conjunction with the KASA Summer Conference for the purpose of planning for the 2015-2016 school year.	Professional Learning	01/01/2014	07/31/2015	\$20000	Instructional Supervisors; Principals
Program Reviews	The results of the Practical Living Career Studies, Arts & Humanities, Writing, and K-3 Program Reviews will be reviewed, analyzed, and make improvements followed by monitoring.	Professional Learning	07/01/2014	06/30/2015	\$0	Deann Allen, Principals, Curriculum Coaches, Program Review team leads at school level
CIITS Usage	Provide support and monitoring to ensure that 100% of all teachers will publish at least one (1) assessment in CIITS as measured by CIITS usage reports.	Professional Learning	07/01/2014	06/30/2015	\$0	Denva Smith, CIITS Cadre leaders, Curriculum Coaches, Principals
Science Curriculum	Science curriculum reflecting the Next Generation Science Standards will be implemented. New documents will be developed and delivered to all teachers.	Professional Learning	07/01/2014	06/30/2015	\$500	Deann Allen
Social Studies Curriculum	Social Studies curriculum will be revised to reflect the C3 Standards once the new standards are released. Upon completion, new documents will be developed and delivered to all teachers.	Professional Learning	01/01/2015	06/30/2015	\$0	Denva Hoskins
Identification of At-Risk Students	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. This work will use the Persistence to Graduation Report. Promise Neighborhood funds will support this initiative.	Academic Support Program	07/01/2014	12/15/2016	\$100000	Deann Allen, Instructional Supervisors, Principal
Teachscape Certification for Principals	Principals undergo the rigor of the observation process through the modules of the Danielson Framework and become certified or calibrated in all protocols to observe teachers in the working environment.	Professional Learning	09/02/2013	06/30/2015	\$0	Amon Couch
PLC training on writing student growth goals and monitoring progress.	Provide support and monitoring student growth goals planning and writing.	Professional Learning	07/01/2014	06/30/2015	\$0	Amon Couch

KDE Comprehensive Improvement Plan for Districts

Clay County

Postive Behavior Intervention Supports (PBIS)	Implementation and monitoring by district staff for the PBIS program will occur at one or more school(s). Additional schools will be added to the list of those using PBIS	Behavioral Support Program	07/01/2014	07/01/2015	\$200	Vickie Nicholson, Denva Hoskins, Instructional Supervisor, Principals
KASC Membership	Each school and district will be members of the Kentucky Association of School Councils.	Policy and Process	07/01/2014	06/30/2015	\$36000	Judy Smith
Adaptive Schools	District and school leadership will participate in Adaptive Schools Seminar and implement the processes.	Professional Learning	10/01/2014	06/30/2015	\$1000	Denva Smith
Total					\$191900	

Paces Creek Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Childhood ELLN	Teachers will participate in the Early Learning Leadership Networks (ELLN) and implement strategies for preK and Kindergarten student learning outcomes with the addition of a KCEOC participant.	Professional Learning	12/02/2013	12/30/2014	\$0	Vickie Nicholson; Judy Smith; Curriculum Coaches; Principals; preK and K Teachers; KCOEC staff member.
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	12/30/2014	\$2500	Denva Smith, Deann Allen; Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders
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. The administration of Common Assessments will take place in CIITS.	Academic Support Program	01/01/2013	12/31/2014	\$0	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders

KDE Comprehensive Improvement Plan for Districts

Clay County

Elementary Reading Initiative	The district leadership will continue to work with school leadership to ensure that the current initiative 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 by Spring 2016 leaving primary school reading at or above grade level as measured by MAP.	Academic Support Program	07/01/2014	07/01/2015	\$50000	Denva Smith; Instructional Supervisors; Principals
Common ASsessments for Grades K-2	Investigate and determine a strategy to administer common assessments in Math and ELA to students in grades K-2	Academic Support Program	07/01/2014	06/30/2015	\$0	Denva Smith, Judy Smith, Instructional Coaches
Kagan Instructional Strategies	Teachers will be trained to implement Kagan teaching strategies. District staff will provide support and monitoring.	Direct Instruction	08/28/2014	06/30/2015	\$1000	Vickie Nicholson
Total					\$53500	

Oneida Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Childhood ELLN	Teachers will participate in the Early Learning Leadership Networks (ELLN) and implement strategies for preK and Kindergarten student learning outcomes with the addition of a KCEOC participant.	Professional Learning	12/02/2013	12/30/2014	\$0	Vickie Nicholson; Judy Smith; Curriculum Coaches; Principals; preK and K Teachers; KCOEC staff member.
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	12/30/2014	\$2500	Denva Smith, Deann Allen; Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders
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. The administration of Common Assessments will take place in CIITS.	Academic Support Program	01/01/2013	12/31/2014	\$0	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders

KDE Comprehensive Improvement Plan for Districts

Clay County

Elementary Reading Initiative	The district leadership will continue to work with school leadership to ensure that the current initiative 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 by Spring 2016 leaving primary school reading at or above grade level as measured by MAP.	Academic Support Program	07/01/2014	07/01/2015	\$50000	Denva Smith; Instructional Supervisors; Principals
Common ASsessments for Grades K-2	Investigate and determine a strategy to administer common assessments in Math and ELA to students in grades K-2	Academic Support Program	07/01/2014	06/30/2015	\$0	Denva Smith, Judy Smith, Instructional Coaches
Effective Time and Building Managemen	School secretaries and receptionist receive training dealing with proper protocol for answering the telephone and responding to school visitors. Principals and District staff received in-depth training to increase efficiency and provide for more time in classrooms.	Policy and Process	07/01/2014	06/30/2015	\$10000	Superintendnt, Supervisors
Kagan Instructional Strategies	Teachers will be trained to implement Kagan teaching strategies. District staff will provide support and monitoring.	Direct Instruction	08/28/2014	06/30/2015	\$1000	Vickie Nicholson
Total					\$63500	

Manchester Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Childhood ELLN	Teachers will participate in the Early Learning Leadership Networks (ELLN) and implement strategies for preK and Kindergarten student learning outcomes with the addition of a KCEOC participant.	Professional Learning	12/02/2013	12/30/2014	\$0	Vickie Nicholson; Judy Smith; Curriculum Coaches; Principals; preK and K Teachers; KCOEC staff member.
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. The administration of Common Assessments will take place in CIITS.	Academic Support Program	01/01/2013	12/31/2014	\$0	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders
Elementary Reading Initiative	The district leadership will continue to work with school leadership to ensure that the current initiative 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 by Spring 2016 leaving primary school reading at or above grade level as measured by MAP.	Academic Support Program	07/01/2014	07/01/2015	\$50000	Denva Smith; Instructional Supervisors; Principals

KDE Comprehensive Improvement Plan for Districts

Clay County

Common ASsessments for Grades K-2	Investigate and determine a strategy to administer common assessments in Math and ELA to students in grades K-2	Academic Support Program	07/01/2014	06/30/2015	\$0	Denva Smith, Judy Smith, Instructional Coaches
Total					\$50000	

Horse Creek Learning Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Secondary Literacy Initiative	District leadership will continue to work with secondary school leadership to monitor literacy programs and Response to Intervention programs that will ensure that all students are college and career ready upon graduation.	Academic Support Program	07/01/2014	06/30/2015	\$0	Deann Allen, Denva Hoskins, Principal
Secondary Math Literacy	District leadership will continue to work with school leadership to develop literacy programs and Response to Intervention programs that will ensure that all students are college and career ready upon graduation.	Academic Support Program	07/01/2014	06/30/2015	\$0	Deann Allen, Denva Hoskins, Principal
CCR Math Support	Math teachers at Clay County High School will participate in the IMPACT math training. GEAR-UP funds will provide a math tutor for students.	Academic Support Program	07/01/2014	06/30/2015	\$50000	Deann Allen, Rebecca Sumner, Jennifer McDaniel
Total					\$50000	

Hacker Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Childhood ELLN	Teachers will participate in the Early Learning Leadership Networks (ELLN) and implement strategies for preK and Kindergarten student learning outcomes with the addition of a KCEOC participant.	Professional Learning	12/02/2013	12/30/2014	\$0	Vickie Nicholson; Judy Smith; Curriculum Coaches; Principals; preK and K Teachers; KCOEC staff member.
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. The administration of Common Assessments will take place in CIITS.	Academic Support Program	01/01/2013	12/31/2014	\$0	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders

KDE Comprehensive Improvement Plan for Districts

Clay County

Elementary Reading Initiative	The district leadership will continue to work with school leadership to ensure that the current initiative 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 by Spring 2016 leaving primary school reading at or above grade level as measured by MAP.	Academic Support Program	07/01/2014	07/01/2015	\$50000	Denva Smith; Instructional Supervisors; Principals
Common ASsessments for Grades K-2	Investigate and determine a strategy to administer common assessments in Math and ELA to students in grades K-2	Academic Support Program	07/01/2014	06/30/2015	\$0	Denva Smith, Judy Smith, Instructional Coaches
Total					\$50000	

Goose Rock Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Childhood ELLN	Teachers will participate in the Early Learning Leadership Networks (ELLN) and implement strategies for preK and Kindergarten student learning outcomes with the addition of a KCEOC participant.	Professional Learning	12/02/2013	12/30/2014	\$0	Vickie Nicholson; Judy Smith; Curriculum Coaches; Principals; preK and K Teachers; KCOEC staff member.
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	12/30/2014	\$2500	Denva Smith, Deann Allen; Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders
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. The administration of Common Assessments will take place in CIITS.	Academic Support Program	01/01/2013	12/31/2014	\$0	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders

KDE Comprehensive Improvement Plan for Districts

Clay County

Elementary Reading Initiative	The district leadership will continue to work with school leadership to ensure that the current initiative 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 by Spring 2016 leaving primary school reading at or above grade level as measured by MAP.	Academic Support Program	07/01/2014	07/01/2015	\$50000	Denva Smith; Instructional Supervisors; Principals
Common ASsessments for Grades K-2	Investigate and determine a strategy to administer common assessments in Math and ELA to students in grades K-2	Academic Support Program	07/01/2014	06/30/2015	\$0	Denva Smith, Judy Smith, Instructional Coaches
Kagan Instructional Strategies	Teachers will be trained to implement Kagan teaching strategies. District staff will provide support and monitoring.	Direct Instruction	08/28/2014	06/30/2015	\$1000	Vickie Nicholson
Total					\$53500	

Clay County Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	12/31/2014	\$0	Amon Couch, 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	12/30/2014	\$2500	Denva Smith, Deann Allen; Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders
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. The administration of Common Assessments will take place in CIITS.	Academic Support Program	01/01/2013	12/31/2014	\$0	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders
Guidance / Support Services Training	The district leadership will work with school leadership to provide professional development for middle and high school counselors and teachers on the 16 National Career Clusters and the 79 Career Pathways.	Professional Learning	02/01/2013	06/30/2015	\$0	Deann Allen; Denva Smith, Instructional Supervisors; Principals

KDE Comprehensive Improvement Plan for Districts

Clay County

Utilization of 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	06/30/2015	\$0	Vickie Nicholson, 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	06/30/2015	\$0	Vickie Nicholson, Principals, Special Education Staff
Co-teaching for Gap Closure (CT4GC)	Clay County Middle School staff and administration will implement school wide a three year project "Co-teaching for Gap Closure" with assistance from South East South Central (SESC) Coop and supervision from KDE.	Professional Learning	01/01/2014	06/30/2015	\$1000	Denva Hoskins; Vickie Nicholson, Principal
Secondary Literacy Initiative	District leadership will continue to work with secondary school leadership to monitor literacy programs and Response to Intervention programs that will ensure that all students are college and career ready upon graduation.	Academic Support Program	07/01/2014	06/30/2015	\$0	Deann Allen, Denva Hoskins, Principal
Secondary Math Literacy	District leadership will continue to work with school leadership to develop literacy programs and Response to Intervention programs that will ensure that all students are college and career ready upon graduation.	Academic Support Program	07/01/2014	06/30/2015	\$0	Deann Allen, Denva Hoskins, Principal
Effective Time and Building Management	School secretaries and receptionist receive training dealing with proper protocol for answering the telephone and responding to school visitors. Principals and District staff received in-depth training to increase efficiency and provide for more time in classrooms.	Policy and Process	07/01/2014	06/30/2015	\$10000	Superintendent, Supervisors
Early Graduation	Procedures and courses will be put in place to support students wishing to pursue early graduation.	Career Preparation/Orientation	07/01/2014	06/30/2015	\$0	Deann Allen, Denva Hoskins, Principals
Kagan Instructional Strategies	Teachers will be trained to implement Kagan teaching strategies. District staff will provide support and monitoring.	Direct Instruction	08/28/2014	06/30/2015	\$1000	Vickie Nicholson
Total					\$14500	

Clay County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	06/30/2015	\$0	Deann Allen, Instructional Supervisors; Principals

KDE Comprehensive Improvement Plan for Districts

Clay County

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	12/30/2014	\$2500	Denva Smith, Deann Allen; Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders
Guidance / Support Services Training	The district leadership will work with school leadership to provide professional development for middle and high school counselors and teachers on the 16 National Career Clusters and the 79 Career Pathways.	Professional Learning	02/01/2013	06/30/2015	\$0	Deann Allen; Denva Smith, Instructional Supervisors; Principals
Increased CTE Dual Credit/Virtual Course Offerings/Opportunities	The district leadership will work with school leadership and post-secondary institutions to explore and increase opportunities for dual and articulated credit.	Career Preparation/Orientation	02/01/2013	06/30/2015	\$5000	Deann Allen; Instructional Supervisors; Principal
Utilization of 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	06/30/2015	\$0	Vickie Nicholson, 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	06/30/2015	\$0	Vickie Nicholson, Principals, Special Education Staff
Secondary Literacy Initiative	District leadership will continue to work with secondary school leadership to monitor literacy programs and Response to Intervention programs that will ensure that all students are college and career ready upon graduation.	Academic Support Program	07/01/2014	06/30/2015	\$0	Deann Allen, Denva Hoskins, Principal
Secondary Math Literacy	District leadership will continue to work with school leadership to develop literacy programs and Response to Intervention programs that will ensure that all students are college and career ready upon graduation.	Academic Support Program	07/01/2014	06/30/2015	\$0	Deann Allen, Denva Hoskins, Principal
CCR Math Support	Math teachers at Clay County High School will participate in the IMPACT math training. GEAR-UP funds will provide a math tutor for students.	Academic Support Program	07/01/2014	06/30/2015	\$50000	Deann Allen, Rebecca Sumner, Jennifer McDaniel
Effective Time and Building Management	School secretaries and receptionist receive training dealing with proper protocol for answering the telephone and responding to school visitors. Principals and District staff received in-depth training to increase efficiency and provide for more time in classrooms.	Policy and Process	07/01/2014	06/30/2015	\$10000	Superintendent, Supervisors

KDE Comprehensive Improvement Plan for Districts

Clay County

Dual Credit	District and school administration will increase the number of Dual Credit classes offered both on campus and off campus. Promise Neighborhood grant will provide funds for textbooks.	Career Preparation/Orientation	08/04/2014	06/30/2015	\$2000	Deann Allen, Principal, Jennifer Collins
Early Graduation	Procedures and courses will be put in place to support students wishing to pursue early graduation.	Career Preparation/Orientation	07/01/2014	06/30/2015	\$0	Deann Allen, Denva Hoskins, Principals
Total					\$69500	

Burning Springs Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Childhood ELLN	Teachers will participate in the Early Learning Leadership Networks (ELLN) and implement strategies for preK and Kindergarten student learning outcomes with the addition of a KCEOC participant.	Professional Learning	12/02/2013	12/30/2014	\$0	Vickie Nicholson; Judy Smith; Curriculum Coaches; Principals; preK and K Teachers; KCOEC staff member.
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. The administration of Common Assessments will take place in CIITS.	Academic Support Program	01/01/2013	12/31/2014	\$0	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders
Elementary Reading Initiative	The district leadership will continue to work with school leadership to ensure that the current initiative 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 by Spring 2016 leaving primary school reading at or above grade level as measured by MAP.	Academic Support Program	07/01/2014	07/01/2015	\$50000	Denva Smith; Instructional Supervisors; Principals
Common ASsessments for Grades K-2	Investigate and determine a strategy to administer common assessments in Math and ELA to students in grades K-2	Academic Support Program	07/01/2014	06/30/2015	\$0	Denva Smith, Judy Smith, Instructional Coaches
Effective Time and Building Managemen	School secretaries and receptionist receive training dealing with proper protocol for answering the telephone and responding to school visitors. Principals and District staff received in-depth training to increase efficiency and provide for more time in classrooms.	Policy and Process	07/01/2014	06/30/2015	\$10000	Superintende nt, Supervisors
Total					\$60000	

KDE Comprehensive Improvement Plan for Districts

Clay County

Big Creek Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Childhood ELLN	Teachers will participate in the Early Learning Leadership Networks (ELLN) and implement strategies for preK and Kindergarten student learning outcomes with the addition of a KCEOC participant.	Professional Learning	12/02/2013	12/30/2014	\$0	Vickie Nicholson; Judy Smith; Curriculum Coaches; Principals; preK and K Teachers; KCOEC staff member.
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. The administration of Common Assessments will take place in CIITS.	Academic Support Program	01/01/2013	12/31/2014	\$0	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders
Elementary Reading Initiative	The district leadership will continue to work with school leadership to ensure that the current initiative 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 by Spring 2016 leaving primary school reading at or above grade level as measured by MAP.	Academic Support Program	07/01/2014	07/01/2015	\$50000	Denva Smith; Instructional Supervisors; Principals
Common ASsessments for Grades K-2	Investigate and determine a strategy to administer common assessments in Math and ELA to students in grades K-2	Academic Support Program	07/01/2014	06/30/2015	\$0	Denva Smith, Judy Smith, Instructional Coaches
Effective Time and Building Managemen	School secretaries and receptionist receive training dealing with proper protocol for answering the telephone and responding to school visitors. Principals and District staff received in-depth training to increase efficiency and provide for more time in classrooms.	Policy and Process	07/01/2014	06/30/2015	\$10000	Superintende nt, Supervisors
Total					\$60000	

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?

There are basic questions that we use the data to answer. The main question is are our students leaving the Clay County High School ready for College or Career? In turn, we are asking are the students leaving their current grade with the necessary skills and content ready to meet the next grade? Furthermore, are we providing opportunities for students to become literate in the arts/humanities, world language, and practical living?

Between the School Report Card, CIITS, and internal data gathering, we are able to answer these questions in the areas of reading and math. Due to the testing system system, it is difficult to ascertain with a high degree of assurances these questions in the Science and Social Studies content areas. Program Reviews provide an insight in the areas non accessed areas which are critical to develop 21st Century citizens.

Areas of Strengths

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

Our areas of strength and causes for celebration include:

- 1) The non duplicated GAP scores is reducing. Each school met the Delivery Targets for the non-duplicated GAP group. The only schools who are labeled focus schools are the Middle School and High School.
- 2) Each year more students graduate college and career ready.
- 3) The graduation rate is increasing.

The actions that Clay County schools are implementing and continuing to sustain these strengths include:

- 1) Deliberate attention to Common Core curriculum
- 2) Frequent monitoring by building level
- 3) District content and school level Instructional coaches provided support to teachers

Opportunities for Improvement

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

Our areas of improvement is the closing of the non-duplicated GAP for the Middle and High Schools. The District Plan along with the plans from Clay County High and Clay County Middle have identified specific strategies to close the achievement gap. At Clay County Middle four teacher teams are participating in the pilot year of the CT4CG. Next year, this plan will scale up to include additional teams of teachers.

So that administrators can be effective instructional leaders, secondary principals and some elementary principals are participating in the SAM project to allow for more time to be spent in the classrooms.

PBIS is also being implemented to provide support for behavior RTI.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

Some of the process and interventions include:

Vertical team alignment at a district level

Walkthroughs

Instructional Rounds

Frequent Curriculum and Data notebook checks

District curriculum coaching

School Liaison between Central Office and each school

PLC's at each school where district staff frequently participate.

Quality Professional Development is tied to teachers needs and is often job embedded

Conclusion

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

Our next steps include:

- 1) District staff works with each school to ensure that the school as well as the district develops and completes a 30/60/90 day plan.
- 2) Superintendent schedules regular one-to-one meetings with each principal and site visits.
- 3) Continue to attend ISLN, KLA, KASA meetings for professional growth

These steps along with continuing the activities started last year, will provide the mechanism to continue to move Clay County students forward in academic achievement.

Compliance and Accountability - Districts

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 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

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.

Goal 1:

The averaged combined reading and math K-Prep scores for elementary and middle school students will increase from 35.4% to 72% for elementary schools in 2017 and from 30.2% to 72% for middle school in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined math and reading K Prep scores in elementary schools to 48.3 and in middle schools to 44.1 by 05/30/2014 as measured by 2013 combined elementary math and reading K Prep scores.

Strategy1:

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.

Category:

Research Cited:

Activity - Secondary Literacy Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District leadership will continue to work with school leadership to develop literacy programs and Response to Intervention programs that will ensure that all students are college and career ready upon graduation.	Academic Support Program			12/10/2013	12/31/2014	\$0 - No Funding Required	Deann Allen, Denva Hoskins, Principal

Activity - Professional Development Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	12/30/2014	\$0 - No Funding Required	Denva Smith; Judy Smith; Curriculum Coaches

KDE Comprehensive Improvement Plan for Districts

Clay County

Activity - Elementary Reading Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will continue to work with school leadership to ensure that the current initiative 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	12/31/2014	\$50000 - District Funding	Denva Smith; Instructional Supervisors; Principals

Strategy2:

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

Category:

Research Cited:

Activity - Math FAL's/CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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.	Academic Support Program			02/01/2013	06/30/2014	\$0 - No Funding Required	Judy Smith; Instructional Supervisors; Curriculum Coaches

Activity - Math Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in aligned, research-based professional development focused on math content, practice standards, and interventions. Resources will include: KCM, Math teacher Leader Networks, PIMSER, CAAT.	Professional Learning			02/01/2013	12/30/2014	\$0 - No Funding Required	Judy Smith, Instructional Supervisors; Curriculum Coaches

Activity - Secondary Math Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District leadership will continue to work with school leadership to develop literacy programs and Response to Intervention programs that will ensure that all students are college and career ready upon graduation.	Academic Support Program			12/10/2013	12/31/2014	\$0 - No Funding Required	Deann Allen, Denva Hoskins, Principal

KDE Comprehensive Improvement Plan for Districts

Clay County

Activity - Focused Math Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	12/30/2014	\$0 - No Funding Required	Judy Smith; Instructional Supervisors; Curriculum Coaches

Strategy3:

Science and Social Studies - Science and Social Studies curriculum and corresponding documents will be revised to reflect new standards.

Documents will be delivered to all teachers

Category:

Research Cited:

Activity - Social Studies Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies curriculum will be revised to reflect the C3 Standards. New documents will be developed and delivered to all teachers.	Professional Learning			01/01/2014	12/30/2014	\$0 - District Funding	Denva Hoskins

Activity - Science Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science curriculum will be revised to reflect the Next Generation Science Standards. New documents will be developed and delivered to all teachers.	Professional Learning			01/01/2014	12/30/2014	\$0 - District Funding	Deann Allen

Strategy4:

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.

Category:

Research Cited:

Activity - Behavior screening and flagging system	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	12/30/2014	\$2000 - District Funding	Vickie Nicholson, Denva Smith; Denva Hoskins

KDE Comprehensive Improvement Plan for Districts

Clay County

Activity - Master Schedules	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will conduct an audit at the beginning of each school year 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. The master scheduled will be monitored throughout the year for fidelity.	Policy and Process			02/01/2013	12/30/2014	\$0 - No Funding Required	Instructional Supervisors; Principals; Curriculum Coaches

Activity - Postive Behavior Intervention Supports	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Planing, implementation, and monitoring by district staff for the PBIS program will occur at one or more school(s).	Behavioral Support Program			01/01/2014	12/31/2014	\$200 - School Council Funds	Vickie Nicholson, Instructional Spervisor, Principal

Activity - RTI External Partnership	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	12/30/2014	\$0 - No Funding Required	Denva Smith, Principals

Activity - Regular behavior data review by PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	12/30/2014	\$0 - No Funding Required	Principals and District Liaisons

Activity - School Intervention Teams	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	12/30/2014	\$0 - No Funding Required	Vickie Nicholson; Denva Smith; School Psychologist; Principals

KDE Comprehensive Improvement Plan for Districts

Clay County

Activity - Professional Development for alternatives to suspension	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided to principals and other district administrators on using proactive alternatives to suspension for all students. SESC will provide this training.	Professional Learning			02/01/2013	12/31/2014	\$0 - No Funding Required	Vickie Nicholson, Denva Hoskins

Goal 2:

The 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 85% by 05/30/2014 as measured by the number of freshman students who graduate with their same age peers.

Strategy1:

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.

Category:

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

Activity - Identification of At-Risk Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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.	Academic Support Program			09/02/2013	12/30/2014	\$0 - Other	Deann Allen, Instructional Supervisors, Principal

Strategy2:

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.

Category:

Research Cited:

KDE Comprehensive Improvement Plan for Districts

Clay County

Activity - Individualized Learning Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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 college and career ready courses that are aligned with their career interests as identified by the ILP.	Career Preparation/Orientation			02/01/2013	12/30/2014	\$0 - No Funding Required	Deann Allen; Judy Smith; Instructional Supervisors; Principal

Measurable Objective 2:

collaborate to improve customer service and increase parent participation at all schools by 15% compared to 2012 school year by 12/31/2014 as measured by school open house documentation and survey response.

Strategy1:

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.

Category:

Research Cited:

Activity - District Communication Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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.	Parent Involvement			02/01/2013	12/30/2014	\$0 - No Funding Required	Instructional Supervisors; Principal

Strategy2:

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

Category:

Research Cited:

Activity - Missing Piece	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will facilitate a review of parent / stakeholder involvement throughout the entire district using The Missing Piece. The District will help schools/principals address deficits found in the Missing Piece	Parent Involvement			02/01/2013	12/30/2014	\$0 - No Funding Required	Instructional Supervisors; Principal

KDE Comprehensive Improvement Plan for Districts

Clay County

Activity - TELL Survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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. District will support the building Principal in addressing deficit issues seen in the TELL survey.	Other			03/29/2013	12/30/2014	\$0 - No Funding Required	Instructional Supervisors; Principal

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.

Strategy1:

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

Category:

Research Cited:

Activity - 2013 School Board Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	12/30/2014	\$0 - No Funding Required	Clay County Board of Education

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.

Strategy1:

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.

Category:

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

KDE Comprehensive Improvement Plan for Districts

Clay County

Activity - Inclusion of appropriate outside agencies in post-secondary planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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.	Career Preparation/Orientation			02/01/2013	12/30/2014	\$0 - No Funding Required	Vickie Nicholson, Principals, Special Education Staff

Activity - Utilization of Transition Services Inventory	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	12/30/2014	\$0 - No Funding Required	Vickie Nicholson, Principals; Special Education Staff

Strategy2:

Acceleration - The district leadership will work with school leadership to explore opportunities for students to be able to accelerate their learning outside the normal parameters of the schedule and school day.

Category:

Research Cited:

Activity - SBDM Policy on Acceleration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will work with school leadership to develop and implement policy that would address acceleration strategies for students in the building.	Policy and Process			02/01/2013	03/30/2014	\$0 - No Funding Required	Deann Allen; Denva Hoskins, Instructional Supervisors; Principal

Strategy3:

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.

Category:

Research Cited:

Activity - Increased CTE Dual Credit/Virtual Course Offerings/Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will work with school leadership and post-secondary institutions to explore and increase opportunities for dual and articulated credit.	Career Preparation/Orientation			02/01/2013	12/30/2014	\$5000 - Perkins	Deann Allen; Instructional Supervisors; Principal

Strategy4:

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.

Category:

KDE Comprehensive Improvement Plan for Districts

Clay County

Research Cited:

Activity - Guidance / Support Services Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will work with school leadership to provide professional development for middle and high school counselors and teachers on the 16 National Career Clusters and the 79 Career Pathways.	Professional Learning			02/01/2013	12/31/2014	\$0 - No Funding Required	Deann Allen; Denva Smith, Instructional Supervisors; Principals

Measurable Objective 2:

collaborate to provide strong principals, a talented teacher pool, and layered professional development by 12/31/2014 as measured by school and classroom walkthrough data.

Strategy1:

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.

Category:

Research Cited:

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	05/30/2014	\$1000 - District Funding	Denva Smith; Instructional Supervisors; Principals

Strategy2:

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

Category:

Research Cited:

Activity - Leadership Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	12/30/2014	\$1000 - District Funding	Instructional Supervisors; Principals

KDE Comprehensive Improvement Plan for Districts

Clay County

Activity - District Leadership Retreat	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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 2014-2015 school year.	Professional Learning			01/01/2014	12/30/2014	\$500 - District Funding	Instructional Supervisors; Principals

Strategy3:

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

Category:

Research Cited:

Activity - New Teacher Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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.	Professional Learning			02/01/2013	12/30/2014	\$1000 - District Funding	Deann Allen; Curriculum Coaches; Principals; Teacher Leaders

Strategy4:

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

Category:

Research Cited:

Activity - Student Engagement Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	12/30/2014	\$2500 - No Funding Required	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders

Activity - Poverty Instructional Design	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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.	Professional Learning			02/01/2013	12/30/2014	\$2500 - District Funding	Denna Smith, Deann Allen; Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders

KDE Comprehensive Improvement Plan for Districts

Clay County

Activity - Professional Development Development and Review Process	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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.	Professional Learning			02/01/2013	12/30/2014	\$0 - No Funding Required	Denva Smith, Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders

Activity - Exceptional Children Instructional Design Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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.	Professional Learning			02/01/2013	12/30/2014	\$2500 - District Funding	Vickie Nicholson, Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders

Measurable Objective 3:

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.

Strategy1:

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.

Category:

Research Cited:

Activity - Vertical Curriculum Alignment and Teams	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District leaders create PreK-12 vertical alignment teams for all content areas which will ensure that the written curriculum is vertically aligned for all grade levels and content.	Academic Support Program			02/01/2013	12/30/2014	\$0 - No Funding Required	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders

Activity - Definition of Requirements for Successful Graduates	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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).	Career Preparation/Orientation			02/01/2013	12/30/2013	\$0 - No Funding Required	Instructional Supervisors; Principals; School Counselor/Support Staff

Strategy2:

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

SY 2014-2015

KDE Comprehensive Improvement Plan for Districts

Clay County

Category:

Research Cited:

Activity - Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	12/30/2014	\$0 - No Funding Required	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders

Goal 4:
GAP Goal: 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 high school decreases from 75.2% in 2012 to 67.7% in 2013 by 05/31/2013 as measured by spring K-Prep data.

Strategy1:
High School Best Practice - Students will be exposed to instruction that is based on best practice and current research

Category:

Research Cited:

Activity - Clearly Defined District Instructional Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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.	Direct Instruction			02/01/2013	12/30/2014	\$0 - No Funding Required	Deann Allen, Instructional Supervisors; Principals

Measurable Objective 2:
collaborate to respond to data through targeted interventions or curricular/instructional adjustments by 12/31/2014 as measured by student benchmark performance data (e.g. MAP).

Strategy1:
Targeted School Support - The district leadership will quickly identify and assist schools that are not reaching their school improvement goals.

Category:

Research Cited:

KDE Comprehensive Improvement Plan for Districts

Clay County

Activity - School Improvement Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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).	Policy and Process			02/01/2013	12/30/2014	\$0 - No Funding Required	Amon Couch; Instructional Supervisors; Principals

Activity - Gap Group Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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.	Academic Support Program			02/01/2013	12/30/2014	\$0 - No Funding Required	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders

Activity - Identification of Schools Needing Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	12/30/2014	\$0 - No Funding Required	Instructional Supervisors; Curriculum Coaches; Principals

Strategy2:

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.

Category:

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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.	Professional Learning			05/30/2013	12/30/2014	\$200 - Other	Vickie Nicholson, Denva Smith

Measurable Objective 3:

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.

Strategy1:

KDE Comprehensive Improvement Plan for Districts

Clay County

Elementary Best Practice - Students will be exposed to instruction that is based on best practice and current research

Category:

Research Cited:

Activity - Clearly Defined District Instructional Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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.	Direct Instruction			02/01/2013	12/30/2014	\$0 - No Funding Required	Denva Smith, Denva Hoskins, Judy Smith; Instructional Supervisors; Principals

Measurable Objective 4:

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

Strategy1:

Middle School Best Practice - Students will be exposed to instruction that is based on best practice and current research

Category:

Research Cited:

Activity - Clearly Defined District Instructional Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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.	Direct Instruction			02/01/2013	12/31/2014	\$0 - No Funding Required	Amon Couch, Instructional Supervisors; School Principals

Activity - Co-teaching for Gap Closure	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Clay County Middle School staff and administration will participate in a three year project "Co-teaching for Gap Closure" with assistance from South East South Central (SESC) Coop and supervision from KDE.	Professional Learning			01/01/2014	12/30/2014	\$1000 - IDEA	Denva Hoskins; Vickie Nicholson, Principal

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

Goal 1:

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

KDE Comprehensive Improvement Plan for Districts

Clay County

Measurable Objective 1:

collaborate to provide strong principals, a talented teacher pool, and layered professional development by 12/31/2014 as measured by school and classroom walkthrough data.

Strategy1:

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.

Category:

Research Cited:

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will conduct a book study with both district and school leadership on the books <i>Crucial Conversations</i> and <i>Critical Conversations</i> .	Professional Learning			02/01/2013	05/30/2014	\$1000 - District Funding	Denva Smith; Instructional Supervisors; Principals

Strategy2:

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

Category:

Research Cited:

Activity - New Teacher Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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.	Professional Learning			02/01/2013	12/30/2014	\$1000 - District Funding	Deann Allen; Curriculum Coaches; Principals; Teacher Leaders

Strategy3:

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

Category:

Research Cited:

KDE Comprehensive Improvement Plan for Districts

Clay County

Activity - Leadership Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	12/30/2014	\$1000 - District Funding	Instructional Supervisors; Principals

Activity - District Leadership Retreat	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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 2014-2015 school year.	Professional Learning			01/01/2014	12/30/2014	\$500 - District Funding	Instructional Supervisors; Principals

Goal 2:

Prepare and train all teachers and Principals on the Professional Growth and Effectiveness.

Measurable Objective 1:

collaborate to train all teachers and principals on the multiple measures through training and coaching by the PGES by 06/30/2014 as measured by as measured by the PGES training and guidance during the preparatory phase.

Strategy1:

Coaching - Provide coaching and training for teachers on writing student growth goals.

Category:

Research Cited:

Activity - Monthly PLC training on writing student growth goals and monitoring progress.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC training will provide exemplars and training to teachers in the area of student growth planning and goal writing.	Professional Learning			09/02/2013	07/01/2014	\$0 - No Funding Required	Amon Couch

Strategy2:

Certified - Ensure that principals are certified in the measure of observation through Charlotte Danielson

Category:

Research Cited:

KDE Comprehensive Improvement Plan for Districts

Clay County

Activity - Teachscape Certification for Principals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals undergo the rigor of the observation process through the modules of the Danielson Framework and become certified in all protocols to observe teachers in the working environment.	Professional Learning			09/02/2013	07/01/2014	\$0 - No Funding Required	Amon Couch

Measurable Objective 2:

collaborate to prepare and scale all teachers and principals by 06/30/2014 as measured by 100% of the PGES.

Strategy1:

Leadership Team - Establish a district wide leadership team to develop and implementation plan for TPGES and PPGES for 2014-15 statewide implementation.

Category:

Research Cited:

Activity - Components	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ensure all leadership and teachers are knowledgeable of TPGES & PPGES components, professional growth planning, observation requirements, and student growth goals	Professional Learning			12/02/2013	06/30/2014	\$0 - No Funding Required	Amon Couch, Denva Smith

KDE Superintendent Assurances

Introduction

Assurances are intended to provide evidence that the Superintendent has shared and discussed in open board meetings the progress and performance in the areas of goals and targets for student achievement that have/have not been met as well as the operational requirements for the district and the operational needs for schools and support staff.

Evidence of these discussions is required to support all responses through the upload of Board Meeting Minutes that includes each of the areas and feedback received in conjunction with a Comprehensive District Improvement Plan that outlines “the plan” to address, monitor, track progress and sustainability in student achievement, and operational needs for both the district and schools.

Delivery Targets

Five year delivery goals are set for schools and districts to ensure that students are college and career-ready. Within the school and district goals Delivery Targets are set to identify the annual incremental growth needed to achieve the five year goal in the areas of Proficiency, College and Career Readiness, Achievement Gap, and Graduation Rate. These targets shall be used to set goals and monitor progress in student achievement throughout the instructional year.

Next Generation Professionals will be addressed through identifying the district’s plan for implementation of the Professional Growth and Effectiveness System for Teachers and Principals in the 2014-2015 school year. Supporting documentation for these responses can be provided by additional narrative responses, the district Certified Evaluation Plan and an APPROVED Waiver if applicable.

The Superintendent has communicated in open board meetings the progress of the goals and targets throughout the instructional year and has communicated the vision and strategy for moving the work forward through the Comprehensive District Improvement Plan (CDIP).

The CDIP discussions include updates on student achievement through the use of student performance data, goals and plans created to achieve and monitor student success and areas for improvement, sustainability of growth and resources used for student achievement, and measuring the effectiveness of teachers and principals.

	Statement or Question	Response	Rating
1. Proficiency:	Increase the averaged combined reading and math K-Prep scores for elementary students.	Has Met District Targets	N/A

	Statement or Question	Response	Rating
2. Proficiency:	Increase the averaged combined reading and math K-Prep scores for middle students.	Has Met District Targets	N/A

	Statement or Question	Response	Rating
3. Proficiency:	Increase the averaged combined reading and math EOC scores for high schools.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
4. Graduation Rate:	Increase the cohort graduation rate.	Has Met District Targets	N/A

	Statement or Question	Response	Rating
5. College and Career Readiness:	Increase the percentage of students who graduate college and career ready.	Has Not Met District Targets	N/A

KDE Comprehensive Improvement Plan for Districts

Clay County

	Statement or Question	Response	Rating
6. Closing Achievement Gap:	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group.	Has Met District Targets	N/A

Label	Assurance	Response	Comment	Attachment
7. Next Generation Professionals for Teachers:	The district will:	Fully implement the Kentucky Professional Growth and Effectiveness System for Teachers in 2014-2015 as set forth in the district's Certified Evaluation Plan.	The district participated in the pilot PGES project for two years prior to the statewide implementation of PGES. Our 50/50 committee made the decision to fully implement the Kentucky PGES system for 2014-2015 as set forth in our CEP.	

Label	Assurance	Response	Comment	Attachment
8. Next Generation Professionals for Principals:	The district will:	Fully Implement the Kentucky Professional Growth and Effectiveness System for Principals in 2014-2015 as set forth in the District's Certified Evaluation Plan.		

Label	Assurance	Response	Comment	Attachment
9.	Delivery Targets and PGES implementation artifacts have been documented in The LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		Board Minutes 2014-15

Resources and Support Systems

Resources and Support Systems identify the district’s operational areas and their status and progress. In open board meetings the Superintendent must have communicated the health and status of the operational budget for the district and ensures that the district is operating in compliance of all ethical, legal and policy standards of the district, state and federal government.

Label	Assurance	Response	Comment	Attachment
1. Operational Budget:	Establishes a balanced operational budget for school programs and activities which include correct prior year audit findings and submit a balanced working budget and tentative budget that includes the required 2% contingency.	Has developed a balanced Operational Budget	The CCPS board of education currently is operating under a balanced budget and has never operated under a budget up to this date that has not been balanced.	

Label	Assurance	Response	Comment	Attachment
2. Compliance:	Maintains compliance with legal, ethical and policy standards. External audit for 2014-2015 school year will indicate 0 violations of ethics and policy standards.	Is in compliance		

Label	Assurance	Response	Comment	Attachment
3. Direct Communication:	Effectively communicates the district's budget and resource allocation to the local board. Provides budget updates to the board at every regularly scheduled meeting.	Superintendent has provided budget and resource allocation updates	Budget and finance information is provided to board members at every meeting, both regular meeting and work session. In addition to this, financial information is provided on our district website.	

Label	Assurance	Response	Comment	Attachment
4.	Delivery artifacts have been incorporated into the Superintendent assurances and documented in the artifacts in the areas of budget and resources of LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		Board Minutes 2014-15

Facilities/Support Systems

Facilities and Support Systems identify the operational needs and environment for district schools. In open board meetings the Superintendent must have communicated progress, actions taken and updates in the areas of instruction, materials, technology, educational materials and resources and overall environment from the KY TELL Survey. In non-KY TELL Survey years the Superintendent may explain progress and updates to the prior year targets.

	Statement or Question	Response	Rating
a)	Teachers have sufficient access to appropriate instructional materials.	Agree	N/A

	Statement or Question	Response	Rating
b)	Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	Agree	N/A

	Statement or Question	Response	Rating
c)	Teachers have access to reliable communication technology, including phones, faxes and email.	Strongly Agree	N/A

	Statement or Question	Response	Rating
d)	Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	Strongly Agree	N/A

	Statement or Question	Response	Rating
e)	Teachers have sufficient access to a broad range of professional support personnel.	Agree	N/A

	Statement or Question	Response	Rating
f)	The school environment is clean and well maintained.	Agree	N/A

	Statement or Question	Response	Rating
g)	Teachers have adequate space to work productively.	Agree	N/A

	Statement or Question	Response	Rating
h)	The physical environment of classrooms in the school supports teaching and learning.	Agree	N/A

KDE Comprehensive Improvement Plan for Districts

Clay County

	Statement or Question	Response	Rating
i)	The reliability and speed of internet connections in the school are sufficient to support instructional practices.	Agree	N/A

Label	Assurance	Response	Comment	Attachment
j)	Delivery artifacts have been incorporated into the Superintendent assurances and have been documented in the artifacts of LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		Board Minutes 2014-15

KDE Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes	http://www.clay.k12.ky.us/	

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes		

KDE Comprehensive Improvement Plan for Districts

Clay County

Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Our district ensure that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Our district ensure class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Our district ensure that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	Yes		

KDE Comprehensive Improvement Plan for Districts

Clay County

Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes		

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

KDE Comprehensive Improvement Plan for Districts

Clay County

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that setaside funds for neglected institutions in the district are expended on identified student needs.	Yes		

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	Yes		

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes		

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than \$500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	Yes		

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes		

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes		

KDE Comprehensive Improvement Plan for Districts

Clay County

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		