



Comprehensive District Improvement Plan

Clay County

128 Richmond Road
Manchester, KY 40962

TABLE OF CONTENTS

Introduction	1
Phase I - Equitable Access to Effective Educators District Diagnostic	
Introduction	3
Equitable Access to Effective Educators - District	4
Phase I - GAP Target Assurance	
Introduction	18
Gap Target Assurance	19
Phase I - Needs Assessment	
Introduction	21
Data Analysis	22
Areas of Strengths	23
Opportunities for Improvement	24
Oversight and Monitoring	25
Conclusion	26
Plan for Comprehensive District Improvement Plan	
Overview	28
Goals Summary	29
Goal 1: The averaged combined reading and math K-Prep scores for elementary and middle school students will increase from 35.4% to 72% for elementary schools in 2017 and from 30.2% to 72% for middle school in 2017.....	30

Goal 2: The graduation rate for students in the Clay County Public Schools will increase from 76% to 90% by 2017..	36
Goal 3: The percentage of students in the Clay County Public Schools who are college and career ready will increase from 34% to 80% by 2016.	40
Goal 4: GAP Goal: Student achievement in the Clay County Public Schools will increase so that the achievement gap decreases from 70.5 % to 35.2% in elementary school, from 78.1% to 39% in middle school, and from 75.2% to 37.6% in high school by 2017.	45
Goal 5: Continue to use the Professional Growth and Effectiveness System for teachers, principals, and other professionals(TPGES, PPGES,and OPGES). During the 2016-17 school year, 97% of teachers were exemplary/accomplished with a goal to maintain this %.....	47
Activity Summary by Funding Source.....	49
Activity Summary by School.....	56
 Phase II - Assurances - District	
Introduction.....	67
District Assurances.....	68
 Phase II - Compliance and Accountability - Districts	
Introduction.....	75
Planning and Accountability Requirements.....	76
 Executive Summary	
Introduction.....	86
Description of the School System.....	87
System's Purpose.....	88
Notable Achievements and Areas of Improvement.....	89
Additional Information.....	90

Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators District Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive District Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - District

Label	Assurance	Response	Comment	Attachment
District Equity Data (1)	<p>Complete the District Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the District Equity Data.		Clay District Equity Data 2016-17

Provide a brief analysis the of district data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

STAFF ATTENDANCE: As of the October 30, 2016 payroll which comprises 57 instructional days, 255 school based certified staff had missed a total of 777.5 days of work. This value is composed of 678 sick days and 106 personal days. On average 13.75 certified staff members were absent on any instructional day..

For the 109 secondary certified staff a total of 299 sick days used and 45 personal days used for as total of 344 days. Among CCMS, CCHS, and HCLC at least 6 teachers were absent each instructional day. This is in comparison of the 289 elementary schools certified staff which used a total of 440 sick or personnel days (sick = 379; personnel = 61) for an average of 7.75 absences per day.

After the data analysis is complete, the district will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Barrier: Teachers need to increase their skill set needed to address poverty and high expectations.

Barrier: Excessive teacher absences.

Barrier: Excessive student absences

Root Cause: A culture of low expectations.

Comprehensive District Improvement Plan

Clay County

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the District Equity Goals tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the District Equity Goals Data.		District Equity Goals 2016

Strategies and Activities Equitable access to effective educators must be reflected in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the district in meeting the goals set in the previous section. If there are strategies and activities within one of the five major goals of the CDIP, which adequately addresses equitable access, the district may select the appropriate goal, objective, strategies and activities.

OR

The district may create a new goal to address equitable access to effective educators. Once a new goal has been created, the district will need to include appropriate objectives, strategies and activities.

The district may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

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

Measurable Objective 1:

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

Strategy1:

Literacy Initiative 2016-17 - The district leadership team will access and disseminate resources to support literacy planning in schools.

Ongoing focused support and monitoring will occur to facilitate this work.

Category: Continuous Improvement

Research Cited:

SY 2016-2017

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Comprehensive District Improvement Plan

Clay County

Activity - Secondary Literacy Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District leadership will continue to work with secondary school leadership to monitor literacy programs and Response to Intervention programs that will ensure that all students are college and career ready upon graduation.	Academic Support Program	07/01/2014	12/29/2017	\$0 - No Funding Required	Deann Allen

Activity - Professional Development Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will work with schools to identify gaps in literacy performance to determine professional development needed for instructional improvements. External monitoring will continue with Vinson and Comer Associates to ensure fidelity and sustainability.	Academic Support Program	07/01/2014	12/29/2017	\$18000 - Title I Part A \$6000 - Title VI	Deann Allen, Missy Roberts, Judy Smith; Curriculum Coaches

Activity - Elementary Reading Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will continue to work with school leadership to ensure that the current initiative for elementary reading as well as intervention programs are implemented with fidelity to ensure that we meet the goal of at least 90% of all students by Spring 2017 leaving primary school reading at or above grade level as measured by MAP.	Academic Support Program	07/01/2014	12/29/2017	\$30000 - District Funding	Judy Smith

Strategy2:

PLC - PLC's formats will be reviewed based upon the NGLN work.

Category: Professional Learning & Support

Research Cited:

Activity - Systems Approach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Systems approach will be applied to PLC's to increase their effectiveness beginning with the schools participating in NGLN and will be disseminated to other schools.	Professional Learning	07/05/2016	12/29/2017	\$5000 - Grant Funds	Judy Smith and Deann Allen

Strategy3:

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

Category: Continuous Improvement

Research Cited:

Comprehensive District Improvement Plan

Clay County

Activity - Math Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in aligned, research-based professional development focused on math content, practices, standards, and interventions. Resources will include: KCM, PIMSER, and others.	Professional Learning	07/01/2014	06/30/2017	\$0 - No Funding Required	Judy Smith, Curriculum Coaches

Activity - Secondary Math Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District leadership will continue to work with school leadership to develop literacy programs and Response to Intervention programs that will ensure that all students are college and career ready upon graduation.	Academic Support Program	07/01/2014	12/29/2017	\$0 - No Funding Required	Judy Smith

Activity - Focused Math Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will facilitate planning using established processes to analyze gaps in district math curriculum / instruction and inform improvements.	Academic Support Program	07/01/2014	12/29/2017	\$0 - No Funding Required	Judy Smith; Curriculum Coaches

Strategy4:

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

Category: Continuous Improvement

Research Cited:

Activity - Science Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science curriculum reflecting the Next Generation Science Standards will be finalized and implemented with the assistance of I3 grant. New documents will be developed and delivered to all teachers.	Professional Learning	07/01/2014	06/30/2016	\$15000 - Grant Funds \$500 - Text Books	Deann Allen

Activity - Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District leaders will continue to monitor possible changes in state Social Studies curriculum.	Direct Instruction	08/01/2016	12/29/2017	\$0 - No Funding Required	Judy Smith and Deann Allen

Strategy5:

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

Category: Early Learning

Research Cited:

Comprehensive District Improvement Plan

Clay County

Activity - Brigance Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Brigance screener school level data for school readiness will be analyzed to identify strengths and areas of improvements in the PreK program. Data will be shared with KCEOC.	Professional Learning Academic Support Program	01/01/2016	12/31/2018	\$0 - No Funding Required	Missy Roberts

Strategy6:

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

Category: Continuous Improvement

Research Cited:

Activity - Postive Behavior Intervention Supports (PBIS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continued monitoring by district staff for the PBIS program will occur for all schools. This will include development of Tiered interventions and systematic monitoring of behavior and discipline issues.	Behavioral Support Program	07/01/2014	12/29/2017	\$200 - Safe Schools	Deann Allen, Missy Roberts

Activity - School Intervention Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will work with schools to establish school intervention teams at each school that looks at academic and behavior data for the school that works to accomplish the following tasks: set academic and behavioral benchmarks and cut scores for each school, consider large areas of student needs and meet within the school to develop plans to address gaps in instructional planning or learned needs based on standards, review school intervention resources that are available, develop plans for Tier 2 and Tier 3 students, both academic and behavioral.	Academic Support Program	07/01/2014	12/29/2017	\$0 - No Funding Required	Missy Roberts, Judy Smith, School Psychologist; Principals

Activity - Master Schedules	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will provide assistance at the beginning of each school year to each school as they develop the master schedule to ensure that time has been set aside for personalized academic interventions to occur and that the interventions are high quality and data centered. The master schedule will be monitored throughout the year for fidelity.	Policy and Process	07/01/2014	12/29/2017	\$0 - No Funding Required	Instructional Supervisors; Principals; Curriculum Coaches

Strategy7:

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

Comprehensive District Improvement Plan

Clay County

Category: Continuous Improvement

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

Activity - District Level Curriculum Design Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district curriculum design team will continue the work to make necessary adjustments to curriculum, utilize instructional resources aligned to KAS, disseminate updated/revised curriculum to teachers to gather feedback and input, review feedback submitted and make necessary resulting decisions, disseminate to all teachers, ensure that teachers implement the curriculum using best practices for instruction and assessment, and monitor implementation throughout the year.	Policy and Process	07/01/2013	12/29/2017	\$0 - No Funding Required	Instructional Supervisors; Curriculum Coaches; Principals; Instructional Coaches

Activity - Curriculum Adjustments/Gaps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership team will continue to facilitate curriculum adjustments, including identification of curriculum gaps, in each subject area or grade level to ensure alignment to the Kentucky Academic Standards and other appropriate curricula. This work will be coordinated within each building by working with building level leadership and teacher leaders.	Academic Support Program	07/01/2014	12/29/2017	\$0 - No Funding Required	Instructional Supervisors, Curriculum Coaches

Activity - Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The results of the Practical Living Career Studies, Arts & Humanities, Writing, Global Competency/World Language and K-3 Program Reviews will be reviewed, analyzed, and adjustments made as needed.	Professional Learning	07/01/2014	12/29/2017	\$0 - No Funding Required	Deann Allen, Principals, Curriculum Coaches, Program Review team leads at school level

Strategy8:

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

Category: Integrated Methods for Learning

Research Cited:

Activity - CIITS Instructional Implications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will work to ensure that teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement through district curriculum coaches and building level CIITS team leaders in both formal and informal training settings. Grade Cam license is being used district wide.	Academic Support Program	07/01/2014	06/28/2019	\$13500 - Race to the Top	Judy Smith; Curriculum Coaches; Principals; Building Level CIITS Team Leaders

Comprehensive District Improvement Plan

Clay County

Goal 2:

The graduation rate for students in the Clay County Public Schools will increase from 76% to 90% by 2017.

Measurable Objective 1:

collaborate to increase the average freshman graduation rate for Clay County High School to 90% by 06/29/2017 as measured by the number of freshman students who graduate with their same age peers.

Strategy1:

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

Category:

Research Cited:

Activity - Individualized Learning Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will work with the schools to ensure that the ILP is fully utilized at each school and that freshmen are placed in college and career ready courses that are aligned with their career interests as identified by the ILP.	Career Preparation/ Orientation	02/01/2013	12/29/2017	\$0 - No Funding Required	Judy Smith; Col. Jimmie Sizemore

Strategy2:

Special Populations - Special populations will receive focused and deliberate monitoring to meet their needs.

Category: Persistence to Graduation

Research Cited:

Activity - Graduation Rate of Special Populations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of Special Population students will receive needed professional development so that instruction and any needed support for students to graduate on time with a regular diploma take place.	Behavioral Support Program Academic Support Program Career Preparation/ Orientation	07/01/2015	12/29/2017	\$100000 - IDEA	Melissa Roberts

Activity - LRE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will monitor the Least Restrictive Environment (LRE) placement for students with disabilities. LRE will be reviewed with principals, special education teachers and staff.	Academic Support Program Behavioral Support Program	06/01/2015	12/29/2017	\$100000 - IDEA	Melissa Roberts

Comprehensive District Improvement Plan

Clay County

Strategy3:

Targeted Interventions 2016-2017 - The schools, with the support of the district, will provide academic and college/career support, both systemic and process-oriented to ensure that students receive instruction and support tailored to their individual needs, both academic and college/career focused.

Category: Persistence to Graduation

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

Activity - Identification of At-Risk Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Promise Neighborhood staff will work with school RTI Teams to identify at risk students and ensure they are provided with appropriate research based support and intervention. This work will use the Persistence to Graduation Report. Promise Neighborhood (PN) funds will support this initiative through 12/16. Americorps workers under the direction of PN will complete this work through June 2017 at CCHS	Academic Support Program	07/01/2014	06/30/2017	\$100000 - Grant Funds	Deann Allen, Principal

Measurable Objective 2:

collaborate to improve community partnerships and relationships. by 12/28/2018 as measured by documents and survey response.

Strategy1:

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

Category:

Research Cited:

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will work with school leadership to encourage all teaching staff to participate in the TELL survey and analyze results at the leadership level and at the school level. District will support the building Principal in addressing deficit issues seen in the TELL survey.	Other	03/29/2013	12/29/2017	\$0 - No Funding Required	Instructional Supervisors; Principal

Activity - Missing Piece	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will facilitate a review of parent/stakeholder involvement throughout the entire district using The Missing Piece. The District will help schools/principals address deficits found in the Missing Piece	Parent Involvement	02/01/2013	12/29/2017	\$0 - No Funding Required	Instructional Supervisors; Principal

Strategy2:

Effective Communication/Partnerships - The district leadership, with wide stakeholder participation, will explore various avenues and media

Comprehensive District Improvement Plan

Clay County

through which to establish stronger partnerships/communication lines between school, home, and community.

Category:

Research Cited:

Activity - District Communication Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will work with stakeholder groups to maintain comprehensive district communication plan so as to equip parents/families with information they need to more effectively partner with the school district to meet the needs of their children. This will include a phone messenger system, WEB based information, and social media.	Parent Involvement	02/01/2013	12/28/2018	\$0 - No Funding Required	Superintendent, Instructional Supervisors; Principal

Goal 3:

The percentage of students in the Clay County Public Schools who are college and career ready will increase from 34% to 80% by 2016.

Measurable Objective 1:

collaborate to ensure that all middle school and high school students will have the opportunity and course work to become transition ready by 06/29/2018 as measured by ESSA..

Strategy1:

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

Category: Career Readiness Pathways

Research Cited:

Activity - Dual Credit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school administration will increase the number of Dual Credit classes offered both on campus and off campus. Promise Neighborhood grant will provide funds for textbooks.	Career Preparation/ Orientation	08/04/2014	12/29/2017	\$2000 - Grant Funds	Deann Allen, Principal, Jennifer Collins

Activity - Increased CTE Dual Credit/Virtual Course Offerings/Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will work with school leadership and post-secondary institutions to review and continue to increase opportunities for dual and articulated credit.	Career Preparation/ Orientation	02/01/2013	12/29/2017	\$5000 - Perkins	Deann Allen; Principal

Comprehensive District Improvement Plan

Clay County

Activity - Tiger Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who may not be successful in the traditional High School setting or have barriers to attend high school may apply for Tiger Academy. Tiger Academy is a virtual program to allow completion of a High School diploma.	Academic Support Program	08/10/2016	06/29/2018	\$20000 - District Funding	Deann Allen, Missy Roberts, and Judy Smith

Strategy2:

Academic and Career Advising 2016-2017 - Middle and high school students will receive academic and career advising on a regular basis as a part of their daily schedule.

Category: Career Readiness Pathways

Research Cited:

Activity - Guidance / Support Services Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors and teachers will be aware of Career Pathways offered at CCHS and provide students the necessary information to make informed decisions.	Professional Learning	02/01/2013	12/29/2017	\$0 - No Funding Required	Deann Allen; Linda Cornett, Jennifer Collins

Strategy3:

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

Category: Continuous Improvement

Research Cited:

Activity - Early Graduation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Established procedures and courses will be monitored to support students wishing to pursue early graduation.	Career Preparation/ Orientation	07/01/2014	12/29/2017	\$0 - No Funding Required	Deann Allen, Principals

Strategy4:

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

Category:

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

Activity - Utilization of Transition Services Inventory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education staff will utilize transition services inventory to identify possible services related to employment and education as part of the IEP Process.	Career Preparation/ Orientation	02/01/2013	12/29/2017	\$0 - No Funding Required	Melissa Roberts, Principals; Special Education Staff

Comprehensive District Improvement Plan

Clay County

Activity - Inclusion of appropriate outside agencies in post-secondary planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCHS special education staff will invite staff from Social Security Administration, Office of Vocational Rehabilitation and other outside agencies as needed, in transition planning for students with disabilities.	Career Preparation/Orientation	02/01/2013	12/29/2017	\$0 - No Funding Required	Melissa Roberts, Principals, Special Education Staff

Measurable Objective 2:

collaborate to provide effective principals, a talented teacher pool, and layered professional development by 12/29/2017 as measured by school and classroom walkthrough data.

Strategy1:

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

Category: Professional Learning & Support

Research Cited:

Activity - District Leadership Retreat	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership, including central office administrators and school administrators will attend a 2 day summer leadership retreat for the purpose of planning for the 2016-2017 school year.School board members will be invited,	Professional Learning	01/01/2014	12/29/2017	\$500 - Other	Instructional Supervisors; Principals

Activity - KASC Membership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school and district will be members of the Kentucky Association of School Councils.	Policy and Process	07/01/2014	06/30/2017	\$3600 - Title I Part A	Judy Smith

Strategy2:

High Quality Professional Learning - District leadership will focus professional development on teaching, assessment and professional growth according PGP.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning and Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District leadership will continue to critically review professional development to ensure that each session's purpose is for teachers to be able to deliver high quality instruction based on district standards.	Professional Learning	02/01/2013	12/29/2017	\$0 - No Funding Required	Deann Allen, Judy Smith, and Melissa Roberts

Comprehensive District Improvement Plan

Clay County

Activity - Student Engagement Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District leadership will monitor the implementation of teachers use of instructional design that promotes higher levels of student engagement and involvement.	Professional Learning	02/01/2013	12/29/2017	\$0 - No Funding Required	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders

Activity - Exceptional Children Instructional Design Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District leadership will facilitate the training of all new district instructional staff and update experienced staff on instructional design that pertains to and meets the unique learning needs of students with disabilities.	Professional Learning	02/01/2013	12/29/2017	\$500 - IDEA	Melissa Roberts

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

Measurable Objective 1:
 collaborate to respond to data through targeted interventions or curricular/instructional adjustments by 06/30/2017 as measured by student benchmark performance data (e.g. MAP).

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

Activity - Schools Improvement and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will use a system of early student performance indicators to identify schools in need of improvement (e.g., district benchmarks, common assessments) and develop and intervention plan before schools are identified as needing assistance	Policy and Process	02/01/2013	06/30/2016	\$0 - No Funding Required	Instructional Supervisors; Curriculum Coaches; Principals

Activity - Gap Group Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will work with school leadership to support schools as they analyze student achievement by gap groups, relative to state, district, and district assessment systems.	Academic Support Program	02/01/2013	06/29/2018	\$0 - No Funding Required	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders

Comprehensive District Improvement Plan

Clay County

Activity - Data Retreats	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools will participate in Data retreats conducted by SESC.	Professional Learning Academic Support Program	07/01/2015	06/29/2018	\$10000 - Grant Funds	Deann Allen

Measurable Objective 2:

collaborate to ensure that the overall achievement gap in elementary schools will decrease to 35.2%, ensure that the overall achievement gap in middle school decreases to 39%, and achievement gap in high school decreases from 75.2% in 2012 to 67.7% in 2013 by 05/31/2017 as measured by spring K-Prep data.

Strategy1:

PK- 12 Best Practice - Students will be exposed to instruction that is based on best practice and current research which will lead to a reduction in novice and increase in student learning.

Category: Continuous Improvement

Research Cited:

Activity - Best Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be exposed to instruction that is based on best practice and current research	Academic Support Program	07/01/2015	12/29/2017	\$0 - No Funding Required	Supervisors

Activity - CT4CG	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Clay County Middle School staff and administration will implement school wide a three year project "Co-teaching for Gap Closure" with assistance from South East South Central (SESC) Coop and supervision from KDE.	Professional Learning	07/01/2014	06/30/2017	\$0 - No Funding Required	Melissa Roberts

Activity - Clearly Defined District Instructional Expectations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school leadership will establish and communicate clear, universal, instructional expectations for all schools to be implemented in all classrooms on a daily basis, regardless of subject area or grade level.	Direct Instruction	02/01/2013	12/29/2017	\$0 - No Funding Required	Deann Allen, Judy Smith, Melissa Roberts, and William Sexton

Phase I - GAP Target Assurance

Introduction

Pursuant to KRS 158.649 (9) The superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The schools improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.

Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below	Big Creek Elementary (All three areas) Burning Springs (All three areas) Clay County High School (Reading and Math) Oneida Elementary (Combined Reading/Math and Math)	

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

Clay County Schools began the process of Data Analysis in August. Early released scores for each student were used in conjunction with Spring MAP scores to determine placement.

The questions we explored for this section were:

1. What does the data tell us?
2. What does the data not tell us?
3. What are the causes for celebration?
4. What are the opportunities for improvement?
5. What are the Next Steps?

Clay County school district saw a 3.10 point gain in the overall scores from 65.35 in 2015 to 68.45 in 2016. The districts also meet AMO but did not meet the Graduation Rate. All levels saw an increase in the district score.

The elementary level had weighted scores for Achievement at 22, for GAP 15.8, and for Growth at 17.5. In reading, 45% of students scored below Proficient while 57.3% scored below proficient in Math. In writing 67.1% were below proficient. The Reading GAP among student in poverty rose slightly (21.4 to 22.7) and saw a slight decrease in disabilities. The Growth score in Reading is significantly lower than the state. In math, there is a 10 point difference (Clay = 52.7/ state = 62.2) in the Growth score.

The district scores for the middle level differ from Clay County Middle school scores due to CCMS serving only 7th and 8th grade students. The middle level at the district level had weighted scores for Achievement of 23.2, for Gap of 19.9, and for Growth of 19.7. In reading 55.20% of students scored Proficient or higher while 44.20% scored Proficient or higher in Math. In writing 53.50% scored above Proficient. At this level, Novice Reeducation was 37.2, well above the state (4.6). The Gap scores did not reflect a reduction in the gap in reading and math. Growth for reading was comparable to the state.

The district achievement scores for the high school level rose 0.3 (68.3 in 2015 to 68.6 in 2016). The weighted scores for Achievement was 10.1, for GAP 7.2, and Growth 9.4. The two highest weighted scores was CCR at 16.4 and Graduation at 16.5. In reading, 41.7% of students scored Novice while 49% scored Proficient and above. The same trend also exists in Math. Thirty-two percent scored Novice while 31% scored Proficient and above. In writing, 51.1% scored Apprentice while 28.7% scored Proficient or above. In Novice Reduction, the high school scored 24.3, well above the state score of 17.6. There was a 20 point drop in gap in reading and a small drop in math.

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?

One area of strength is the improvement in Gap and Growth scores at the elementary level. Principals and teachers developed a process to identify individual students and this process will continue.

A celebration is the Proficient Rating the district received.

Opportunities for Improvement

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

Math scores continue to be an area of concern. Teachers and administrators are involved in several math programs. Intensive job embedded Professional Learning is on-going for all math teachers.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

Principals will continue with classroom observations and PLC's. District staff make classroom observations, walkthroughs, and assist principal as needed.

Participation in the NGLN is providing the district with additional resources to monitoring and provide oversight.

Conclusion

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

Clay County Public Schools is making steady and continuous progress in all areas except Math. Beginning in July 2016, Clay County Middle School has an Instructional Coach.

Plan for Comprehensive District Improvement Plan

Overview

Plan Name

Plan for Comprehensive District Improvement Plan

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	The averaged combined reading and math K-Prep scores for elementary and middle school students will increase from 35.4% to 72% for elementary schools in 2017 and from 30.2% to 72% for middle school in 2017.	Objectives: 1 Strategies: 8 Activities: 17	Organizational	\$88200
2	The graduation rate for students in the Clay County Public Schools will increase from 76% to 90% by 2017.	Objectives: 2 Strategies: 5 Activities: 7	Organizational	\$300000
3	The percentage of students in the Clay County Public Schools who are college and career ready will increase from 34% to 80% by 2016.	Objectives: 2 Strategies: 6 Activities: 12	Organizational	\$31600
4	GAP Goal: Student achievement in the Clay County Public Schools will increase so that the achievement gap decreases from 70.5 % to 35.2% in elementary school, from 78.1% to 39% in middle school, and from 75.2% to 37.6% in high school by 2017.	Objectives: 2 Strategies: 2 Activities: 6	Organizational	\$10000
5	Continue to use the Professional Growth and Effectiveness System for teachers, principals, and other professionals(TPGES, PPGES,and OPGES). During the 2016-17 school year, 97% of teachers were exemplary/accomplished with a goal to maintain this %.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0

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

Status	Progress Notes	Created On	Created By
N/A	2014 Assessment results showed great improvement. The District is now ranked in the 45th percentile.	November 04, 2014	Dr. Deann S Allen

Measurable Objective 1:

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

Strategy 1:

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

Category: Continuous Improvement

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

Activity - Curriculum Adjustments/Gaps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership team will continue to facilitate curriculum adjustments, including identification of curriculum gaps, in each subject area or grade level to ensure alignment to the Kentucky AcademicStandards and other appropriate curricula.This work will be coordinated within each building by working with building level leadership and teacher leaders. Schools: All Schools	Academic Support Program	07/01/2014	12/29/2017	\$0	No Funding Required	Instructional Supervisors, Curriculum Coaches

Status	Progress Notes	Created On	Created By
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Comprehensive District Improvement Plan

Clay County

In Progress		November 04, 2014	Dr. Deann S Allen
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Activity - District Level Curriculum Design Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district curriculum design team will continue the work to make necessary adjustments to curriculum, utilize instructional resources aligned to KAS, disseminate updated/revised curriculum to teachers to gather feedback and input, review feedback submitted and make necessary resulting decisions, disseminate to all teachers, ensure that teachers implement the curriculum using best practices for instruction and assessment, and monitor implementation throughout the year. Schools: All Schools	Policy and Process	07/01/2013	12/29/2017	\$0	No Funding Required	Instructional Supervisors; Curriculum Coaches; Principals; Instructional Coaches

Status	Progress Notes	Created On	Created By
In Progress		November 04, 2014	Dr. Deann S Allen

Activity - Program Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The results of the Practical Living Career Studies, Arts & Humanities, Writing, Global Competency/World Language and K-3 Program Reviews will be reviewed, analyzed, and adjustments made as needed. Schools: All Schools	Professional Learning	07/01/2014	12/29/2017	\$0	No Funding Required	Deann Allen, Principals, Curriculum Coaches, Program Review team leads at school level

Status	Progress Notes	Created On	Created By
Completed		November 04, 2014	Dr. Deann S Allen

Strategy 2:

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

Category: Integrated Methods for Learning

Comprehensive District Improvement Plan

Clay County

Activity - CIITS Instructional Implications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work to ensure that teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement through district curriculum coaches and building level CIITS team leaders in both formal and informal training settings. Grade Cam license is being used district wide. Schools: All Schools	Academic Support Program	07/01/2014	06/28/2019	\$13500	Race to the Top	Judy Smith; Curriculum Coaches; Principals; Building Level CIITS Team Leaders

Strategy 3:

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

Category: Continuous Improvement

Activity - School Intervention Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work with schools to establish school intervention teams at each school that looks at academic and behavior data for the school that works to accomplish the following tasks: set academic and behavioral benchmarks and cut scores for each school, consider large areas of student needs and meet within the school to develop plans to address gaps in instructional planning or learned needs based on standards, review school intervention resources that are available, develop plans for Tier 2 and Tier 3 students, both academic and behavioral. Schools: All Schools	Academic Support Program	07/01/2014	12/29/2017	\$0	No Funding Required	Missy Roberts, Judy Smith, School Psychologist; Principals

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

Clay County

The district leadership will provide assistance at the beginning of each school year to each school as they develop the master schedule to ensure that time has been set aside for personalized academic interventions to occur and that the interventions are high quality and data centered. The master schedule will be monitored throughout the year for fidelity. Schools: All Schools	Policy and Process	07/01/2014	12/29/2017	\$0	No Funding Required	Instructional Supervisors; Principals; Curriculum Coaches
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Activity - Postive Behavior Intervention Supports (PBIS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued monitoring by district staff for the PBIS program will occur for all schools. This will include development of Tiered interventions and systematic monitoring of behavior and discipline issues. Schools: All Schools	Behavioral Support Program	07/01/2014	12/29/2017	\$200	Safe Schools	Deann Allen, Missy Roberts

Strategy 4:

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

Category: Early Learning

Activity - Brigance Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Brigance screener school level data for school readiness will be analyzed to identify strengths and areas of improvements in the PreK program. Data will be shared with KCEOC. Schools: Goose Rock Elementary, Big Creek Elementary, Oneida Elementary School, Clay County Headstart School, Paces Creek Elementary, Manchester Elementary School, Hacker Elementary School, Burning Springs Elementary	Academic Support Program, Professional Learning	01/01/2016	12/31/2018	\$0	No Funding Required	Missy Roberts

Strategy 5:

Literacy Initiative 2016-17 - The district leadership team will access and disseminate resources to support literacy planning in schools. Ongoing focused support and

SY 2016-2017

Comprehensive District Improvement Plan

Clay County

monitoring will occur to facilitate this work.

Category: Continuous Improvement

Activity - Professional Development Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district leadership will work with schools to identify gaps in literacy performance to determine professional development needed for instructional improvements. External monitoring will continue with Vinson and Comer Associates to ensure fidelity and sustainability.</p> <p>Schools: All Schools</p>	Academic Support Program	07/01/2014	12/29/2017	\$24000	Title VI, Title I Part A	Deann Allen, Missy Roberts, Judy Smith; Curriculum Coaches

Activity - Elementary Reading Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district leadership will continue to work with school leadership to ensure that the current initiative for elementary reading as well as intervention programs are implemented with fidelity to ensure that we meet the goal of at least 90% of all students by Spring 2017 leaving primary school reading at or above grade level as measured by MAP.</p> <p>Schools: Goose Rock Elementary, Big Creek Elementary, Oneida Elementary School, Paces Creek Elementary, Manchester Elementary School, Hacker Elementary School, Burning Springs Elementary</p>	Academic Support Program	07/01/2014	12/29/2017	\$30000	District Funding	Judy Smith

Activity - Secondary Literacy Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District leadership will continue to work with secondary school leadership to monitor literacy programs and Response to Intervention programs that will ensure that all students are college and career ready upon graduation.</p> <p>Schools: Horse Creek Learning Center, Clay County Middle School, Clay County High School</p>	Academic Support Program	07/01/2014	12/29/2017	\$0	No Funding Required	Deann Allen

Comprehensive District Improvement Plan

Clay County

Strategy 6:

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

Category: Continuous Improvement

Activity - Focused Math Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will facilitate planning using established processes to analyze gaps in district math curriculum / instruction and inform improvements. Schools: All Schools	Academic Support Program	07/01/2014	12/29/2017	\$0	No Funding Required	Judy Smith; Curriculum Coaches

Activity - Math Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in aligned, research-based professional development focused on math content, practices, standards, and interventions. Resources will include: KCM, PIMSER, and others. Schools: All Schools	Professional Learning	07/01/2014	06/30/2017	\$0	No Funding Required	Judy Smith, Curriculum Coaches

Activity - Secondary Math Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will continue to work with school leadership to develop literacy programs and Response to Intervention programs that will ensure that all students are college and career ready upon graduation. Schools: Horse Creek Learning Center, Clay County Middle School, Clay County High School	Academic Support Program	07/01/2014	12/29/2017	\$0	No Funding Required	Judy Smith

Strategy 7:

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

Category: Continuous Improvement

SY 2016-2017

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Comprehensive District Improvement Plan

Clay County

Activity - Science Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science curriculum reflecting the Next Generation Science Standards will be finalized and implemented with the assistance of I3 grant. New documents will be developed and delivered to all teachers. Schools: All Schools	Professional Learning	07/01/2014	06/30/2016	\$15500	Text Books, Grant Funds	Deann Allen

Activity - Social Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leaders will continue to monitor possible changes in state Social Studies curriculum. Schools: All Schools	Direct Instruction	08/01/2016	12/29/2017	\$0	No Funding Required	Judy Smith and Deann Allen

Strategy 8:

PLC - PLC's formats will be reviewed based upon the NGLN work.

Category: Professional Learning & Support

Activity - Systems Approach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Systems approach will be applied to PLC's to increase their effectiveness beginning with the schools participating in NGLN and will be disseminated to other schools. Schools: All Schools	Professional Learning	07/05/2016	12/29/2017	\$5000	Grant Funds	Judy Smith and Deann Allen

Goal 2: The graduation rate for students in the Clay County Public Schools will increase from 76% to 90% by 2017.

Status	Progress Notes	Created On	Created By
N/A	Although CCPS did not meet the graduation goal, we will review closely all of the objectives and activities.	October 05, 2015	Dr. Deann S Allen

Measurable Objective 1:

collaborate to increase the average freshman graduation rate for Clay County High School to 90% by 06/29/2017 as measured by the number of freshman students who graduate with their same age peers.

Strategy 1:

Targeted Interventions 2016-2017 - The schools, with the support of the district, will provide academic and college/career support, both systemic and process-oriented to ensure that students receive instruction and support tailored to their individual needs, both academic and college/career focused.

Category: Persistence to Graduation

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

Activity - Identification of At-Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Promise Neighborhood staff will work with school RTI Teams to identify at risk students and ensure they are provided with appropriate research based support and intervention. This work will use the Persistence to Graduation Report. Promise Neighborhood (PN) funds will support this initiative through 12/16. Americorps workers under the direction of PN will complete this work through June 2017 at CCHS	Academic Support Program	07/01/2014	06/30/2017	\$100000	Grant Funds	Deann Allen, Principal
Schools: All Schools						

Strategy 2:

Career Readiness Pathways - The district leadership will work with schools to ensure that students have access to courses and support that guides them toward

Comprehensive District Improvement Plan

Clay County

graduation, successful transition, and career success.

Category:

Activity - Individualized Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work with the schools to ensure that the ILP is fully utilized at each school and that freshmen are placed in college and career ready courses that are aligned with their career interests as identified by the ILP. Schools: All Schools	Career Preparation/Orientation	02/01/2013	12/29/2017	\$0	No Funding Required	Judy Smith; Col. Jimmie Sizemore

Strategy 3:

Special Populations - Special populations will receive focused and deliberate monitoring to meet their needs.

Category: Persistence to Graduation

Activity - Graduation Rate of Special Populations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of Special Population students will receive needed professional development so that instruction and any needed support for students to graduate on time with a regular diploma take place. Schools: All Schools	Academic Support Program, Career Preparation/Orientation, Behavioral Support Program	07/01/2015	12/29/2017	\$100000	IDEA	Melissa Roberts

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

Clay County

District staff will monitor the Least Restrictive Environment (LRE) placement for students with disabilities. LRE will be reviewed with principals, special education teachers and staff. Schools: All Schools	Academic Support Program, Behavioral Support Program	06/01/2015	12/29/2017	\$100000	IDEA	Melissa Roberts
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Measurable Objective 2:

collaborate to improve community partnerships and relationships. by 12/28/2018 as measured by documents and survey response.

Strategy 1:

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

Category:

Activity - District Communication Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work with stakeholder groups to maintain comprehensive district communication plan so as to equip parents/families with information they need to more effectively partner with the school district to meet the needs of their children. This will include a phone messenger system, WEB based information, and social media. Schools: All Schools	Parent Involvement	02/01/2013	12/28/2018	\$0	No Funding Required	Superintendent, Instructional Supervisors; Principal

Strategy 2:

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

Category:

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

Clay County

The district leadership will work with school leadership to encourage all teaching staff to participate in the TELL survey and analyze results at the leadership level and at the school level. District will support the building Principal in addressing deficit issues seen in the TELL survey. Schools: All Schools	Other	03/29/2013	12/29/2017	\$0	No Funding Required	Instructional Supervisors; Principal
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Activity - Missing Piece	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will facilitate a review of parent/stakeholder involvement throughout the entire district using The Missing Piece. The District will help schools/principals address deficits found in the Missing Piece Schools: All Schools	Parent Involvement	02/01/2013	12/29/2017	\$0	No Funding Required	Instructional Supervisors; Principal

Goal 3: The percentage of students in the Clay County Public Schools who are college and career ready will increase from 34% to 80% by 2016.

Measurable Objective 1:

collaborate to ensure that all middle school and high school students will have the opportunity and course work to become transition ready by 06/29/2018 as measured by ESSA..

Strategy 1:

Academic and Career Advising 2016-2017 - Middle and high school students will receive academic and career advising on a regular basis as a part of their daily schedule.

Category: Career Readiness Pathways

Comprehensive District Improvement Plan

Clay County

Activity - Guidance / Support Services Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors and teachers will be aware of Career Pathways offered at CCHS and provide students the necessary information to make informed decisions. Schools: Horse Creek Learning Center, Clay County Middle School, Clay County High School	Professional Learning	02/01/2013	12/29/2017	\$0	No Funding Required	Deann Allen; Linda Cornett; Jennifer Collins

Strategy 2:

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

Category: Career Readiness Pathways

Activity - Increased CTE Dual Credit/Virtual Course Offerings/Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work with school leadership and post-secondary institutions to review and continue to increase opportunities for dual and articulated credit. Schools: Clay County High School	Career Preparation/Orientation	02/01/2013	12/29/2017	\$5000	Perkins	Deann Allen; Principal

Activity - Dual Credit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school administration will increase the number of Dual Credit classes offered both on campus and off campus. Promise Neighborhood grant will provide funds for textbooks. Schools: Clay County High School	Career Preparation/Orientation	08/04/2014	06/30/2016	\$2000	Grant Funds	Deann Allen, Principal, Jennifer Collins

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

Clay County

Students who may not be successful in the traditional High School setting or have barriers to attend high school may apply for Tiger Academy. Tiger Academy is a virtual program to allow completion of a High School diploma. Schools: Horse Creek Learning Center, Clay County High School	Academic Support Program	08/10/2016	06/29/2018	\$20000	District Funding	Deann Allen, Missy Roberts, and Judy Smith
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Strategy 3:

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

Category: Continuous Improvement

Activity - Early Graduation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Established procedures and courses will be monitored to support students wishing to pursue early graduation. Schools: Clay County Middle School, Clay County High School	Career Preparation/Orientation	07/01/2014	12/29/2017	\$0	No Funding Required	Deann Allen, Principals

Strategy 4:

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

Category:

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

Activity - Utilization of Transition Services Inventory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education staff will utilize transition services inventory to identify possible services related to employment and education as part of the IEP Process. Schools: Clay County Middle School, Clay County High School	Career Preparation/Orientation	02/01/2013	12/29/2017	\$0	No Funding Required	Melissa Roberts, Principals; Special Education Staff

Comprehensive District Improvement Plan

Clay County

Activity - Inclusion of appropriate outside agencies in post-secondary planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCHS special education staff will invite staff from Social Security Administration, Office of Vocational Rehabilitation and other outside agencies as needed, in transition planning for students with disabilities. Schools: Clay County Middle School, Clay County High School	Career Preparation/Orientation	02/01/2013	12/29/2017	\$0	No Funding Required	Melissa Roberts, Principals, Special Education Staff

Measurable Objective 2:

collaborate to provide effective principals, a talented teacher pool, and layered professional development by 12/29/2017 as measured by school and classroom walkthrough data.

Strategy 1:

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

Category: Professional Learning & Support

Activity - District Leadership Retreat	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership, including central office administrators and school administrators will attend a 2 day summer leadership retreat for the purpose of planning for the 2016-2017 school year. School board members will be invited, Schools: All Schools	Professional Learning	01/01/2014	12/29/2017	\$500	Other	Instructional Supervisors; Principals

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

Clay County

Each school and district will be members of the Kentucky Association of School Councils. Schools: All Schools	Policy and Process	07/01/2014	06/30/2017	\$3600	Title I Part A	Judy Smith
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Strategy 2:

High Quality Professional Learning - District leadership will focus professional development on teaching, assessment and professional growth according PGP.

Category: Professional Learning & Support

Activity - Professional Learning and Review Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will continue to critically review professional development to ensure that each session's purpose is for teachers to be able to deliver high quality instruction based on district standards. Schools: All Schools	Professional Learning	02/01/2013	12/29/2017	\$0	No Funding Required	Deann Allen, Judy Smith, and Melissa Roberts

Activity - Student Engagement Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership will monitor the implementation of teachers use of instructional design that promotes higher levels of student engagement and involvement. Schools: All Schools	Professional Learning	02/01/2013	12/29/2017	\$0	No Funding Required	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders

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

Clay County

District leadership will facilitate the training of all new district instructional staff and update experienced staff on instructional design that pertains to and meets the unique learning needs of students with disabilities.	Professional Learning	02/01/2013	12/29/2017	\$500	IDEA	Melissa Roberts
Schools: All Schools						

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

Measurable Objective 1:

collaborate to ensure that the overall achievement gap in elementary schools will decrease to 35.2%, ensure that the overall achievement gap in middle school decreases to 39%, and achievement gap in high school decreases from 75.2% in 2012 to 67.7% in 2013 by 05/31/2017 as measured by spring K-Prep data.

Strategy 1:

PK- 12 Best Practice - Students will be exposed to instruction that is based on best practice and current research which will lead to a reduction in novice and increase in student learning.

Category: Continuous Improvement

Activity - Clearly Defined District Instructional Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school leadership will establish and communicate clear, universal, instructional expectations for all schools to be implemented in all classrooms on a daily basis, regardless of subject area or grade level.	Direct Instruction	02/01/2013	12/29/2017	\$0	No Funding Required	Deann Allen, Judy Smith, Melissa Roberts, and William Sexton
Schools: All Schools						

Comprehensive District Improvement Plan

Clay County

Activity - Best Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to instruction that is based on best practice and current research Schools: All Schools	Academic Support Program	07/01/2015	12/29/2017	\$0	No Funding Required	Supervisors

Activity - CT4CG	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Clay County Middle School staff and administration will implement school wide a three year project "Co-teaching for Gap Closure" with assistance from South East South Central (SESC) Coop and supervision from KDE. Schools: All Schools	Professional Learning	07/01/2014	06/30/2017	\$0	No Funding Required	Melissa Roberts

Measurable Objective 2:

collaborate to respond to data through targeted interventions or curricular/instructional adjustments by 06/30/2017 as measured by student benchmark performance data (e.g. MAP).

Strategy 1:

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

Category:

Activity - Schools Improvement and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will use a system of early student performance indicators to identify schools in need of improvement (e.g., district benchmarks, common assessments) and develop and intervention plan before schools are identified as needing assistance Schools: All Schools	Policy and Process	02/01/2013	06/30/2016	\$0	No Funding Required	Instructional Supervisors; Curriculum Coaches; Principals

Comprehensive District Improvement Plan

Clay County

Activity - Gap Group Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district leadership will work with school leadership to support schools as they analyze student achievement by gap groups, relative to state, district, and district assessment systems. Schools: All Schools	Academic Support Program	02/01/2013	06/29/2018	\$0	No Funding Required	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders

Activity - Data Retreats	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will participate in Data retreats conducted by SESC. Schools: All Schools	Academic Support Program, Professional Learning	07/01/2015	06/29/2018	\$10000	Grant Funds	Deann Allen

Goal 5: Continue to use the Professional Growth and Effectiveness System for teachers, principals, and other professionals(TPGES, PPGES,and OPGES). During the 2016-17 school year, 97% of teachers were exemplary/accomplished with a goal to maintain this %.

Measurable Objective 1:

collaborate to monitor teachers, principals, and other professionals on the usage and understanding of PGES by 12/29/2017 as measured by the reports in CIITS and/or EDS.

Strategy 1:

Certified - Ensure that principals are re-certified and/or calibrated in the measure of observation through Charlotte Danielson Framework.

Category: Teacher PGES

Comprehensive District Improvement Plan

Clay County

Activity - Teachscape Certification for Principals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals undergo the rigor of the observation process through the modules of the Danielson Framework and become re-certified or calibrated in all protocols to observe teachers in the working environment. Schools: All Schools	Professional Learning	09/02/2013	12/29/2017	\$0	No Funding Required	William, Sexton; Judy Smith

Strategy 2:

Coaching - Update professional learning for teachers on writing student growth goals and other aspects of PGES/OPGES.

Category: Teacher PGES

Activity - PLC training on writing student growth goals and monitoring progress.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will assist principals, teachers, and other professionals in the development and monitoring of student growth goals. Schools: All Schools	Professional Learning	07/01/2014	12/29/2017	\$0	No Funding Required	Judy Smith

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Instructional Implications	The district leadership will work to ensure that teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement through district curriculum coaches and building level CIITS team leaders in both formal and informal training settings. Grade Cam license is being used district wide.	Academic Support Program	07/01/2014	06/28/2019	\$13500	Judy Smith; Curriculum Coaches; Principals; Building Level CIITS Team Leaders
Total					\$13500	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Increased CTE Dual Credit/Virtual Course Offerings/Opportunities	The district leadership will work with school leadership and post-secondary institutions to review and continue to increase opportunities for dual and articulated credit.	Career Preparation/Orientation	02/01/2013	12/29/2017	\$5000	Deann Allen; Principal
Total					\$5000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District Leadership Retreat	The district leadership, including central office administrators and school administrators will attend a 2 day summer leadership retreat for the purpose of planning for the 2016-2017 school year. School board members will be invited,	Professional Learning	01/01/2014	12/29/2017	\$500	Instructional Supervisors; Principals
Total					\$500	

IDEA

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

Clay County

Exceptional Children Instructional Design Training	District leadership will facilitate the training of all new district instructional staff and update experienced staff on instructional design that pertains to and meets the unique learning needs of students with disabilities.	Professional Learning	02/01/2013	12/29/2017	\$500	Melissa Roberts
Graduation Rate of Special Populations	Teachers of Special Population students will receive needed professional development so that instruction and any needed support for students to graduate on time with a regular diploma take place.	Academic Support Program, Career Preparation/Orientation, Behavioral Support Program	07/01/2015	12/29/2017	\$100000	Melissa Roberts
LRE	District staff will monitor the Least Restrictive Environment (LRE) placement for students with disabilities. LRE will be reviewed with principals, special education teachers and staff.	Academic Support Program, Behavioral Support Program	06/01/2015	12/29/2017	\$100000	Melissa Roberts
Total					\$200500	

Safe Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Postive Behavior Intervention Supports (PBIS)	Continued monitoring by district staff for the PBIS program will occur for all schools. This will include development of Tiered interventions and systematic monitoring of behavior and discipline issues.	Behavioral Support Program	07/01/2014	12/29/2017	\$200	Deann Allen, Missy Roberts
Total					\$200	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tiger Academy	Students who may not be successful in the traditional High School setting or have barriers to attend high school may apply for Tiger Academy. Tiger Academy is a virtual program to allow completion of a High School diploma.	Academic Support Program	08/10/2016	06/29/2018	\$20000	Deann Allen, Missy Roberts, and Judy Smith
Elementary Reading Initiative	The district leadership will continue to work with school leadership to ensure that the current initiative for elementary reading as well as intervention programs are implemented with fidelity to ensure that we meet the goal of at least 90% of all students by Spring 2017 leaving primary school reading at or above grade level as measured by MAP.	Academic Support Program	07/01/2014	12/29/2017	\$30000	Judy Smith
Total					\$50000	

Comprehensive District Improvement Plan

Clay County

Title VI

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development Planning	The district leadership will work with schools to identify gaps in literacy performance to determine professional development needed for instructional improvements. External monitoring will continue with Vinson and Comer Associates to ensure fidelity and sustainability.	Academic Support Program	07/01/2014	12/29/2017	\$6000	Deann Allen, Missy Roberts, Judy Smith; Curriculum Coaches
Total					\$6000	

Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Science Curriculum	Science curriculum reflecting the Next Generation Science Standards will be finalized and implemented with the assistance of I3 grant. New documents will be developed and delivered to all teachers.	Professional Learning	07/01/2014	06/30/2016	\$500	Deann Allen
Total					\$500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District Level Curriculum Design Team	The district curriculum design team will continue the work to make necessary adjustments to curriculum, utilize instructional resources aligned to KAS, disseminate updated/revised curriculum to teachers to gather feedback and input, review feedback submitted and make necessary resulting decisions, disseminate to all teachers, ensure that teachers implement the curriculum using best practices for instruction and assessment, and monitor implementation throughout the year.	Policy and Process	07/01/2013	12/29/2017	\$0	Instructional Supervisors; Curriculum Coaches; Principals; Instructional Coaches
Best Practice	Students will be exposed to instruction that is based on best practice and current research	Academic Support Program	07/01/2015	12/29/2017	\$0	Supervisors
Secondary Literacy Initiative	District leadership will continue to work with secondary school leadership to monitor literacy programs and Response to Intervention programs that will ensure that all students are college and career ready upon graduation.	Academic Support Program	07/01/2014	12/29/2017	\$0	Deann Allen

Comprehensive District Improvement Plan

Clay County

Clearly Defined District Instructional Expectations	District and school leadership will establish and communicate clear, universal, instructional expectations for all schools to be implemented in all classrooms on a daily basis, regardless of subject area or grade level.	Direct Instruction	02/01/2013	12/29/2017	\$0	Deann Allen, Judy Smith, Melissa Roberts, and William Sexton
Program Reviews	The results of the Practical Living Career Studies, Arts & Humanities, Writing, Global Competency/World Language and K-3 Program Reviews will be reviewed, analyzed, and adjustments made as needed.	Professional Learning	07/01/2014	12/29/2017	\$0	Deann Allen, Principals, Curriculum Coaches, Program Review team leads at school level
CT4CG	Clay County Middle School staff and administration will implement school wide a three year project "Co-teaching for Gap Closure" with assistance from South East South Central (SESC) Coop and supervision from KDE.	Professional Learning	07/01/2014	06/30/2017	\$0	Melissa Roberts
Brigance Screening	Brigance screener school level data for school readiness will be analyzed to identify strengths and areas of improvements in the PreK program. Data will be shared with KCEOC.	Academic Support Program, Professional Learning	01/01/2016	12/31/2018	\$0	Missy Roberts
Inclusion of appropriate outside agencies in post-secondary planning	CCHS special education staff will invite staff from Social Security Administration, Office of Vocational Rehabilitation and other outside agencies as needed, in transition planning for students with disabilities.	Career Preparation/Orientation	02/01/2013	12/29/2017	\$0	Melissa Roberts, Principals, Special Education Staff
Curriculum Adjustments/Gaps	The district leadership team will continue to facilitate curriculum adjustments, including identification of curriculum gaps, in each subject area or grade level to ensure alignment to the Kentucky Academic Standards and other appropriate curricula. This work will be coordinated within each building by working with building level leadership and teacher leaders.	Academic Support Program	07/01/2014	12/29/2017	\$0	Instructional Supervisors, Curriculum Coaches
TELL Survey	The district leadership will work with school leadership to encourage all teaching staff to participate in the TELL survey and analyze results at the leadership level and at the school level. District will support the building Principal in addressing deficit issues seen in the TELL survey.	Other	03/29/2013	12/29/2017	\$0	Instructional Supervisors; Principal
Master Schedules	The district leadership will provide assistance at the beginning of each school year to each school as they develop the master schedule to ensure that time has been set aside for personalized academic interventions to occur and that the interventions are high quality and data centered. The master schedule will be monitored throughout the year for fidelity.	Policy and Process	07/01/2014	12/29/2017	\$0	Instructional Supervisors; Principals; Curriculum Coaches

Comprehensive District Improvement Plan

Clay County

Professional Learning and Review Process	District leadership will continue to critically review professional development to ensure that each session's purpose is for teachers to be able to deliver high quality instruction based on district standards.	Professional Learning	02/01/2013	12/29/2017	\$0	Deann Allen, Judy Smith, and Melissa Roberts
Focused Math Planning	The district leadership will facilitate planning using established processes to analyze gaps in district math curriculum / instruction and inform improvements.	Academic Support Program	07/01/2014	12/29/2017	\$0	Judy Smith; Curriculum Coaches
Early Graduation	Established procedures and courses will be monitored to support students wishing to pursue early graduation.	Career Preparation/Orientation	07/01/2014	12/29/2017	\$0	Deann Allen, Principals
Social Studies	District leaders will continue to monitor possible changes in state Social Studies curriculum.	Direct Instruction	08/01/2016	12/29/2017	\$0	Judy Smith and Deann Allen
Math Support	Participate in aligned, research-based professional development focused on math content, practices, standards, and interventions. Resources will include: KCM, PIMSER, and others.	Professional Learning	07/01/2014	06/30/2017	\$0	Judy Smith, Curriculum Coaches
Guidance / Support Services Training	Counselors and teachers will be aware of Career Pathways offered at CCHS and provide students the necessary information to make informed decisions.	Professional Learning	02/01/2013	12/29/2017	\$0	Deann Allen; Linda Cornett, Jennifer Collins
Teachscape Certification for Principals	Principals undergo the rigor of the observation process through the modules of the Danielson Framework and become re-certified or calibrated in all protocols to observe teachers in the working environment.	Professional Learning	09/02/2013	12/29/2017	\$0	William, Sexton; Judy Smith
Utilization of Transition Services Inventory	Special education staff will utilize transition services inventory to identify possible services related to employment and education as part of the IEP Process.	Career Preparation/Orientation	02/01/2013	12/29/2017	\$0	Melissa Roberts, Principals; Special Education Staff
School Intervention Teams	The district leadership will work with schools to establish school intervention teams at each school that looks at academic and behavior data for the school that works to accomplish the following tasks: set academic and behavioral benchmarks and cut scores for each school, consider large areas of student needs and meet within the school to develop plans to address gaps in instructional planning or learned needs based on standards, review school intervention resources that are available, develop plans for Tier 2 and Tier 3 students, both academic and behavioral.	Academic Support Program	07/01/2014	12/29/2017	\$0	Missy Roberts, Judy Smith, School Psychologist; Principals
Student Engagement Professional Development	District leadership will monitor the implementation of teachers use of instructional design that promotes higher levels of student engagement and involvement.	Professional Learning	02/01/2013	12/29/2017	\$0	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders

Comprehensive District Improvement Plan

Clay County

Gap Group Analysis	The district leadership will work with school leadership to support schools as they analyze student achievement by gap groups, relative to state, district, and district assessment systems.	Academic Support Program	02/01/2013	06/29/2018	\$0	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders
Missing Piece	The district leadership will facilitate a review of parent/stakeholder involvement throughout the entire district using The Missing Piece. The District will help schools/principals address deficits found in the Missing Piece	Parent Involvement	02/01/2013	12/29/2017	\$0	Instructional Supervisors; Principal
Individualized Learning Plan	The district leadership will work with the schools to ensure that the ILP is fully utilized at each school and that freshmen are placed in college and career ready courses that are aligned with their career interests as identified by the ILP.	Career Preparation/Orientation	02/01/2013	12/29/2017	\$0	Judy Smith; Col. Jimmie Sizemore
Schools Improvement and Support	The district leadership will use a system of early student performance indicators to identify schools in need of improvement (e.g., district benchmarks, common assessments) and develop and intervention plan before schools are identified as needing assistance	Policy and Process	02/01/2013	06/30/2016	\$0	Instructional Supervisors; Curriculum Coaches; Principals
Secondary Math Literacy	District leadership will continue to work with school leadership to develop literacy programs and Response to Intervention programs that will ensure that all students are college and career ready upon graduation.	Academic Support Program	07/01/2014	12/29/2017	\$0	Judy Smith
PLC training on writing student growth goals and monitoring progress.	District staff will assist principals, teachers, and other professionals in the development and monitoring of student growth goals.	Professional Learning	07/01/2014	12/29/2017	\$0	Judy Smith
District Communication Plan	The district leadership will work with stakeholder groups to maintain comprehensive district communication plan so as to equip parents/families with information they need to more effectively partner with the school district to meet the needs of their children. This will include a phone messenger system, WEB based information, and social media.	Parent Involvement	02/01/2013	12/28/2018	\$0	Superintendent, Instructional Supervisors; Principal
Total					\$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Dual Credit	District and school administration will increase the number of Dual Credit classes offered both on campus and off campus. Promise Neighborhood grant will provide funds for textbooks.	Career Preparation/Orientation	08/04/2014	06/30/2016	\$2000	Deann Allen, Principal, Jennifer Collins

Comprehensive District Improvement Plan

Clay County

Identification of At-Risk Students	Promise Neighborhood staff will work with school RTI Teams to identify at risk students and ensure they are provided with appropriate research based support and intervention. This work will use the Persistence to Graduation Report. Promise Neighborhood (PN) funds will support this initiative through 12/16. Americorps workers under the direction of PN will complete this work through June 2017 at CCHS	Academic Support Program	07/01/2014	06/30/2017	\$100000	Deann Allen, Principal
Data Retreats	All schools will participate in Data retreats conducted by SESC.	Academic Support Program, Professional Learning	07/01/2015	06/29/2018	\$10000	Deann Allen
Science Curriculum	Science curriculum reflecting the Next Generation Science Standards will be finalized and implemented with the assistance of I3 grant. New documents will be developed and delivered to all teachers.	Professional Learning	07/01/2014	06/30/2016	\$15000	Deann Allen
Systems Approach	Systems approach will be applied to PLC's to increase their effectiveness beginning with the schools participating in NGLN and will be disseminated to other schools.	Professional Learning	07/05/2016	12/29/2017	\$5000	Judy Smith and Deann Allen
Total					\$132000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
KASC Membership	Each school and district will be members of the Kentucky Association of School Councils.	Policy and Process	07/01/2014	06/30/2017	\$3600	Judy Smith
Professional Development Planning	The district leadership will work with schools to identify gaps in literacy performance to determine professional development needed for instructional improvements. External monitoring will continue with Vinson and Comer Associates to ensure fidelity and sustainability.	Academic Support Program	07/01/2014	12/29/2017	\$18000	Deann Allen, Missy Roberts, Judy Smith; Curriculum Coaches
Total					\$21600	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Clearly Defined District Instructional Expectations	District and school leadership will establish and communicate clear, universal, instructional expectations for all schools to be implemented in all classrooms on a daily basis, regardless of subject area or grade level.	Direct Instruction	02/01/2013	12/29/2017	\$0	Deann Allen, Judy Smith, Melissa Roberts, and William Sexton
Curriculum Adjustments/Gaps	The district leadership team will continue to facilitate curriculum adjustments, including identification of curriculum gaps, in each subject area or grade level to ensure alignment to the Kentucky Academic Standards and other appropriate curricula. This work will be coordinated within each building by working with building level leadership and teacher leaders.	Academic Support Program	07/01/2014	12/29/2017	\$0	Instructional Supervisors, Curriculum Coaches
CIITS Instructional Implications	The district leadership will work to ensure that teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement through district curriculum coaches and building level CIITS team leaders in both formal and informal training settings. Grade Cam license is being used district wide.	Academic Support Program	07/01/2014	06/28/2019	\$13500	Judy Smith; Curriculum Coaches; Principals; Building Level CIITS Team Leaders
District Level Curriculum Design Team	The district curriculum design team will continue the work to make necessary adjustments to curriculum, utilize instructional resources aligned to KAS, disseminate updated/revised curriculum to teachers to gather feedback and input, review feedback submitted and make necessary resulting decisions, disseminate to all teachers, ensure that teachers implement the curriculum using best practices for instruction and assessment, and monitor implementation throughout the year.	Policy and Process	07/01/2013	12/29/2017	\$0	Instructional Supervisors; Curriculum Coaches; Principals; Instructional Coaches

Comprehensive District Improvement Plan

Clay County

School Intervention Teams	The district leadership will work with schools to establish school intervention teams at each school that looks at academic and behavior data for the school that works to accomplish the following tasks: set academic and behavioral benchmarks and cut scores for each school, consider large areas of student needs and meet within the school to develop plans to address gaps in instructional planning or learned needs based on standards, review school intervention resources that are available, develop plans for Tier 2 and Tier 3 students, both academic and behavioral.	Academic Support Program	07/01/2014	12/29/2017	\$0	Missy Roberts, Judy Smith, School Psychologist; Principals
Professional Development Planning	The district leadership will work with schools to identify gaps in literacy performance to determine professional development needed for instructional improvements. External monitoring will continue with Vinson and Comer Associates to ensure fidelity and sustainability.	Academic Support Program	07/01/2014	12/29/2017	\$24000	Deann Allen, Missy Roberts, Judy Smith; Curriculum Coaches
Focused Math Planning	The district leadership will facilitate planning using established processes to analyze gaps in district math curriculum / instruction and inform improvements.	Academic Support Program	07/01/2014	12/29/2017	\$0	Judy Smith; Curriculum Coaches
Math Support	Participate in aligned, research-based professional development focused on math content, practices, standards, and interventions. Resources will include: KCM, PIMSER, and others.	Professional Learning	07/01/2014	06/30/2017	\$0	Judy Smith, Curriculum Coaches
Professional Learning and Review Process	District leadership will continue to critically review professional development to ensure that each session's purpose is for teachers to be able to deliver high quality instruction based on district standards.	Professional Learning	02/01/2013	12/29/2017	\$0	Deann Allen, Judy Smith, and Melissa Roberts
Student Engagement Professional Development	District leadership will monitor the implementation of teachers use of instructional design that promotes higher levels of student engagement and involvement.	Professional Learning	02/01/2013	12/29/2017	\$0	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders
Exceptional Children Instructional Design Training	District leadership will facilitate the training of all new district instructional staff and update experienced staff on instructional design that pertains to and meets the unique learning needs of students with disabilities.	Professional Learning	02/01/2013	12/29/2017	\$500	Melissa Roberts
Schools Improvement and Support	The district leadership will use a system of early student performance indicators to identify schools in need of improvement (e.g., district benchmarks, common assessments) and develop and intervention plan before schools are identified as needing assistance	Policy and Process	02/01/2013	06/30/2016	\$0	Instructional Supervisors; Curriculum Coaches; Principals

Comprehensive District Improvement Plan

Clay County

District Communication Plan	The district leadership will work with stakeholder groups to maintain comprehensive district communication plan so as to equip parents/families with information they need to more effectively partner with the school district to meet the needs of their children. This will include a phone messenger system, WEB based information, and social media.	Parent Involvement	02/01/2013	12/28/2018	\$0	Superintendent, Instructional Supervisors; Principal
Individualized Learning Plan	The district leadership will work with the schools to ensure that the ILP is fully utilized at each school and that freshmen are placed in college and career ready courses that are aligned with their career interests as identified by the ILP.	Career Preparation/Orientation	02/01/2013	12/29/2017	\$0	Judy Smith; Col. Jimmie Sizemore
Gap Group Analysis	The district leadership will work with school leadership to support schools as they analyze student achievement by gap groups, relative to state, district, and district assessment systems.	Academic Support Program	02/01/2013	06/29/2018	\$0	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders
TELL Survey	The district leadership will work with school leadership to encourage all teaching staff to participate in the TELL survey and analyze results at the leadership level and at the school level. District will support the building Principal in addressing deficit issues seen in the TELL survey.	Other	03/29/2013	12/29/2017	\$0	Instructional Supervisors; Principal
Master Schedules	The district leadership will provide assistance at the beginning of each school year to each school as they develop the master schedule to ensure that time has been set aside for personalized academic interventions to occur and that the interventions are high quality and data centered. The master schedule will be monitored throughout the year for fidelity.	Policy and Process	07/01/2014	12/29/2017	\$0	Instructional Supervisors; Principals; Curriculum Coaches
Missing Piece	The district leadership will facilitate a review of parent/stakeholder involvement throughout the entire district using The Missing Piece. The District will help schools/principals address deficits found in the Missing Piece	Parent Involvement	02/01/2013	12/29/2017	\$0	Instructional Supervisors; Principal
District Leadership Retreat	The district leadership, including central office administrators and school administrators will attend a 2 day summer leadership retreat for the purpose of planning for the 2016-2017 school year. School board members will be invited,	Professional Learning	01/01/2014	12/29/2017	\$500	Instructional Supervisors; Principals
Program Reviews	The results of the Practical Living Career Studies, Arts & Humanities, Writing, Global Competency/World Language and K-3 Program Reviews will be reviewed, analyzed, and adjustments made as needed.	Professional Learning	07/01/2014	12/29/2017	\$0	Deann Allen, Principals, Curriculum Coaches, Program Review team leads at school level

Comprehensive District Improvement Plan

Clay County

Science Curriculum	Science curriculum reflecting the Next Generation Science Standards will be finalized and implemented with the assistance of I3 grant. New documents will be developed and delivered to all teachers.	Professional Learning	07/01/2014	06/30/2016	\$15500	Deann Allen
Identification of At-Risk Students	Promise Neighborhood staff will work with school RTI Teams to identify at risk students and ensure they are provided with appropriate research based support and intervention. This work will use the Persistence to Graduation Report. Promise Neighborhood (PN) funds will support this initiative through 12/16. Americorps workers under the direction of PN will complete this work through June 2017 at CCHS	Academic Support Program	07/01/2014	06/30/2017	\$100000	Deann Allen, Principal
Teachscape Certification for Principals	Principals undergo the rigor of the observation process through the modules of the Danielson Framework and become re-certified or calibrated in all protocols to observe teachers in the working environment.	Professional Learning	09/02/2013	12/29/2017	\$0	William, Sexton; Judy Smith
PLC training on writing student growth goals and monitoring progress.	District staff will assist principals, teachers, and other professionals in the development and monitoring of student growth goals.	Professional Learning	07/01/2014	12/29/2017	\$0	Judy Smith
Positive Behavior Intervention Supports (PBIS)	Continued monitoring by district staff for the PBIS program will occur for all schools. This will include development of Tiered interventions and systematic monitoring of behavior and discipline issues.	Behavioral Support Program	07/01/2014	12/29/2017	\$200	Deann Allen, Missy Roberts
KASC Membership	Each school and district will be members of the Kentucky Association of School Councils.	Policy and Process	07/01/2014	06/30/2017	\$3600	Judy Smith
Graduation Rate of Special Populations	Teachers of Special Population students will receive needed professional development so that instruction and any needed support for students to graduate on time with a regular diploma take place.	Academic Support Program, Career Preparation/Orientation, Behavioral Support Program	07/01/2015	12/29/2017	\$100000	Melissa Roberts
LRE	District staff will monitor the Least Restrictive Environment (LRE) placement for students with disabilities. LRE will be reviewed with principals, special education teachers and staff.	Academic Support Program, Behavioral Support Program	06/01/2015	12/29/2017	\$100000	Melissa Roberts
Data Retreats	All schools will participate in Data retreats conducted by SESC.	Academic Support Program, Professional Learning	07/01/2015	06/29/2018	\$10000	Deann Allen
Best Practice	Students will be exposed to instruction that is based on best practice and current research	Academic Support Program	07/01/2015	12/29/2017	\$0	Supervisors

Comprehensive District Improvement Plan

Clay County

CT4CG	Clay County Middle School staff and administration will implement school wide a three year project "Co-teaching for Gap Closure" with assistance from South East South Central (SESC) Coop and supervision from KDE.	Professional Learning	07/01/2014	06/30/2017	\$0	Melissa Roberts
Social Studies	District leaders will continue to monitor possible changes in state Social Studies curriculum.	Direct Instruction	08/01/2016	12/29/2017	\$0	Judy Smith and Deann Allen
Systems Approach	Systems approach will be applied to PLC's to increase their effectiveness beginning with the schools participating in NGLN and will be disseminated to other schools.	Professional Learning	07/05/2016	12/29/2017	\$5000	Judy Smith and Deann Allen
Total					\$372800	

Paces Creek Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Elementary Reading Initiative	The district leadership will continue to work with school leadership to ensure that the current initiative for elementary reading as well as intervention programs are implemented with fidelity to ensure that we meet the goal of at least 90% of all students by Spring 2017 leaving primary school reading at or above grade level as measured by MAP.	Academic Support Program	07/01/2014	12/29/2017	\$30000	Judy Smith
Brigance Screening	Brigance screener school level data for school readiness will be analyzed to identify strengths and areas of improvements in the PreK program. Data will be shared with KCEOC.	Academic Support Program, Professional Learning	01/01/2016	12/31/2018	\$0	Missy Roberts
Total					\$30000	

Oneida Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Elementary Reading Initiative	The district leadership will continue to work with school leadership to ensure that the current initiative for elementary reading as well as intervention programs are implemented with fidelity to ensure that we meet the goal of at least 90% of all students by Spring 2017 leaving primary school reading at or above grade level as measured by MAP.	Academic Support Program	07/01/2014	12/29/2017	\$30000	Judy Smith
Brigance Screening	Brigance screener school level data for school readiness will be analyzed to identify strengths and areas of improvements in the PreK program. Data will be shared with KCEOC.	Academic Support Program, Professional Learning	01/01/2016	12/31/2018	\$0	Missy Roberts
Total					\$30000	

Comprehensive District Improvement Plan

Clay County

Manchester Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Elementary Reading Initiative	The district leadership will continue to work with school leadership to ensure that the current initiative for elementary reading as well as intervention programs are implemented with fidelity to ensure that we meet the goal of at least 90% of all students by Spring 2017 leaving primary school reading at or above grade level as measured by MAP.	Academic Support Program	07/01/2014	12/29/2017	\$30000	Judy Smith
Brigance Screening	Brigance screener school level data for school readiness will be analyzed to identify strengths and areas of improvements in the PreK program. Data will be shared with KCEOC.	Academic Support Program, Professional Learning	01/01/2016	12/31/2018	\$0	Missy Roberts
Total					\$30000	

Horse Creek Learning Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Guidance / Support Services Training	Counselors and teachers will be aware of Career Pathways offered at CCHS and provide students the necessary information to make informed decisions.	Professional Learning	02/01/2013	12/29/2017	\$0	Deann Allen; Linda Cornett, Jennifer Collins
Secondary Literacy Initiative	District leadership will continue to work with secondary school leadership to monitor literacy programs and Response to Intervention programs that will ensure that all students are college and career ready upon graduation.	Academic Support Program	07/01/2014	12/29/2017	\$0	Deann Allen
Secondary Math Literacy	District leadership will continue to work with school leadership to develop literacy programs and Response to Intervention programs that will ensure that all students are college and career ready upon graduation.	Academic Support Program	07/01/2014	12/29/2017	\$0	Judy Smith
Tiger Academy	Students who may not be successful in the traditional High School setting or have barriers to attend high school may apply for Tiger Academy. Tiger Academy is a virtual program to allow completion of a High School diploma.	Academic Support Program	08/10/2016	06/29/2018	\$20000	Deann Allen, Missy Roberts, and Judy Smith
Total					\$20000	

Hacker Elementary School

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

Clay County

Elementary Reading Initiative	The district leadership will continue to work with school leadership to ensure that the current initiative for elementary reading as well as intervention programs are implemented with fidelity to ensure that we meet the goal of at least 90% of all students by Spring 2017 leaving primary school reading at or above grade level as measured by MAP.	Academic Support Program	07/01/2014	12/29/2017	\$30000	Judy Smith
Brigance Screening	Brigance screener school level data for school readiness will be analyzed to identify strengths and areas of improvements in the PreK program. Data will be shared with KCEOC.	Academic Support Program, Professional Learning	01/01/2016	12/31/2018	\$0	Missy Roberts
Total					\$30000	

Goose Rock Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Elementary Reading Initiative	The district leadership will continue to work with school leadership to ensure that the current initiative for elementary reading as well as intervention programs are implemented with fidelity to ensure that we meet the goal of at least 90% of all students by Spring 2017 leaving primary school reading at or above grade level as measured by MAP.	Academic Support Program	07/01/2014	12/29/2017	\$30000	Judy Smith
Brigance Screening	Brigance screener school level data for school readiness will be analyzed to identify strengths and areas of improvements in the PreK program. Data will be shared with KCEOC.	Academic Support Program, Professional Learning	01/01/2016	12/31/2018	\$0	Missy Roberts
Total					\$30000	

Clay County Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Guidance / Support Services Training	Counselors and teachers will be aware of Career Pathways offered at CCHS and provide students the necessary information to make informed decisions.	Professional Learning	02/01/2013	12/29/2017	\$0	Deann Allen; Linda Cornett, Jennifer Collins
Utilization of Transition Services Inventory	Special education staff will utilize transition services inventory to identify possible services related to employment and education as part of the IEP Process.	Career Preparation/Orientation	02/01/2013	12/29/2017	\$0	Melissa Roberts, Principals; Special Education Staff

Comprehensive District Improvement Plan

Clay County

Inclusion of appropriate outside agencies in post-secondary planning	CCHS special education staff will invite staff from Social Security Administration, Office of Vocational Rehabilitation and other outside agencies as needed, in transition planning for students with disabilities.	Career Preparation/Orientation	02/01/2013	12/29/2017	\$0	Melissa Roberts, Principals, Special Education Staff
Secondary Literacy Initiative	District leadership will continue to work with secondary school leadership to monitor literacy programs and Response to Intervention programs that will ensure that all students are college and career ready upon graduation.	Academic Support Program	07/01/2014	12/29/2017	\$0	Deann Allen
Secondary Math Literacy	District leadership will continue to work with school leadership to develop literacy programs and Response to Intervention programs that will ensure that all students are college and career ready upon graduation.	Academic Support Program	07/01/2014	12/29/2017	\$0	Judy Smith
Early Graduation	Established procedures and courses will be monitored to support students wishing to pursue early graduation.	Career Preparation/Orientation	07/01/2014	12/29/2017	\$0	Deann Allen, Principals
Total					\$0	

Clay County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Guidance / Support Services Training	Counselors and teachers will be aware of Career Pathways offered at CCHS and provide students the necessary information to make informed decisions.	Professional Learning	02/01/2013	12/29/2017	\$0	Deann Allen; Linda Cornett, Jennifer Collins
Increased CTE Dual Credit/Virtual Course Offerings/Opportunities	The district leadership will work with school leadership and post-secondary institutions to review and continue to increase opportunities for dual and articulated credit.	Career Preparation/Orientation	02/01/2013	12/29/2017	\$5000	Deann Allen; Principal
Utilization of Transition Services Inventory	Special education staff will utilize transition services inventory to identify possible services related to employment and education as part of the IEP Process.	Career Preparation/Orientation	02/01/2013	12/29/2017	\$0	Melissa Roberts, Principals; Special Education Staff
Inclusion of appropriate outside agencies in post-secondary planning	CCHS special education staff will invite staff from Social Security Administration, Office of Vocational Rehabilitation and other outside agencies as needed, in transition planning for students with disabilities.	Career Preparation/Orientation	02/01/2013	12/29/2017	\$0	Melissa Roberts, Principals, Special Education Staff
Secondary Literacy Initiative	District leadership will continue to work with secondary school leadership to monitor literacy programs and Response to Intervention programs that will ensure that all students are college and career ready upon graduation.	Academic Support Program	07/01/2014	12/29/2017	\$0	Deann Allen

Comprehensive District Improvement Plan

Clay County

Secondary Math Literacy	District leadership will continue to work with school leadership to develop literacy programs and Response to Intervention programs that will ensure that all students are college and career ready upon graduation.	Academic Support Program	07/01/2014	12/29/2017	\$0	Judy Smith
Dual Credit	District and school administration will increase the number of Dual Credit classes offered both on campus and off campus. Promise Neighborhood grant will provide funds for textbooks.	Career Preparation/Orientation	08/04/2014	06/30/2016	\$2000	Deann Allen, Principal, Jennifer Collins
Early Graduation	Established procedures and courses will be monitored to support students wishing to pursue early graduation.	Career Preparation/Orientation	07/01/2014	12/29/2017	\$0	Deann Allen, Principals
Tiger Academy	Students who may not be successful in the traditional High School setting or have barriers to attend high school may apply for Tiger Academy. Tiger Academy is a virtual program to allow completion of a High School diploma.	Academic Support Program	08/10/2016	06/29/2018	\$20000	Deann Allen, Missy Roberts, and Judy Smith
Total					\$27000	

Clay County Headstart School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Brigance Screening	Brigance screener school level data for school readiness will be analyzed to identify strengths and areas of improvements in the PreK program. Data will be shared with KCEOC.	Academic Support Program, Professional Learning	01/01/2016	12/31/2018	\$0	Missy Roberts
Total					\$0	

Burning Springs Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Elementary Reading Initiative	The district leadership will continue to work with school leadership to ensure that the current initiative for elementary reading as well as intervention programs are implemented with fidelity to ensure that we meet the goal of at least 90% of all students by Spring 2017 leaving primary school reading at or above grade level as measured by MAP.	Academic Support Program	07/01/2014	12/29/2017	\$30000	Judy Smith
Brigance Screening	Brigance screener school level data for school readiness will be analyzed to identify strengths and areas of improvements in the PreK program. Data will be shared with KCEOC.	Academic Support Program, Professional Learning	01/01/2016	12/31/2018	\$0	Missy Roberts
Total					\$30000	

Comprehensive District Improvement Plan

Clay County

Big Creek Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Elementary Reading Initiative	The district leadership will continue to work with school leadership to ensure that the current initiative for elementary reading as well as intervention programs are implemented with fidelity to ensure that we meet the goal of at least 90% of all students by Spring 2017 leaving primary school reading at or above grade level as measured by MAP.	Academic Support Program	07/01/2014	12/29/2017	\$30000	Judy Smith
Brigance Screening	Brigance screener school level data for school readiness will be analyzed to identify strengths and areas of improvements in the PreK program. Data will be shared with KCEOC.	Academic Support Program, Professional Learning	01/01/2016	12/31/2018	\$0	Missy Roberts
Total					\$30000	

Phase II - Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

Clay County

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

Clay County

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

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

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

Clay County

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

Clay County

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	No	We are not a District of Innovation.	

Comprehensive District Improvement Plan

Clay County

Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

Phase II - Compliance and Accountability - Districts

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

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

Planning and Accountability Requirements

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

Goal 1:

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

Measurable Objective 1:

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

Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - Math Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in aligned, research-based professional development focused on math content, practices, standards, and interventions. Resources will include: KCM, PIMSER, and others.	Professional Learning	07/01/2014	06/30/2017	\$0 - No Funding Required	Judy Smith, Curriculum Coaches

Activity - Focused Math Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will facilitate planning using established processes to analyze gaps in district math curriculum / instruction and inform improvements.	Academic Support Program	07/01/2014	12/29/2017	\$0 - No Funding Required	Judy Smith; Curriculum Coaches

Activity - Secondary Math Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District leadership will continue to work with school leadership to develop literacy programs and Response to Intervention programs that will ensure that all students are college and career ready upon graduation.	Academic Support Program	07/01/2014	12/29/2017	\$0 - No Funding Required	Judy Smith

Comprehensive District Improvement Plan

Clay County

Strategy2:

Literacy Initiative 2016-17 - The district leadership team will access and disseminate resources to support literacy planning in schools.

Ongoing focused support and monitoring will occur to facilitate this work.

Category: Continuous Improvement

Research Cited:

Activity - Secondary Literacy Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District leadership will continue to work with secondary school leadership to monitor literacy programs and Response to Intervention programs that will ensure that all students are college and career ready upon graduation.	Academic Support Program	07/01/2014	12/29/2017	\$0 - No Funding Required	Deann Allen

Activity - Elementary Reading Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will continue to work with school leadership to ensure that the current initiative for elementary reading as well as intervention programs are implemented with fidelity to ensure that we meet the goal of at least 90% of all students by Spring 2017 leaving primary school reading at or above grade level as measured by MAP.	Academic Support Program	07/01/2014	12/29/2017	\$30000 - District Funding	Judy Smith

Activity - Professional Development Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will work with schools to identify gaps in literacy performance to determine professional development needed for instructional improvements. External monitoring will continue with Vinson and Comer Associates to ensure fidelity and sustainability.	Academic Support Program	07/01/2014	12/29/2017	\$6000 - Title VI \$18000 - Title I Part A	Deann Allen, Missy Roberts, Judy Smith; Curriculum Coaches

Strategy3:

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

Category: Continuous Improvement

Research Cited:

Comprehensive District Improvement Plan

Clay County

Activity - School Intervention Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will work with schools to establish school intervention teams at each school that looks at academic and behavior data for the school that works to accomplish the following tasks: set academic and behavioral benchmarks and cut scores for each school, consider large areas of student needs and meet within the school to develop plans to address gaps in instructional planning or learned needs based on standards, review school intervention resources that are available, develop plans for Tier 2 and Tier 3 students, both academic and behavioral.	Academic Support Program	07/01/2014	12/29/2017	\$0 - No Funding Required	Missy Roberts, Judy Smith, School Psychologist; Principals

Activity - Master Schedules	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will provide assistance at the beginning of each school year to each school as they develop the master schedule to ensure that time has been set aside for personalized academic interventions to occur and that the interventions are high quality and data centered. The master schedule will be monitored throughout the year for fidelity.	Policy and Process	07/01/2014	12/29/2017	\$0 - No Funding Required	Instructional Supervisors; Principals; Curriculum Coaches

Activity - Positive Behavior Intervention Supports (PBIS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continued monitoring by district staff for the PBIS program will occur for all schools. This will include development of Tiered interventions and systematic monitoring of behavior and discipline issues.	Behavioral Support Program	07/01/2014	12/29/2017	\$200 - Safe Schools	Deann Allen, Missy Roberts

Strategy4:

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

Category: Continuous Improvement

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

Activity - Curriculum Adjustments/Gaps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership team will continue to facilitate curriculum adjustments, including identification of curriculum gaps, in each subject area or grade level to ensure alignment to the Kentucky Academic Standards and other appropriate curricula. This work will be coordinated within each building by working with building level leadership and teacher leaders.	Academic Support Program	07/01/2014	12/29/2017	\$0 - No Funding Required	Instructional Supervisors, Curriculum Coaches

Strategy5:

SY 2016-2017

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Comprehensive District Improvement Plan

Clay County

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

Category: Early Learning

Research Cited:

Activity - Brigance Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Brigance screener school level data for school readiness will be analyzed to identify strengths and areas of improvements in the PreK program. Data will be shared with KCEOC.	Professional Learning Academic Support Program	01/01/2016	12/31/2018	\$0 - No Funding Required	Missy Roberts

Goal 2:

The graduation rate for students in the Clay County Public Schools will increase from 76% to 90% by 2017.

Measurable Objective 1:

collaborate to increase the average freshman graduation rate for Clay County High School to 90% by 06/29/2017 as measured by the number of freshman students who graduate with their same age peers.

Strategy1:

Targeted Interventions 2016-2017 - The schools, with the support of the district, will provide academic and college/career support, both systemic and process-oriented to ensure that students receive instruction and support tailored to their individual needs, both academic and college/career focused.

Category: Persistence to Graduation

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

Activity - Identification of At-Risk Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Promise Neighborhood staff will work with school RTI Teams to identify at risk students and ensure they are provided with appropriate research based support and intervention. This work will use the Persistence to Graduation Report. Promise Neighborhood (PN) funds will support this initiative through 12/16. Americorps workers under the direction of PN will complete this work through June 2017 at CCHS	Academic Support Program	07/01/2014	06/30/2017	\$100000 - Grant Funds	Deann Allen, Principal

Strategy2:

Special Populations - Special populations will receive focused and deliberate monitoring to meet their needs.

Category: Persistence to Graduation

Research Cited:

Comprehensive District Improvement Plan

Clay County

Activity - LRE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will monitor the Least Restrictive Environment (LRE) placement for students with disabilities. LRE will be reviewed with principals, special education teachers and staff.	Academic Support Program Behavioral Support Program	06/01/2015	12/29/2017	\$100000 - IDEA	Melissa Roberts

Activity - Graduation Rate of Special Populations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of Special Population students will receive needed professional development so that instruction and any needed support for students to graduate on time with a regular diploma take place.	Behavioral Support Program Academic Support Program Career Preparation/Orientation	07/01/2015	12/29/2017	\$100000 - IDEA	Melissa Roberts

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

Measurable Objective 1:
 collaborate to ensure that the overall achievement gap in elementary schools will decrease to 35.2%, ensure that the overall achievement gap in middle school decreases to 39%, and achievement gap in high school decreases from 75.2% in 2012 to 67.7% in 2013 by 05/31/2017 as measured by spring K-Prep data.

Strategy1:
 PK- 12 Best Practice - Students will be exposed to instruction that is based on best practice and current research which will lead to a reduction in novice and increase in student learning.

Category: Continuous Improvement

Research Cited:

Activity - Clearly Defined District Instructional Expectations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school leadership will establish and communicate clear, universal, instructional expectations for all schools to be implemented in all classrooms on a daily basis, regardless of subject area or grade level.	Direct Instruction	02/01/2013	12/29/2017	\$0 - No Funding Required	Deann Allen, Judy Smith, Melissa Roberts, and William Sexton

Comprehensive District Improvement Plan

Clay County

Activity - CT4CG	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Clay County Middle School staff and administration will implement school wide a three year project "Co-teaching for Gap Closure" with assistance from South East South Central (SESC) Coop and supervision from KDE.	Professional Learning	07/01/2014	06/30/2017	\$0 - No Funding Required	Melissa Roberts

Activity - Best Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be exposed to instruction that is based on best practice and current research	Academic Support Program	07/01/2015	12/29/2017	\$0 - No Funding Required	Supervisors

Measurable Objective 2:

collaborate to respond to data through targeted interventions or curricular/instructional adjustments by 06/30/2017 as measured by student benchmark performance data (e.g. MAP).

Strategy1:

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

Category:

Research Cited:

Activity - Schools Improvement and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will use a system of early student performance indicators to identify schools in need of improvement (e.g., district benchmarks, common assessments) and develop and intervention plan before schools are identified as needing assistance	Policy and Process	02/01/2013	06/30/2016	\$0 - No Funding Required	Instructional Supervisors; Curriculum Coaches; Principals

Activity - Gap Group Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will work with school leadership to support schools as they analyze student achievement by gap groups, relative to state, district, and district assessment systems.	Academic Support Program	02/01/2013	06/29/2018	\$0 - No Funding Required	Instructional Supervisors; Curriculum Coaches; Principals; Teacher Leaders

Activity - Data Retreats	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools will participate in Data retreats conducted by SESC.	Professional Learning Academic Support Program	07/01/2015	06/29/2018	\$10000 - Grant Funds	Deann Allen

Goal 4:

Comprehensive District Improvement Plan

Clay County

Continue to use the Professional Growth and Effectiveness System for teachers, principals, and other professionals (TPGES, PPGES, and OPGES). During the 2016-17 school year, 97% of teachers were exemplary/accomplished with a goal to maintain this %.

Measurable Objective 1:

collaborate to monitor teachers, principals, and other professionals on the usage and understanding of PGES by 12/29/2017 as measured by the reports in CIITS and/or EDS.

Strategy1:

Coaching - Update professional learning for teachers on writing student growth goals and other aspects of PGES/OPGES.

Category: Teacher PGES

Research Cited:

Activity - PLC training on writing student growth goals and monitoring progress.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will assist principals, teachers, and other professionals in the development and monitoring of student growth goals.	Professional Learning	07/01/2014	12/29/2017	\$0 - No Funding Required	Judy Smith

Strategy2:

Certified - Ensure that principals are re-certified and/or calibrated in the measure of observation through Charlotte Danielson Framework.

Category: Teacher PGES

Research Cited:

Activity - Teachscape Certification for Principals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals undergo the rigor of the observation process through the modules of the Danielson Framework and become re-certified or calibrated in all protocols to observe teachers in the working environment.	Professional Learning	09/02/2013	12/29/2017	\$0 - No Funding Required	William, Sexton; Judy Smith

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

Goal 1:

The graduation rate for students in the Clay County Public Schools will increase from 76% to 90% by 2017.

Measurable Objective 1:

collaborate to improve community partnerships and relationships. by 12/28/2018 as measured by documents and survey response.

Strategy1:

SY 2016-2017

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Comprehensive District Improvement Plan

Clay County

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

Category:

Research Cited:

Activity - District Communication Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will work with stakeholder groups to maintain comprehensive district communication plan so as to equip parents/families with information they need to more effectively partner with the school district to meet the needs of their children. This will include a phone messenger system, WEB based information, and social media.	Parent Involvement	02/01/2013	12/28/2018	\$0 - No Funding Required	Superintendent, Instructional Supervisors; Principal

Strategy2:

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

Category:

Research Cited:

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district leadership will work with school leadership to encourage all teaching staff to participate in the TELL survey and analyze results at the leadership level and at the school level. District will support the building Principal in addressing deficit issues seen in the TELL survey.	Other	03/29/2013	12/29/2017	\$0 - No Funding Required	Instructional Supervisors; Principal

Goal 2:

Continue to use the Professional Growth and Effectiveness System for teachers, principals, and other professionals (TPGES, PPGES, and OPGES). During the 2016-17 school year, 97% of teachers were exemplary/accomplished with a goal to maintain this %.

Measurable Objective 1:

collaborate to monitor teachers, principals, and other professionals on the usage and understanding of PGES by 12/29/2017 as measured by the reports in CIITS and/or EDS.

Strategy1:

Coaching - Update professional learning for teachers on writing student growth goals and other aspects of PGES/OPGES.

Category: Teacher PGES

Research Cited:

Comprehensive District Improvement Plan

Clay County

Activity - PLC training on writing student growth goals and monitoring progress.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will assist principals, teachers, and other professionals in the development and monitoring of student growth goals.	Professional Learning	07/01/2014	12/29/2017	\$0 - No Funding Required	Judy Smith

Strategy2:

Certified - Ensure that principals are re-certified and/or calibrated in the measure of observation through Charlotte Danielson Framework.

Category: Teacher PGES

Research Cited:

Activity - Teachscape Certification for Principals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals undergo the rigor of the observation process through the modules of the Danielson Framework and become re-certified or calibrated in all protocols to observe teachers in the working environment.	Professional Learning	09/02/2013	12/29/2017	\$0 - No Funding Required	William, Sexton; Judy Smith

Executive Summary

Introduction

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

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

Description of the School System

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

Deep in the heart of the Appalachian Mountains of Southeastern Kentucky you will find Clay County. Manchester, KY, the county seat, is a small city nestled inside the Daniel Boone National forest. The county is spread out among the mountains and the Kentucky River, with winding roads that snake through the foothills of the Appalachia. The families within this small rural community have a median annual income slightly above the poverty line at \$27,075 year, which is almost half of the national median and 38.2% of our county falls in the poverty range. Also, in Clay County, 64.3% of the population has a high school diploma while approximately 9.5% of the total population has a bachelor's degree or higher. The labor force is composed of approximately 40% in the labor force and a disability rate of approximately 19.3%. The majority of the workforce is employed by the local hospital and associated physicians offices, the local government (city and county) and the local board of education.

A large percent of our students come from broken homes, with a growing percentage of our students are being raised by a grandparent or another family member. The rate of foster children is 134 as compared to the state rate of 34. Due to the high poverty rate, the majority of our students receive some form of government assistance.

At the end of the fourth month of school, Clay County School District enrollment was 3,206. Clay County School District operates seven elementary schools (PK-6), one middle school (grade 7-8), one high school (grades 9-12), one alternative setting and one Area Technology center. 51% of the total student population is male. Three percent of the total student population is a minority. The highest minority group is black (40% of the total minority population) followed by Hispanic (27% of the total minority population).

System's Purpose

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

The Mission of Clay County School District: Preparing the hearts and minds of every student for a successful and attainable future.

The Vision of Clay County School District: Our vision is to provide a happy, caring, and stimulating environment where children will recognize and achieve their fullest potential by delivering the skills and concepts necessary to graduate both college and career ready and prepared for the 21st century.

District Value Statement:

- All students can learn at a high level based on their individual levels and abilities
- All people have the right to be accepted and treated with respect
- Schools will be safe, well-organized, sufficiently equipped, and caring environments.
- Effective teaching/learning is the responsibility of the entire community, including the school district, its teachers and staff, families, and the community at large.

District Level Goals:

- Increase student achievement and performance
- Align district programs and services for success, cohesiveness, and longevity
- Maximize resources and personnel assets to facilitate learning.

Notable Achievements and Areas of Improvement

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

Notable Achievements:

Proficient District 2016

Awards for Fine Arts/Drama program

Continued academic awards in Governor's Cup and KYA

Areas of Improvement

- 1) Increase the achievement of the CCMS and CCHS in all areas
- 2) Increase Math scores at all levels
- 3) Increase expectations for all

Additional Information

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

NA