



KDE Comprehensive School Improvement Plan

Clay County High School
Clay County

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 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 has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

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

Description of the School

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

Clay County High School, located in Manchester, KY, serves just under 900 students in rural Eastern Kentucky. We serve one of the poorest counties in Kentucky, with a 2011 per capita income of \$12,568. Only 7.9% of community members hold a bachelor's degree or higher. In late 2012 and 2013, many families have suffered from layoffs in the mining industry and businesses that support that industry.

Our student body is 97% white, and 70% qualify for free or reduced lunch. Our student population is 12% special needs.

The CCHS teaching staff averages 15 years of experience, with 93% holding a master's degree or Rank I. Our student to teacher ration is 13:1. Our school is governed by a 5 member SBDM Council. Parent members are Maggie Smith and Ed Holland. Teacher representatives are Jacqueline Asher, Jackie Keith, and Gina Prewitt.

CCHS works with our off-site ATC to provide career pathways in Auto Body, Auto Technology, Pre-Nursing, Network Administration, Construction, and Welding. The CTE programs at CCHS offer career pathways in Administrative Support, Consumer and Family Management, Finance, Hospitality, Information and Support Services, Robotics, and Army Jr. ROTC.

School's Purpose

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

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

Notable Achievements and Areas of Improvement

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

By 2015, we hope to meet our CCR target of 62, and our reading and math proficiency target of 51.4. According to the Next Generation Learners Accountability Calculator, if we move 10% of students from apprentice to proficient and 10% of students from novice to apprentice on EOC and K-Prep, we will meet our 2015 AMO goal of 64.

GEAR UP provides a full-time Academic Support Counselor for students in the Classes of 2017 and 2018. GEAR UP focuses on academic success, creating a college-going culture, and career preparation. GEAR UP also provides a full-time math tutor at Clay County High School.

The Berea College Promise Neighborhood Grant provides cradle to career support for students and families. Promise Neighborhood currently provides two full time Academic Specialists who provide college and career counseling to students at Clay County High. An Education Talent Search Counselor provides school-based academic counseling and career exploration activities and focuses on college preparatory support for qualifying students in grades 8-12. Services provided include: high-quality tutoring; academic, career, and financial aid counseling; college visits; cultural field trips; and career site visits. An Achievement Counselor provided by the i3/A4 KY grant provides support to students in Advanced Placement courses.

In the fall of 2014, our Arts Department produced our first ever full-length Broadway-style production. The cast and crew from this production came from all areas of the school. All rehearsals were done outside the regular school day. In addition to two evening performances for the community, daytime performances were done for all elementary, middle, and high school students in Clay County.

Additional Information

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

CCHS is focused on success for all students. In addition to our intervention and enrichment courses, we are beginning the process of tracking individual data for each student. As part of our data-driven approach, students are learning their goals for MAP and ACT. Administration and guidance staff are working hard to make sure all students, parents, and community members understand career pathways and the importance of being college and career ready.

Clay County High School CSIP 2015

Overview

Plan Name

Clay County High School CSIP 2015

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined K-Prep reading and writing scores for CCHS students from 30.6% to 65.3% by 2017	Objectives: 1 Strategies: 2 Activities: 10	Organizational	\$11500
2	Increase College and Career Readiness Target from 39.1% to 62% by 2015.	Objectives: 1 Strategies: 3 Activities: 11	Organizational	\$31500
3	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 24.8% in 2012 to 65.3% by 2017	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$80000
4	Increase the Cohort Graduation Rate from 69.8% to 90% by 2015.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$87500
5	GAP Reduction: Achievement gaps will systematically and substantially decrease over time	Objectives: 2 Strategies: 1 Activities: 1	Academic	\$15000
6	Not Applicable response--this status or these items do not apply to Clay County High	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
7	Professional Growth and Evaluation System [PGES] will be fully implemented.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$3500

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

Measurable Objective 1:

collaborate to increase the overall K-Prep scores for reading and writing from 31.6% to 60% by 05/29/2015 as measured by K-Prep scores.

Strategy 1:

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

Category:

Activity - Instructional Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will perform walk-throughs using a monitoring tool. Observations will include monitoring curriculum alignment, instructional strategies, student engagement, and types of assessments.	Academic Support Program	02/01/2013	05/29/2015	\$0	Other	Mike Gregory, Robert Nicholson, Mike Stubblefield, Deann Allen
Activity - CIITS Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to disseminate CIITS training opportunities and monitor participation to increase usage.	Academic Support Program	02/01/2013	05/29/2015	\$1500	Race to the Top	Mike Gregory, Mike Stubblefield, Robert Nicholson
Activity - Common Core Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue vertical and horizontal curriculum alignment based on Common Core Standards. English, Mathematics, and Science will continue work; Social Studies will begin work when Common Core is final in those areas.	Academic Support Program	02/01/2013	05/29/2015	\$0	No Funding Required	Mary Stevens, Martina Bray, Linda Baker, Phillip Jones
Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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CCHS will continue to utilize PLC's to analyze data, improve instruction, and discuss curriculum gaps. Additionally, our schedule was redesigned to provide common planning for departments. They are to meet bi-weekly to ensure alignment, improve instruction, and monitor student progress.	Professional Learning	02/01/2013	05/29/2015	\$0	No Funding Required	Mike Gregory, Mike Stubblefield, Robert Nicholson, Deann Allen, Jamie Mills, Martina Bray, Linda Baker, Phillip Jones
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Activity - Curriculum Document	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will maintain a current curriculum document which indicate dates specific content taught.	Policy and Process	08/01/2014	05/31/2016	\$0	No Funding Required	Mike Gregory, Michael Stubblefield, Robert Nicholson

Activity - Student Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departments heads were trained on methods to increase student engagement through PIMSER using the Total Participation Techniques book. These methods were then shared with all teachers during PLC and monitored by administration.	Professional Learning	07/01/2014	06/30/2015	\$10000	Grant Funds	Mike Gregory Department Head

Strategy 2:

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

Category:

Activity - Program Review Implementation PL/CS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review results of the Practical Living/Career Studies Program Review. Make improvements followed by monitoring and data collection.	Academic Support Program	02/01/2013	05/29/2015	\$0	No Funding Required	Gina Prewitt, Leigh Anne Smith

Activity - Program Review Implementation Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review results of the writing program review. Make improvements followed by monitoring and data collection.	Academic Support Program	02/01/2013	05/29/2015	\$0	No Funding Required	Amy Davidson

Activity - Program Review Implementation A/H	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Review results of Arts and Humanities program review. Make improvements followed by monitoring and data collection.	Academic Support Program	02/01/2013	05/29/2015	\$0	No Funding Required	Donnie Stevens
Activity - Program Review Implementation World Language	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review results of the world language program review. Make improvements followed by monitoring and data collection.	Academic Support Program	01/05/2015	05/29/2015	\$0	No Funding Required	John Brown, Keasha Jordan

Goal 2: Increase College and Career Readiness Target from 39.1% to 62% by 2015.**Measurable Objective 1:**

collaborate to increase College and Career Readiness Target to 62% by 05/29/2015 as measured by High School Graduates' College and Career Readiness Percentage Report and the percentage of students college and career ready without bonus points.

Strategy 1:

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

Category:

Activity - Math/English courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are assigned to senior mathematics and English courses based on ACT scores. Courses are designed to focus on skills needed to improve ACT scores or enable students to pass COMPASS or KYOTE.	Academic Support Program	02/01/2013	05/29/2015	\$0	No Funding Required	Jennifer Collins, Christy Rice
Activity - COMPASS/KYOTE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After participating in senior English and math, students will have two opportunities to take COMPASS and KYOTE.	Academic Support Program	02/01/2013	05/29/2015	\$0	No Funding Required	Rodney Lipps
Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase and implement Study Island for use by all students, across all curriculum areas. Study Island will be used for math and reading interventions and enrichment, ACT study skills, and content area enrichment.	Academic Support Program	09/03/2013	05/29/2015	\$16000	Grant Funds	Mike Gregory, Mike Stubblefield, Robert Nicholson

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Strategy 2:

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

Category:

Activity - Student Schedules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCHS and HCLC guidance and administration will help students choose courses to complete industry certificates.	Career Preparation/Orientation	02/01/2013	05/29/2015	\$0	Other	Jennifer Collins, Mike Gregory, Mike Stubblefield, Robert Nicholson, Linda Cornett, Christy Rice

Activity - College Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Field trips will be provided for students to attend colleges and universities in the state. The Berea College Educational Talent Search Program will coordinate and fund these efforts.	Career Preparation/Orientation	02/01/2013	05/29/2015	\$5000	Grant Funds	Amanda Massey-Bruner, Berea College ETSP

Strategy 3:

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

Category:

Research Cited: University of Kentucky's Transition One Stop

Activity - Training in transition planning for student support staff.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide specialized training in transition planning for CCHS Student Support Services personnel, Promise Neighborhood staff and CCHS special education staff. Consultant(s) from the Southeast Educational Cooperative will provide the training.	Professional Learning	02/01/2013	08/15/2014	\$0	No Funding Required	Vickie Nicholson, Director of Special Education

Activity - Transition Services Inventory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize Transition Services Inventory to identify possible services related to employment and education as part of the IEP process.	Career Preparation/Orientation	02/01/2013	05/29/2015	\$0	No Funding Required	Melissa Bowling, School Psychologist

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Activity - Inter-Agency transition collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCHS special education staff will invite Social Security Administration, Office of Vocational Rehabilitation, and other appropriate agencies to participate in transition planning for CCHS students.	Career Preparation/Orientation	02/01/2013	05/29/2015	\$0	No Funding Required	Melissa Bowling, School Psychologist; Mike Gregory, Mike Stubblefield, Robert Nicholson (ARC Chairpersons) ; and CCHS Special Education Teachers

Activity - Parent training on college entrance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration with parents through trainings and/or individual meetings regarding college application and financial assistance.	Parent Involvement	02/01/2013	05/29/2015	\$500	Other	Amy Janutalo, Student Support Services; Amanda Massey, Berea College Educational Talent Search; Christy Rice, Guidance Counselor

Activity - Dual Credit Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide opportunities students to take advantage of dual-credit opportunities. On-site dual credit courses in math and English are offered through University of the Cumberlands. Off-site dual-credit courses are offered through Eastern Kentucky University and Somerset Community College.	Academic Support Program	07/31/2014	05/29/2015	\$10000	School Council Funds	Jennifer Collins, Amy Janutolo, Christy Rice

Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with support from instructional staff and administration will update and maintain their ILP. ILP's will be used to plan for students activities.	Career Preparation/Orientation	08/01/2014	06/30/2015	\$0	No Funding Required	Mike Gregory Rebecca Webb

Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 24.8% in 2012 to 65.3% by 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 24.6% to 39.8% by 05/30/2014 as measured by K-Prep.

Strategy 1:

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

Category:

Activity - Flex Math and Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCHS implemented a new time schedule for the 2012-13 school year. This schedule provides two 30 minute blocks of math and reading intervention/enrichment per week. Groups consist of 9th/10th or 11th/12th grade students and serve differentiated levels. Students are assigned to groups based on MAP or ACT (for 12th grade students).	Direct Instruction	02/01/2013	05/29/2015	\$0	Other	Mike Stubblefield, Jennifer Collins
Activity - Flex planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students have access to Study Island to provide self-paced student tutorials or to provide interactive lessons led by the teacher.	Academic Support Program	02/01/2013	05/29/2015	\$0	No Funding Required	Mike Stubblefield
Activity - Math Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will participate in IMPACT through PIMSER which is a series of year long trainings on mathematical practices.	Professional Learning	08/01/2014	06/30/2015	\$10000	Grant Funds	Jennifer McDaniel District Math coach and PIMSER trainer

Strategy 2:

21st Century Learning - Incoming freshmen identified in the lowest quartile by MAP Reading will be placed in a course designed to improve reading skills. This course was originally planned and supported by the Striving Readers program, first at the federal and then at the state level. After the grant ended, our district has continued to support this program at the local level.

Category:

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Activity - 21st Century Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming 9th graders who score 25th percentile or below on MAP Reading during the winter or spring administration will be placed in the 21st Century Learning Skills course as their elective. This IS NOT an optional course. Coursework is designed to improve the reading skills of students using technology, appropriate high-interest reading, and project-based learning.	Direct Instruction	02/01/2013	05/29/2015	\$70000	District Funding	Jennifer Collins, Sondra Bray

Goal 4: Increase the Cohort Graduation Rate from 69.8% to 90% by 2015.

Measurable Objective 1:

collaborate to increase the Cohort Graduation Rate from 83.4% to 89% by 06/30/2015 as measured by graduation formula.

Strategy 1:

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

Category:

Activity - On-Line Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be offered the opportunity to earn additional credits (outside the normal school day) and recover credits (i.e. during summer) using courses purchased through APEX Learning or designed by members of Promise Neighborhood and offered through Promise Neighborhood's Black Board site.	Direct Instruction	02/01/2013	05/29/2015	\$12000	State Funds, Grant Funds	Deann Allen, Jennifer Collins

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCHS and HCLC will work together to help at-risk students recover credits. CCHS will continue its Clean Slate program for 11th and 12th graders at risk of dropping out due to credit deficits. HCLC will continue to provide 1/2 day credit recovery for 9th and 10th grade students who are deficient by 2 or more credits.	Academic Support Program	02/01/2013	05/29/2015	\$0	District Funding	Mike Gregory, Jamie Hollin, Jennifer Collins, Eddie Smith, Christy Rice

Strategy 2:

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

Category:

Research Cited: National Dropout Prevention Research Clearinghouse

Activity - Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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CCHS will work with YSC to implement attendance non-monetary incentives and rewards for good attendance.	Other	02/01/2013	05/29/2015	\$0	Other	Mike Gregory, Leslie Davis
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Activity - Identify students at risk of dropping out.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Persistence to Graduation Report generated through Infinite Campus will be used to identify CCHS students at risk of dropping out. CCHS Student Support Services personnel and the Promise Neighborhood College Coach will work to connect students identified as at risk with appropriate services, intervention, and course work.	Behavioral Support Program	02/01/2013	05/29/2015	\$25000	Grant Funds	Amy Janutalo, Student Support Services; Deann Allen, CCHS Liaison; Sam Wansley, College Coach

Strategy 3:

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

Category:

Research Cited: National Dropout Prevention Research

Activity - Parent training for ninth grade transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Promise Neighborhood will provide training on high school academic and behavioral expectations and support available to students as they transition to CCHS.	Parent Involvement	08/01/2013	08/17/2015	\$500	Other	Judy Murray, Diane Smith

Activity - Math Tutor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire and schedule a full time math tutor to serve 9th and 10th grade students and collaborate in 9th and 10th grade math courses. The tutor will provide services during lunch. Additionally, time will be offered before and after school if these services are utilized.	Tutoring	01/07/2014	05/29/2015	\$50000	Grant Funds	Mike Gregory; Deann Allen, Amanda Bowling

Goal 5: GAP Reduction: Achievement gaps will systematically and substantially decrease over time

Measurable Objective 1:

A 10% increase of Economically Disadvantaged students will demonstrate a proficiency in End of Course and CCR Benchmark assessments in Reading by 06/30/2015 as measured by EOC, EXPLORE, K-PREP and ACT.

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(shared) Strategy 1:

Intervention - Students below benchmark on MAP, EXPLORE, and/or PLAN will be placed in intervention groups.

Category: Integrated Methods for Learning

Activity - Intervention Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive specific services during flex time and other interventions in order for each student to reach benchmark in reading and math. The use of Study Island is one mechanism to provide intervention.	Academic Support Program	08/18/2014	05/29/2015	\$15000	Grant Funds	Mike Stubblefield

Measurable Objective 2:

A 10% increase of Students with Disabilities students will demonstrate a proficiency in all assessments in Mathematics by 05/01/2014 as measured by EXPLORE, EOC, CCR Assessments, and ACT.

(shared) Strategy 1:

Intervention - Students below benchmark on MAP, EXPLORE, and/or PLAN will be placed in intervention groups.

Category: Integrated Methods for Learning

Activity - Intervention Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive specific services during flex time and other interventions in order for each student to reach benchmark in reading and math. The use of Study Island is one mechanism to provide intervention.	Academic Support Program	08/18/2014	05/29/2015	\$15000	Grant Funds	Mike Stubblefield

Goal 6: Not Applicable response--this status or these items do not apply to Clay County High**Measurable Objective 1:**

100% of All Students will collaborate to CATEGORY IS NOT APPLICABLE TO THIS SCHOOL, CLAY COUNTY HIGH in Reading by 01/01/2016 as measured by NOT APPLICABLE.

Strategy 1:

NOT APPLICABLE - NOT APPLICABLE

Category: Other - NOT APPLICABLE

Research Cited: NOT APPLICABLE

Activity - NOT APPLICABLE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NOT APPLICABLE	Other	12/01/2014	01/01/2016	\$0	No Funding Required	NO STAFF REQUIRED

Goal 7: Professional Growth and Evaluation System [PGES] will be fully implemented.

Measurable Objective 1:

collaborate to to have an effective staff by 06/30/2015 as measured by TELL survey, PGES, and other measures..

Strategy 1:

PGES Goals - Teachers will receive Professional Development on the components of PGES.

Category: Professional Learning & Support

Activity - Enduring Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training and become proficient with identifying Enduring Skills for their discipline.	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	Mike Gregory Mike Stubblefield

Activity - Student Growth Goal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training and develop student growth goals.	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	Mike Gregory

Strategy 2:

Schoolwide Effectiveness - Increase the effectiveness of staff and administration to provide for more instructional time.

Category: Management Systems

Activity - SAM Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will participate in the SAM project to increase time devoted to instructional issues.	Policy and Process	07/01/2014	06/30/2015	\$2000	CCR Grant	Mike Gregory

Activity - SBDM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SBDM will utilize the services of Kentucky Association of School Councils to improve instruction and student achievement.	Policy and Process	07/01/2014	06/30/2015	\$500	Other	Mike Gregory

Activity - School Messenger	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Messenger system will be used to inform parents and students of upcoming events. School Messenger is also used to report to parents when students are not in school.	Parent Involvement	07/01/2014	06/30/2015	\$1000	District Funding	Jennifer Collins Carol Bolin

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Strategy 3:

CIITS - Teachers will utilize the CIITS system to improve instruction.

Category: Continuous Improvement

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
100% of teachers will have at least one lesson plan posted to CIITS.	Other	08/01/2014	06/30/2015	\$0	No Funding Required	Mike Gregory

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
75% of the curriculum used at Clay County High School will be available through CIITS.	Policy and Process	07/01/2014	06/30/2015	\$0	No Funding Required	Mike Gregory

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
On-Line Credit Recovery	Students will be offered the opportunity to earn additional credits (outside the normal school day) and recover credits (i.e. during summer) using courses purchased through APEX Learning or designed by members of Promise Neighborhood and offered through Promise Neighborhood's Black Board site.	Direct Instruction	02/01/2013	05/29/2015	\$10000	Deann Allen, Jennifer Collins
Total					\$10000	

CCR Grant

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SAM Project	Principal will participate in the SAM project to increase time devoted to instructional issues.	Policy and Process	07/01/2014	06/30/2015	\$2000	Mike Gregory
Total					\$2000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Incentives	CCHS will work with YSC to implement attendance non-monetary incentives and rewards for good attendance.	Other	02/01/2013	05/29/2015	\$0	Mike Gregory, Leslie Davis
Flex Math and Reading	CCHS implemented a new time schedule for the 2012-13 school year. This schedule provides two 30 minute blocks of math and reading intervention/enrichment per week. Groups consist of 9th/10th or 11th/12th grade students and serve differentiated levels. Students are assigned to groups based on MAP or ACT (for 12th grade students).	Direct Instruction	02/01/2013	05/29/2015	\$0	Mike Stubblefield, Jennifer Collins
Parent training for ninth grade transition	Promise Neighborhood will provide training on high school academic and behavioral expectations and support available to students as they transition to CCHS.	Parent Involvement	08/01/2013	08/17/2015	\$500	Judy Murray, Diane Smith

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Student Schedules	CCHS and HCLC guidance and administration will help students choose courses to complete industry certificates.	Career Preparation/Orientation	02/01/2013	05/29/2015	\$0	Jennifer Collins, Mike Gregory, Mike Stubblefield, Robert Nicholson, Linda Cornett, Christy Rice
Parent training on college entrance	Collaboration with parents through trainings and/or individual meetings regarding college application and financial assistance.	Parent Involvement	02/01/2013	05/29/2015	\$500	Amy Janutalo, Student Support Services; Amanda Massey, Berea College Educational Talent Search; Christy Rice, Guidance Counselor
SBDM	SBDM will utilize the services of Kentucky Association of School Councils to improve instruction and student achievement.	Policy and Process	07/01/2014	06/30/2015	\$500	Mike Gregory
Instructional Feedback	Administrators will perform walk-throughs using a monitoring tool. Observations will include monitoring curriculum alignment, instructional strategies, student engagement, and types of assessments.	Academic Support Program	02/01/2013	05/29/2015	\$0	Mike Gregory, Robert Nicholson, Mike Stubblefield, Deann Allen
Total					\$1500	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Purchase and implement Study Island for use by all students, across all curriculum areas. Study Island will be used for math and reading interventions and enrichment, ACT study skills, and content area enrichment.	Academic Support Program	09/03/2013	05/29/2015	\$16000	Mike Gregory, Mike Stubblefield, Robert Nicholson
Math Initiative	Math teachers will participate in IMPACT through PIMSER which is a series of year long trainings on mathematical practices.	Professional Learning	08/01/2014	06/30/2015	\$10000	Jennifer McDaniel District Math coach and PIMSER trainer

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Identify students at risk of dropping out.	The Persistence to Graduation Report generated through Infinite Campus will be used to identify CCHS students at risk of dropping out. CCHS Student Support Services personnel and the Promise Neighborhood College Coach will work to connect students identified as at risk with appropriate services, intervention, and course work.	Behavioral Support Program	02/01/2013	05/29/2015	\$25000	Amy Janutalo, Student Support Services; Deann Allen, CCHS Liaison; Sam Wansley, College Coach
Intervention Groups	Students will receive specific services during flex time and other interventions in order for each student to reach benchmark in reading and math. The use of Study Island is one mechanism to provide intervention.	Academic Support Program	08/18/2014	05/29/2015	\$15000	Mike Stubblefield
Math Tutor	Hire and schedule a full time math tutor to serve 9th and 10th grade students and collaborate in 9th and 10th grade math courses. The tutor will provide services during lunch. Additionally, time will be offered before and after school if these services are utilized.	Tutoring	01/07/2014	05/29/2015	\$50000	Mike Gregory; Deann Allen, Amanda Bowling
On-Line Credit Recovery	Students will be offered the opportunity to earn additional credits (outside the normal school day) and recover credits (i.e. during summer) using courses purchased through APEX Learning or designed by members of Promise Neighborhood and offered through Promise Neighborhood's Black Board site.	Direct Instruction	02/01/2013	05/29/2015	\$2000	Deann Allen, Jennifer Collins
College Visits	Field trips will be provided for students to attend colleges and universities in the state. The Berea College Educational Talent Search Program will coordinate and fund these efforts.	Career Preparation/Orientation	02/01/2013	05/29/2015	\$5000	Amanda Massey-Bruner, Berea College ETSP
Student Engagement	Departments heads were trained on methods to increase student engagement through PIMSER using the Total Participation Techniques book. These methods were then shared with all teachers during PLC and monitored by administration.	Professional Learning	07/01/2014	06/30/2015	\$10000	Mike Gregory Department Head
Total					\$133000	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Dual Credit Courses	Provide opportunities students to take advantage of dual-credit opportunities. On-site dual credit courses in math and English are offered through University of the Cumberlands. Off-site dual-credit courses are offered through Eastern Kentucky University and Somerset Community College.	Academic Support Program	07/31/2014	05/29/2015	\$10000	Jennifer Collins, Amy Janutolo, Christy Rice
Total					\$10000	

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No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Lesson Plans	100% of teachers will have at least one lesson plan posted to CIITS.	Other	08/01/2014	06/30/2015	\$0	Mike Gregory
Transition Services Inventory	Utilize Transition Services Inventory to identify possible services related to employment and education as part of the IEP process.	Career Preparation/Orientation	02/01/2013	05/29/2015	\$0	Melissa Bowling, School Psychologist
Lesson Plans	75% of the curriculum used at Clay County High School will be available through CIITS.	Policy and Process	07/01/2014	06/30/2015	\$0	Mike Gregory
Flex planning	Teachers and students have access to Study Island to provide self-paced student tutorials or to provide interactive lessons led by the teacher.	Academic Support Program	02/01/2013	05/29/2015	\$0	Mike Stubblefield
Curriculum Document	Teachers will maintain a current curriculum document which indicate dates specific content taught.	Policy and Process	08/01/2014	05/31/2016	\$0	Mike Gregory, Michael Stubblefield, Robert Nicholson
Student Growth Goal	Teachers will receive training and develop student growth goals.	Professional Learning	07/01/2014	06/30/2015	\$0	Mike Gregory
Enduring Skills	Teachers will receive training and become proficient with identifying Enduring Skills for their discipline.	Professional Learning	07/01/2014	06/30/2015	\$0	Mike Gregory Mike Stubblefield
Professional Learning Communities	CCHS will continue to utilize PLC's to analyze data, improve instruction, and discuss curriculum gaps. Additionally, our schedule was redesigned to provide common planning for departments. They are to meet bi-weekly to ensure alignment, improve instruction, and monitor student progress.	Professional Learning	02/01/2013	05/29/2015	\$0	Mike Gregory, Mike Stubblefield, Robert Nicholson, Deann Allen, Jamie Mills, Martina Bray, Linda Baker, Phillip Jones
Math/English courses	Students are assigned to senior mathematics and English courses based on ACT scores. Courses are designed to focus on skills needed to improve ACT scores or enable students to pass COMPASS or KYOTE.	Academic Support Program	02/01/2013	05/29/2015	\$0	Jennifer Collins, Christy Rice
ILP	Students with support from instructional staff and administration will update and maintain their ILP. ILP's will be used to plan for students activities.	Career Preparation/Orientation	08/01/2014	06/30/2015	\$0	Mike Gregory Rebecca Webb
Common Core Standards	Continue vertical and horizontal curriculum alignment based on Common Core Standards. English, Mathematics, and Science will continue work; Social Studies will begin work when Common Core is final in those areas.	Academic Support Program	02/01/2013	05/29/2015	\$0	Mary Stevens, Martina Bray, Linda Baker, Phillip Jones

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Program Review Implementation World Language	Review results of the world language program review. Make improvements followed by monitoring and data collection.	Academic Support Program	01/05/2015	05/29/2015	\$0	John Brown, Keasha Jordan
NOT APPLICABLE	NOT APPLICABLE	Other	12/01/2014	01/01/2016	\$0	NO STAFF REQUIRED
Inter-Agency transition collaboration	CCHS special education staff will invite Social Security Administration, Office of Vocational Rehabilitation, and other appropriate agencies to participate in transition planning for CCHS students.	Career Preparation/Orientation	02/01/2013	05/29/2015	\$0	Melissa Bowling, School Psychologist; Mike Gregory, Mike Stubblefield, Robert Nicholson (ARC Chairpersons) ; and CCHS Special Education Teachers
Program Review Implementation Writing	Review results of the writing program review. Make improvements followed by monitoring and data collection.	Academic Support Program	02/01/2013	05/29/2015	\$0	Amy Davidson
Program Review Implementation PL/CS	Review results of the Practical Living/Career Studies Program Review. Make improvements followed by monitoring and data collection.	Academic Support Program	02/01/2013	05/29/2015	\$0	Gina Prewitt, Leigh Anne Smith
COMPASS/KYOTE	After participating in senior English and math, students will have two opportunities to take COMPASS and KYOTE.	Academic Support Program	02/01/2013	05/29/2015	\$0	Rodney Lipps
Training in transition planning for student support staff.	Provide specialized training in transition planning for CCHS Student Support Services personnel, Promise Neighborhood staff and CCHS special education staff. Consultant(s) from the Southeast Educational Cooperative will provide the training.	Professional Learning	02/01/2013	08/15/2014	\$0	Vickie Nicholson, Director of Special Education
Program Review Implementation A/H	Review results of Arts and Humanities program review. Make improvements followed by monitoring and data collection.	Academic Support Program	02/01/2013	05/29/2015	\$0	Donnie Stevens
Total					\$0	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Implementation	Continue to disseminate CIITS training opportunities and monitor participation to increase usage.	Academic Support Program	02/01/2013	05/29/2015	\$1500	Mike Gregory, Mike Stubblefield, Robert Nicholson

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Total \$1500

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
21st Century Learning	Incoming 9th graders who score 25th percentile or below on MAP Reading during the winter or spring administration will be placed in the 21st Century Learning Skills course as their elective. This IS NOT an optional course. Coursework is designed to improve the reading skills of students using technology, appropriate high-interest reading, and project-based learning.	Direct Instruction	02/01/2013	05/29/2015	\$70000	Jennifer Collins, Sondra Bray
School Messenger	The School Messenger system will be used to inform parents and students of upcoming events. School Messenger is also used to report to parents when students are not in school.	Parent Involvement	07/01/2014	06/30/2015	\$1000	Jennifer Collins Carol Bolin
Credit Recovery	CCHS and HCLC will work together to help at-risk students recover credits. CCHS will continue its Clean Slate program for 11th and 12th graders at risk of dropping out due to credit deficits. HCLC will continue to provide 1/2 day credit recovery for 9th and 10th grade students who are deficient by 2 or more credits.	Academic Support Program	02/01/2013	05/29/2015	\$0	Mike Gregory, Jamie Hollin, Jennifer Collins, Eddie Smith, Christy Rice
Total					\$71000	

KDE Needs Assessment

Introduction

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

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

Analysis of our 2014 test data led to one strong conclusion: our main focus we still need to be on achievement. Our PLAN scores indicate 51% met benchmark in English, 14% in math, and 36% in reading. As of October 2014, for the students in the class of 2015, 25% of students are College Ready. ACT scores indicate 37% met benchmark in English, 29% in math, and 38% in reading.

EOC exams indicate 40.3% proficient or distinguished in English II, 16.1% in Algebra II, 18.8% in Biology, and 42.7% in U.S. History. Algebra II showed a decrease of 10.7% from 2012. English II and Biology had a small decrease from 2013. Social Studies has shown a 32% INCREASE since 2012.

In On-Demand Writing, 30.8% are proficient or distinguished, and 43.7% are proficient or distinguished in Language Mechanics. On-Demand Writing decreased 3.7% from 2013; Language Mechanics increased from 2013, but is still 1.3% lower than 2012.

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

Areas of Strengths

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

EOC scores showed significant improvements in proficient scores in US History. This is a direct result of teachers' continued focus on common core. In an effort to increase scores in Algebra II, students have been placed in specialized intervention groups. Additionally, Algebra II teachers will begin using common assessments aligned with each of the content categories on the exam. Exams will be created from the Quality Core question bank. Students will be allowed to retest until they reach 80% correct.

Our guidance and CTE departments are getting more students to reach CCR. We have been clearly focused on having students complete career pathways.

Opportunities for Improvement

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

To attack overall student achievement, our school continues to implement a new schedule that allows for 30 minutes of math and reading intervention four days per week. We are MAP testing all 9th, 10th, and 11th grade students 2 times per school year.

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

Promise Neighborhood allowed us to purchase access to Study Island for all students. This provides all students with opportunities, at home and school, for intervention, enrichment, and ACT prep.

Our social studies department was very disappointed in 2012 EOC scores for US History. Three US History teachers took part in the TAH grant (Teaching of American History), which includes seminars provided by professors from the University of Kentucky and Berea College as well as other experts in sharing history. Teachers will continue to use strategies learned from TAH to further improve scores.

Teachers from each content area attended summer training on the Total Participation Techniques method. These teachers are sharing their learning during regularly scheduled PLCs.

Also in PLCs, teachers will look at EOC test blueprints and scale score to raw score conversions. We want to make it visible to teachers that students do not have to correctly answer 70 questions to reach proficient. For On-Demand Writing, a target list of 11th graders has been created. These are students who met benchmark on Plan English but scores Apprentice on 10th grade On-Demand Writing.

Conclusion

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

As we reflect on the 2013-4 school year and analyze test data from 2014 assessments, we see that our increased stress of K-Prep (both EOC and on-demand writing) did help improve scores. Teachers continue to study the curriculum changes in Common Core Standards and plan assessments that mirror EOC.

As a school, we realize we must do a better job motivating students to perform their best on EOC exams. We are emphasizing goal setting for students. Teachers are also stressing comprehensive study and learning. EOC scores do count as 20% of students' semester grades. All courses require a comprehensive semester exam that should mirror the format and scope of EOC and will count as 20% of the semester grade.

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

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Principal Mike Gregory, Assistant Principals Mike Stubblefield and Robert Nicholson, Media Specialist Jennifer Collins, School Psychologist Melissa Bowling, Youth Services Center Staff Leslie Davis and Carolyn Woods, Director of Student Services Amy Janutolo

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.14

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Some parents report they are welcome to visit school.	Apprentice

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	Administrators and school staff are available to parents by appointment only to discuss their student's progress.	Apprentice

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.43

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometimes provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences.)	Proficient

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a short survey that is distributed to parents, response rate is low and results are not shared with all stakeholders.	Novice

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.14

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council has parent members as required by law, parents are not asked to serve on committees, meeting time and place is determined by principal. Low voter turnout for SBDM parent election.	Novice

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

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	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130.)	Proficient

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.17

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys 	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys. 	Proficient

	Statement or Question	Response	Rating
2.	<p>School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.</p>	<p>School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.</p>	Proficient

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff exhibits some student work with scoring guide and proficient level work.</p>	Apprentice

	Statement or Question	Response	Rating
4.	<p>School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.</p>	<p>School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.</p>	Apprentice

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School staff allows parents to visit regular education classrooms upon request. There is no school policy.</p>	Novice

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	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up.)	Proficient

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

Reflect upon your responses to each of the Missing Piece objectives.

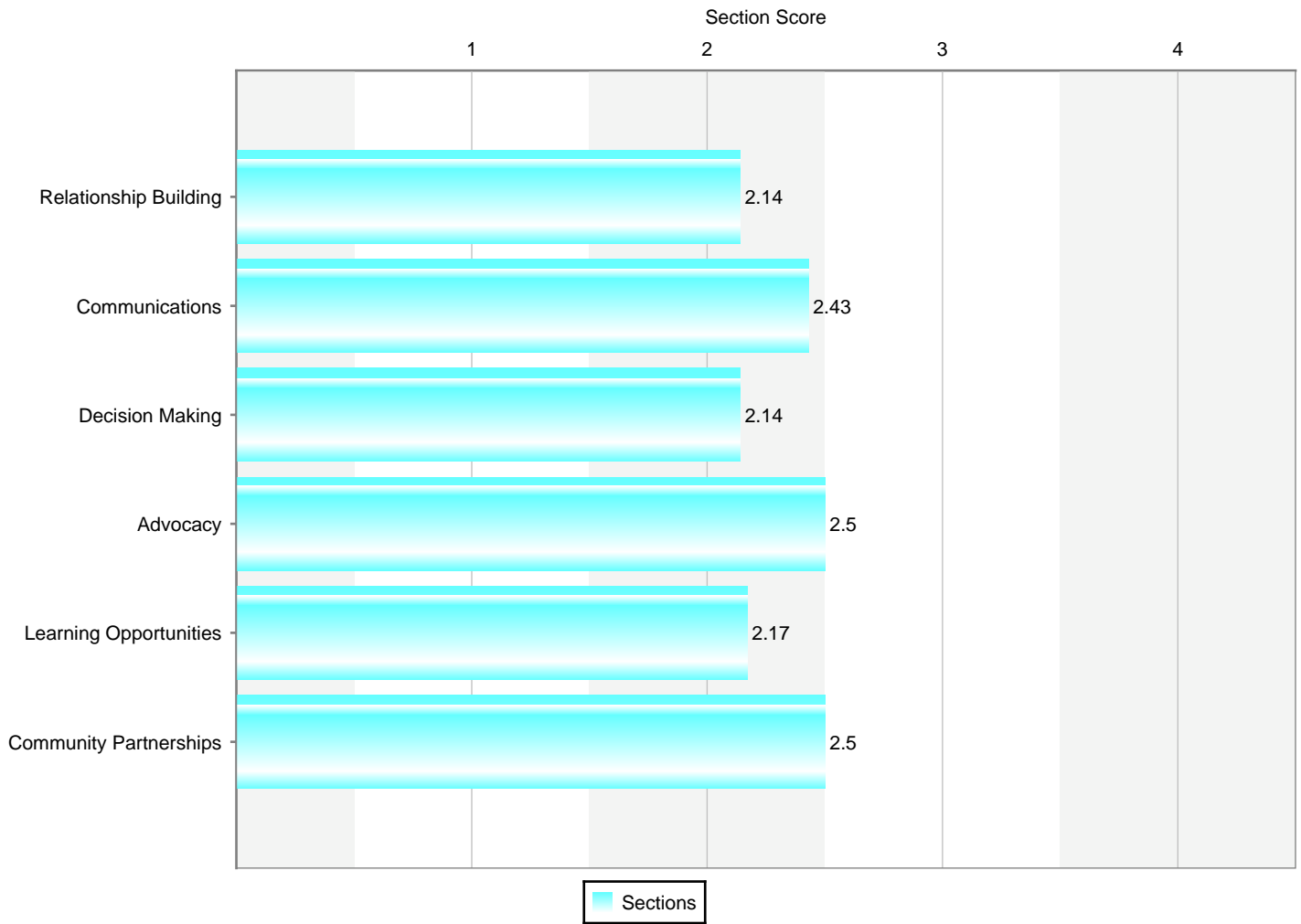
Our areas of strength are Advocacy and Community Partnerships. We need to improve in the areas of Relationship Building and Decision Making.

We will continue to utilize School Messenger, Parent Portal, open houses, and school and district web pages to communicate with parents. We will use these avenues to encourage more parents to participate in two-way communication about student grades and advising students. Communication seems to be a key issue to continued success in Advocacy and Community Partnerships and to improving Relationship Building and Decision Making. We hope to address the dichotomy in our relationships with parents; we have a positive, clear relationship with many parents, and we need to help the rest of our population understand the importance of positive, two way communication.

1. We will utilize a stakeholder survey to evaluate the effectiveness of school improvement activities.
2. Our school council will consider adopting a policy that welcomes families to observe in classrooms.
3. Parents will be encouraged to vote in SBDM elections.
4. Parents will be encouraged to serve on SBDM committees.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

All teachers were part of the Data Analysis that forms the basis of our plan. Based on the input from each department, Department Heads, Building Administrators, BAC, and Youth Services Center Director used the analysis of 2013 test data to make necessary changes to our plan for 2014-15.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Our DAC and BAC began the data analysis process during PLCs with all teachers. They utilized the School Report Card Workbook for 2013-14 Data provided by KDE as a basis for discussion. After this session, teachers worked with departments to further analyze student data. On a planning day, departments were provided with analysis tools from the Getting the Most from Your ACT Explore and ACT Plan Reporting Package to look at Plan data. Additionally, core departments received the EOC documents School Final QualityCore Overview Report and School Final QualityCore Report. The BAC and DAC created a document, 2014 End of Course Data Analysis and Action Plan. The allowed departments to create plans for any concept that was below average on EOC. CTE teachers were asked to make action plans for CTE students in the Class of 2015 who have not met benchmark on ACT.

All groups reported back to the principal. The CSIP planning committee used the results from this data review to make adjustments to our plan for 2014-2015.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

All stakeholders will receive an electronic copy of the CSIP. Stakeholders will receive electronic progress updates once per semester.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	NA	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	No	We are not a Title I school.	

KDE Comprehensive School Improvement Plan

Clay County High School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	No	Although we are not a Title I school, we maintain a parent compact and parent involvement policy.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes	We did the needs assesment but we are not a Title I school.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	No	We are not a Title I school; however, we do provide services for students at risk	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	We do not receive Title I funds.	

KDE Comprehensive School Improvement Plan

Clay County High School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	We do not receive Title I funds.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	Although we are not a Title I school, we provide services for at risk students.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	Although we are not a Title I School, we developed strategies to improve instruction.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	We are not a Title I school	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	No	We are not a Title I school.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	We are not a Title I school	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	We are not a Title I school.	

KDE Comprehensive School Improvement Plan

Clay County High School

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	No	We are not a Title I school.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school 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
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	We are not a Title I school.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

KDE Comprehensive School Improvement Plan

Clay County High School

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	We are not a Title I school.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	We are not a Title I school.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

Compliance and Accountability - High Schools

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

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

Goal 1:

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

Measurable Objective 1:

collaborate to increase the overall K-Prep scores for reading and writing from 31.6% to 44.5% by 05/30/2014 as measured by K-Prep scores.

Strategy1:

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

Category:

Research Cited:

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCHS will continue to utilize PLC's to analyze data, improve instruction, and discuss curriculum gaps. Additionally, our schedule was redesigned to provide common planning for departments. They are to meet weekly to ensure alignment, improve instruction, and monitor student progress.	Professional Learning			02/01/2013	05/30/2014	\$0 - No Funding Required	Mike Gregory, Mike Stubblefield, Robert Nicholson, Deann Allen, Jamie Mills, Martina Bray, Linda Baker, Phillip Jones

Goal 2:

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

Measurable Objective 1:

collaborate to increase College and Career Readiness Target to from 43.8% to 54.4% by 05/30/2014 as measured by High School Graduates' College and Career Readiness Percentage Report and the percentage of students college and career ready without bonus points.

Strategy1:

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

Category:

KDE Comprehensive School Improvement Plan

Clay County High School

Research Cited:

Activity - College Visits	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Field trips will be provided for students to attend colleges and universities in the state. The Berea College Educational Talent Search Program will coordinate and fund these efforts.	Career Preparation/Orientation			02/01/2013	05/30/2014	\$500 - Other	Amanda Massey, Berea College ETSP

Strategy2:

Advance Kentucky/i3 - CCHS is participating in its fourth year with the Advance Kentucky Initiative. Our funding has been assumed by Promise Neighborhood i3.

Category:

Research Cited:

Activity - Laying the Foundation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will attend Laying the Foundation training. After participating in training, teachers will share strategies to increase congruent, rigorous, engaging instruction through PLC's.	Professional Learning			02/01/2013	05/30/2014	\$0 - Other	Jamie Mills, Martina Bray, Tabitha Owens

Strategy3:

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

Category:

Research Cited: University of Kentucky's Transition One Stop

Activity - Transition Services Inventory	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Transition Services Inventory to identify possible services related to employment and education as part of the IEP process.	Career Preparation/Orientation			02/01/2013	05/16/2014	\$0 - No Funding Required	Vickie Nicholson, Director of Special Education; CCHS Special Education Staff

Activity - Training in transition planning for student support staff.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide specialized training in transition planning for CCHS Student Support Services personnel, Promise Neighborhood staff and CCHS special education staff. Consultant(s) from the Southeast Educational Cooperative will provide the training.	Professional Learning			02/01/2013	08/15/2014	\$0 - No Funding Required	Vickie Nicholson, Director of Special Education

KDE Comprehensive School Improvement Plan

Clay County High School

Activity - Parent training on college entrance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration with parents through trainings and/or individual meetings regarding college application and financial assistance.	Parent Involvement			02/01/2013	01/30/2015	\$500 - Other	Amy Janutalo, Student Support Services; Amanda Massey, Berea College Educational Talent Search; Christy Rice, Guidance Counselor

Activity - Inter-Agency transition collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCHS special education staff will invite Social Security Administration, Office of Vocational Rehabilitation, and other appropriate agencies to participate in transition planning for CCHS students.	Career Preparation/Orientation			02/01/2013	05/16/2014	\$0 - No Funding Required	Mike Gregory, Mike Stubblefield, Robert Nicholson (ARC Chairpersons) and CCHS Special Education Teachers

Goal 3:

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 24.6% to 39.8% by 05/30/2014 as measured by K-Prep.

Strategy1:

21st Century Learning - Incoming freshmen identified in the lowest quartile by MAP Reading will be placed in a course designed to improve reading skills. This course was originally planned and supported by the Striving Readers program, first at the federal and then at the state level. After the grant ended, our district has continued to support this program at the local level.

Category:

Research Cited:

Activity - 21st Century Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming 9th graders who score 25th percentile or below on MAP Reading during the winter or spring administration will be placed in the 21st Century Learning Skills course as their elective. This IS NOT an optional course. Coursework is designed to improve the reading skills of students using technology, appropriate high-interest reading, and project-based learning.	Direct Instruction			02/01/2013	05/30/2014	\$0 - District Funding	Jennifer Collins, Sondra Bray

KDE Comprehensive School Improvement Plan

Clay County High School

Goal 4:

Increase the Cohort Graduation Rate from 69.8% to 90% by 2015.

Measurable Objective 1:

collaborate to increase the Cohort Graduation Rate from 83.4% to 85% by 06/30/2014 as measured by graduation formula.

Strategy1:

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

Category:

Research Cited: National Dropout Prevention Research Clearinghouse

Activity - Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCHS will work with YSC to implement attendance incentives and rewards for good attendance. Seniors will participate in Chevy Drive for Perfection program.	Other			02/01/2013	05/30/2014	\$0 - Other	Mike Gregory, Eddie Smith, Amy Burns, Leigh Anne Smith, Jacqueline Asher, Leslie Davis

Activity - Identify students at risk of dropping out.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Persistence to Graduation Report generated through Infinite Campus will be used to identify CCHS students at risk of dropping out. CCHS Student Support Services personnel and the Promise Neighborhood College Coach will work to connect students identified as at risk with appropriate services and intervention.	Behavioral Support Program			02/01/2013	05/30/2014	\$2000 - Other	Amy Janutalo, Student Support Services; Deann Allen, CCHS Liaison; Sam Wansley, College Coach

Strategy2:

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

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Clay County High School

Activity - On-Line Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be offered the opportunity to earn additional credits (outside the normal school day) using courses purchased through Aventa Learning or designed by members of Promise Neighborhood and offered through Promise Neighborhood's Black Board site.	Direct Instruction			02/01/2013	05/30/2014	\$0 - Other	Deann Allen, Jennifer Collins

Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCHS and HCLC will work together to help at-risk students recover credits. CCHS will continue its Clean Slate program for 11th and 12th graders at risk of dropping out due to credit deficits. HCLC will continue to provide 1/2 day credit recovery for 9th and 10th grade students who are deficient by 2 or more credits.	Academic Support Program			02/01/2013	05/30/2014	\$0 - District Funding	Mike Gregory, Billy Robinson, Jennifer Collins, Eddie Smith

Strategy3:

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

Category:

Research Cited: National Dropout Prevention Research

Activity - Math Tutor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire and schedule a full time math tutor to serve 9th grade students and collaborate in 9th grade math courses. The tutor will provide services during lunch. Additionally, time will be offered before and after school if these services are utilized.	Tutoring			01/07/2014	05/30/2014	\$30000 - Grant Funds	Mike Gregory; Deann Allen

Activity - Parent training for ninth grade transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The GEAR UP Parent Engagement Coordinator will provide training on high school academic and behavioral expectations and support available to students as they transition to CCHS.	Parent Involvement			08/01/2013	05/30/2014	\$500 - Other	Judy Murray, GEAR UP

The school identified specific strategies to address subgroup achievement gaps.

KDE Comprehensive School Improvement Plan

Clay County High School

Goal 1:

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

Measurable Objective 1:

collaborate to increase College and Career Readiness Target to from 43.8% to 54.4% by 05/30/2014 as measured by High School Graduates' College and Career Readiness Percentage Report and the percentage of students college and career ready without bonus points.

Strategy1:

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

Category:

Research Cited:

Activity - COMPASS/KYOTE	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After participating in senior English and math, students will have two opportunities to take COMPASS and KYOTE.	Academic Support Program			02/01/2013	05/30/2014	\$0 - No Funding Required	Rodney Lipps

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and implement Study Island for use by all students, across all curriculum areas. Study Island will be used for math and reading interventions and enrichment, ACT study skills, and content area enrichment.	Academic Support Program			09/03/2013	05/30/2014	\$16000 - Grant Funds	Mike Gregory, Mike Stubblefield, Robert Nicholson

Activity - Math/English courses	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are assigned to senior mathematics and English courses based on ACT scores. Courses are designed to focus on skills needed to improve ACT scores or enable students to pass COMPASS or KYOTE.	Academic Support Program			02/01/2013	05/30/2014	\$0 - No Funding Required	Billy Robinson, Jennifer Collins, Christy Rice

Activity - ACT preparation program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TCA Prep will be implemented. Students are enrolled in the program and will be able to do self-paced testing and tutoring.	Academic Support Program			02/01/2013	02/28/2014	\$0 - Other	Jennifer Collins, Mike Stubblefield

KDE Comprehensive School Improvement Plan

Clay County High School

Strategy2:

Advance Kentucky/i3 - CCHS is participating in its fourth year with the Advance Kentucky Initiative. Our funding has been assumed by Promise Neighborhood i3.

Category:

Research Cited:

Activity - Laying the Foundation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will attend Laying the Foundation training. After participating in training, teachers will share strategies to increase congruent, rigorous, engaging instruction through PLC's.	Professional Learning			02/01/2013	05/30/2014	\$0 - Other	Jamie Mills, Martina Bray, Tabitha Owens

Activity - Advance Kentucky	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advance Kentucky teachers will receive content specific PD, on-site coaching, and mentoring through Advance Kentucky. CCHS will offer 8 courses through the Advance Kentucky initiative.	Professional Learning			02/01/2013	05/30/2014	\$0 - Other	Jamie Mills, Martina Bray, Tabitha Owens

Strategy3:

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

Category:

Research Cited: University of Kentucky's Transition One Stop

Activity - Training in transition planning for student support staff.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide specialized training in transition planning for CCHS Student Support Services personnel, Promise Neighborhood staff and CCHS special education staff. Consultant(s) from the Southeast Educational Cooperative will provide the training.	Professional Learning			02/01/2013	08/15/2014	\$0 - No Funding Required	Vickie Nicholson, Director of Special Education

KDE Comprehensive School Improvement Plan

Clay County High School

Activity - Parent training on college entrance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration with parents through trainings and/or individual meetings regarding college application and financial assistance.	Parent Involvement			02/01/2013	01/30/2015	\$500 - Other	Amy Janutalo, Student Support Services; Amanda Massey, Berea College Educational Talent Search; Christy Rice, Guidance Counselor

Activity - Inter-Agency transition collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCHS special education staff will invite Social Security Administration, Office of Vocational Rehabilitation, and other appropriate agencies to participate in transition planning for CCHS students.	Career Preparation/Orientation			02/01/2013	05/16/2014	\$0 - No Funding Required	Mike Gregory, Mike Stubblefield, Robert Nicholson (ARC Chairpersons) and CCHS Special Education Teachers

Activity - Transition Services Inventory	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Transition Services Inventory to identify possible services related to employment and education as part of the IEP process.	Career Preparation/Orientation			02/01/2013	05/16/2014	\$0 - No Funding Required	Vickie Nicholson, Director of Special Education; CCHS Special Education Staff

Goal 2:

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 24.6% to 39.8% by 05/30/2014 as measured by K-Prep.

Strategy1:

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

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Clay County High School

Activity - Flex planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have access to Kaplan Teach for support materials and lessons. Teachers and students have access to Study Island to provide self-paced student tutorials or to provide interactive lessons led by the teacher.	Academic Support Program			02/01/2013	05/30/2014	\$0 - No Funding Required	Mike Stubblefield, Martina Bray, Jamie Mills

Activity - Flex Math and Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCHS implemented a new time schedule for the 2012-13 school year. This schedule provides two 30 minute blocks of math and reading intervention/enrichment per week. Groups consist of 9th/10th or 11th/12th grade students and serve four ability levels. Students are assigned to groups based on MAP or ACT (for 12th grade students).	Direct Instruction			02/01/2013	05/30/2014	\$0 - Other	Mike Stubblefield, Jennifer Collins

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

Goal 3:

Increase the Cohort Graduation Rate from 69.8% to 90% by 2015.

Measurable Objective 1:

collaborate to increase the Cohort Graduation Rate from 83.4% to 85% by 06/30/2014 as measured by graduation formula.

Strategy1:

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

Category:

Research Cited: National Dropout Prevention Research Clearinghouse

KDE Comprehensive School Improvement Plan

Clay County High School

Activity - Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCHS will work with YSC to implement attendance incentives and rewards for good attendance. Seniors will participate in Chevy Drive for Perfection program.	Other			02/01/2013	05/30/2014	\$0 - Other	Mike Gregory, Eddie Smith, Amy Burns, Leigh Anne Smith, Jacqueline Asher, Leslie Davis

Activity - Identify students at risk of dropping out.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Persistence to Graduation Report generated through Infinite Campus will be used to identify CCHS students at risk of dropping out. CCHS Student Support Services personnel and the Promise Neighborhood College Coach will work to connect students identified as at risk with appropriate services and intervention.	Behavioral Support Program			02/01/2013	05/30/2014	\$2000 - Other	Amy Janutalo, Student Support Services; Deann Allen, CCHS Liaison; Sam Wansley, College Coach

Strategy2:

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

Category:

Research Cited: National Dropout Prevention Research

Activity - Math Tutor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire and schedule a full time math tutor to serve 9th grade students and collaborate in 9th grade math courses. The tutor will provide services during lunch. Additionally, time will be offered before and after school if these services are utilized.	Tutoring			01/07/2014	05/30/2014	\$30000 - Grant Funds	Mike Gregory; Deann Allen

Activity - Parent training for ninth grade transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The GEAR UP Parent Engagement Coordinator will provide training on high school academic and behavioral expectations and support available to students as they transition to CCHS.	Parent Involvement			08/01/2013	05/30/2014	\$500 - Other	Judy Murray, GEAR UP

Strategy3:

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

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Clay County High School

Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCHS and HCLC will work together to help at-risk students recover credits. CCHS will continue its Clean Slate program for 11th and 12th graders at risk of dropping out due to credit deficits. HCLC will continue to provide 1/2 day credit recovery for 9th and 10th grade students who are deficient by 2 or more credits.	Academic Support Program			02/01/2013	05/30/2014	\$0 - District Funding	Mike Gregory, Billy Robinson, Jennifer Collins, Eddie Smith

Activity - On-Line Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be offered the opportunity to earn additional credits (outside the normal school day) using courses purchased through Aventa Learning or designed by members of Promise Neighborhood and offered through Promise Neighborhood's Black Board site.	Direct Instruction			02/01/2013	05/30/2014	\$0 - Other	Deann Allen, Jennifer Collins

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

Goal 1:

Increase the Cohort Graduation Rate from 69.8% to 90% by 2015.

Measurable Objective 1:

collaborate to increase the Cohort Graduation Rate from 83.4% to 85% by 06/30/2014 as measured by graduation formula.

Strategy1:

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

Category:

Research Cited:

Activity - On-Line Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be offered the opportunity to earn additional credits (outside the normal school day) using courses purchased through Aventa Learning or designed by members of Promise Neighborhood and offered through Promise Neighborhood's Black Board site.	Direct Instruction			02/01/2013	05/30/2014	\$0 - Other	Deann Allen, Jennifer Collins

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Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCHS and HCLC will work together to help at-risk students recover credits. CCHS will continue its Clean Slate program for 11th and 12th graders at risk of dropping out due to credit deficits. HCLC will continue to provide 1/2 day credit recovery for 9th and 10th grade students who are deficient by 2 or more credits.	Academic Support Program			02/01/2013	05/30/2014	\$0 - District Funding	Mike Gregory, Billy Robinson, Jennifer Collins, Eddie Smith

Strategy2:

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

Category:

Research Cited: National Dropout Prevention Research Clearinghouse

Activity - Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCHS will work with YSC to implement attendance incentives and rewards for good attendance. Seniors will participate in Chevy Drive for Perfection program.	Other			02/01/2013	05/30/2014	\$0 - Other	Mike Gregory, Eddie Smith, Amy Burns, Leigh Anne Smith, Jacqueline Asher, Leslie Davis

Activity - Identify students at risk of dropping out.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Persistence to Graduation Report generated through Infinite Campus will be used to identify CCHS students at risk of dropping out. CCHS Student Support Services personnel and the Promise Neighborhood College Coach will work to connect students identified as at risk with appropriate services and intervention.	Behavioral Support Program			02/01/2013	05/30/2014	\$2000 - Other	Amy Janutalo, Student Support Services; Deann Allen, CCHS Liaison; Sam Wansley, College Coach

Strategy3:

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

Category:

Research Cited: National Dropout Prevention Research

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Activity - Parent training for ninth grade transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The GEAR UP Parent Engagement Coordinator will provide training on high school academic and behavioral expectations and support available to students as they transition to CCHS.	Parent Involvement			08/01/2013	05/30/2014	\$500 - Other	Judy Murray, GEAR UP

Activity - Math Tutor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire and schedule a full time math tutor to serve 9th grade students and collaborate in 9th grade math courses. The tutor will provide services during lunch. Additionally, time will be offered before and after school if these services are utilized.	Tutoring			01/07/2014	05/30/2014	\$30000 - Grant Funds	Mike Gregory; Deann Allen

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PLC/CS and writing.

Goal 1:

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

Measurable Objective 1:

collaborate to increase the overall K-Prep scores for reading and writing from 31.6% to 44.5% by 05/30/2014 as measured by K-Prep scores.

Strategy1:

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

Category:

Research Cited:

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCHS will continue to utilize PLC's to analyze data, improve instruction, and discuss curriculum gaps. Additionally, our schedule was redesigned to provide common planning for departments. They are to meet weekly to ensure alignment, improve instruction, and monitor student progress.	Professional Learning			02/01/2013	05/30/2014	\$0 - No Funding Required	Mike Gregory, Mike Stubblefield, Robert Nicholson, Deann Allen, Jamie Mills, Martina Bray, Linda Baker, Phillip Jones

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Strategy2:

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

Category:

Research Cited:

Activity - Program Review Implementation A/H	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review results of Arts and Humanities program review. Make improvements followed by monitoring and data collection.	Academic Support Program			02/01/2013	05/30/2014	\$0 - No Funding Required	Donnie Stevens

Activity - Program Review Implementation PL/CS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review results of the Practical Living/Career Studies Program Review. Make improvements followed by monitoring and data collection.	Academic Support Program			02/01/2013	05/30/2014	\$0 - No Funding Required	Gina Prewitt, Leigh Anne Smith

Activity - Program Review Implementation Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review results of the writing program review. Make improvements followed by monitoring and data collection.	Academic Support Program			02/01/2013	05/30/2014	\$0 - No Funding Required	Amy Davidson

The school identified specific strategies to increase the percentage of students who are college and career ready.

Goal 1:

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

Measurable Objective 1:

collaborate to increase College and Career Readiness Target to from 43.8% to 54.4% by 05/30/2014 as measured by High School Graduates' College and Career Readiness Percentage Report and the percentage of students college and career ready without bonus points.

Strategy1:

Advance Kentucky/i3 - CCHS is participating in its fourth year with the Advance Kentucky Initiative. Our funding has been assumed by Promise Neighborhood i3.

Category:

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Research Cited:

Activity - Advance Kentucky	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advance Kentucky teachers will receive content specific PD, on-site coaching, and mentoring through Advance Kentucky. CCHS will offer 8 courses through the Advance Kentucky initiative.	Professional Learning			02/01/2013	05/30/2014	\$0 - Other	Jamie Mills, Martina Bray, Tabitha Owens

Activity - Laying the Foundation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will attend Laying the Foundation training. After participating in training, teachers will share strategies to increase congruent, rigorous, engaging instruction through PLC's.	Professional Learning			02/01/2013	05/30/2014	\$0 - Other	Jamie Mills, Martina Bray, Tabitha Owens

Strategy2:

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

Category:

Research Cited: University of Kentucky's Transition One Stop

Activity - Training in transition planning for student support staff.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide specialized training in transition planning for CCHS Student Support Services personnel, Promise Neighborhood staff and CCHS special education staff. Consultant(s) from the Southeast Educational Cooperative will provide the training.	Professional Learning			02/01/2013	08/15/2014	\$0 - No Funding Required	Vickie Nicholson, Director of Special Education

Activity - Transition Services Inventory	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Transition Services Inventory to identify possible services related to employment and education as part of the IEP process.	Career Preparation/Orientation			02/01/2013	05/16/2014	\$0 - No Funding Required	Vickie Nicholson, Director of Special Education; CCHS Special Education Staff

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Activity - Inter-Agency transition collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCHS special education staff will invite Social Security Administration, Office of Vocational Rehabilitation, and other appropriate agencies to participate in transition planning for CCHS students.	Career Preparation/Orientation			02/01/2013	05/16/2014	\$0 - No Funding Required	Mike Gregory, Mike Stubblefield, Robert Nicholson (ARC Chairpersons) and CCHS Special Education Teachers

Activity - Parent training on college entrance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration with parents through trainings and/or individual meetings regarding college application and financial assistance.	Parent Involvement			02/01/2013	01/30/2015	\$500 - Other	Amy Janutalo, Student Support Services; Amanda Massey, Berea College Educational Talent Search; Christy Rice, Guidance Counselor

Strategy3:

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

Category:

Research Cited:

Activity - Student Schedules	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCHS and HCLC guidance and administration will help students choose courses to complete industry certificates.	Career Preparation/Orientation			02/01/2013	05/30/2014	\$0 - Other	Billy Robinson, Jennifer Collins, Mike Gregory, Mike Stubblefield, Robert Nicholson, Linda Cornett, Christy Rice

Activity - College Visits	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Field trips will be provided for students to attend colleges and universities in the state. The Berea College Educational Talent Search Program will coordinate and fund these efforts.	Career Preparation/Orientation			02/01/2013	05/30/2014	\$500 - Other	Amanda Massey, Berea College ETSP

Strategy4:

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

Category:

Research Cited:

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Activity - ACT preparation program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TCA Prep will be implemented. Students are enrolled in the program and will be able to do self-paced testing and tutoring.	Academic Support Program			02/01/2013	02/28/2014	\$0 - Other	Jennifer Collins, Mike Stubblefield

Activity - Math/English courses	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are assigned to senior mathematics and English courses based on ACT scores. Courses are designed to focus on skills needed to improve ACT scores or enable students to pass COMPASS or KYOTE.	Academic Support Program			02/01/2013	05/30/2014	\$0 - No Funding Required	Billy Robinson, Jennifer Collins, Christy Rice

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and implement Study Island for use by all students, across all curriculum areas. Study Island will be used for math and reading interventions and enrichment, ACT study skills, and content area enrichment.	Academic Support Program			09/03/2013	05/30/2014	\$16000 - Grant Funds	Mike Gregory, Mike Stubblefield, Robert Nicholson

Activity - COMPASS/KYOTE	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After participating in senior English and math, students will have two opportunities to take COMPASS and KYOTE.	Academic Support Program			02/01/2013	05/30/2014	\$0 - No Funding Required	Rodney Lipps

Goal 2:

Increase the Cohort Graduation Rate from 69.8% to 90% by 2015.

Measurable Objective 1:

collaborate to increase the Cohort Graduation Rate from 83.4% to 85% by 06/30/2014 as measured by graduation formula.

Strategy1:

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

Category:

Research Cited:

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Activity - On-Line Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be offered the opportunity to earn additional credits (outside the normal school day) using courses purchased through Aventa Learning or designed by members of Promise Neighborhood and offered through Promise Neighborhood's Black Board site.	Direct Instruction			02/01/2013	05/30/2014	\$0 - Other	Deann Allen, Jennifer Collins

Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Strategy2:

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

Category:

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Activity - Identify students at risk of dropping out.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCHS will work with YSC to implement attendance incentives and rewards for good attendance. Seniors will participate in Chevy Drive for Perfection program.	Other			02/01/2013	05/30/2014	\$0 - Other	Mike Gregory, Eddie Smith, Amy Burns, Leigh Anne Smith, Jacqueline Asher, Leslie Davis

Strategy3:

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Category:

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School Safety Diagnostic

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes		

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

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Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	No	We will contact Safe School director for compliance.	

Label	Assurance	Response	Comment	Attachment
11.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		