



Comprehensive School Improvement Plan

Clay County High School
Clay County

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TABLE OF CONTENTS

| | |
|--------------------|---|
| Introduction | 1 |
|--------------------|---|

Phase I - Equitable Access to Effective Educators School Diagnostic

| | |
|--------------------|---|
| Introduction | 3 |
|--------------------|---|

| | |
|--|---|
| Equitable Access to Effective Educators - School | 4 |
|--|---|

Phase I - The Missing Piece

| | |
|--------------------|---|
| Introduction | 9 |
|--------------------|---|

| | |
|--------------------|----|
| Stakeholders | 10 |
|--------------------|----|

| | |
|-----------------------------|----|
| Relationship Building | 11 |
|-----------------------------|----|

| | |
|----------------------|----|
| Communications | 12 |
|----------------------|----|

| | |
|-----------------------|----|
| Decision Making | 14 |
|-----------------------|----|

| | |
|----------------|----|
| Advocacy | 16 |
|----------------|----|

| | |
|------------------------------|----|
| Learning Opportunities | 17 |
|------------------------------|----|

| | |
|------------------------------|----|
| Community Partnerships | 18 |
|------------------------------|----|

| | |
|------------------|----|
| Reflection | 19 |
|------------------|----|

| | |
|----------------------|----|
| Report Summary | 20 |
|----------------------|----|

Improvement Plan Stakeholder Involvement

| | |
|--------------------|----|
| Introduction | 22 |
|--------------------|----|

| | |
|------------------------------------|----|
| Improvement Planning Process | 23 |
|------------------------------------|----|

Phase I - Needs Assessment

Introduction 25

Data Analysis 26

Areas of Strengths 27

Opportunities for Improvement 28

Conclusion 29

CCHS Comprehensive School Improvement Plan 2017

Overview 31

Goals Summary 32

 Goal 1: Increase College and Career Readiness Target from 39.1% to 73.4% by 2017. 33

 Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 24.7% in 2015 to 65.1% by 2019. 35

 Goal 3: Increase the average combined K-Prep reading and math scores for CCHS students from 36.1% to 65.1%% by 2019. 36

 Goal 4: Increase the 4 year Cohort Graduation Rate from 69.8% to 94.4% by 2020. 38

 Goal 5: GAP Reduction and Novice Reduction: Achievement gaps will systematically and substantially decrease over time. In each EOC area and ODW, the percentage of novice students will decrease by 50% by 2020. 40

Activity Summary by Funding Source 42

Phase II - KDE Assurances - Schools

Introduction 48

Assurances 49

Phase II - KDE Compliance and Accountability - Schools

Introduction 55

Planning and Accountability Requirements 56

Executive Summary

Introduction 69

Description of the School 70

School's Purpose 71

Notable Achievements and Areas of Improvement 72

Additional Information 73

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 School 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 School 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 - School

| Label | Assurance | Response | Comment | Attachment |
|------------------------|---|--|---------|------------------------------------|
| School Equity Data (1) | <p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school 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 School Equity Data. | | School_Equity_Diagnostic CCHS 2017 |

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

The student groups we need to address are Students from Poverty and Students with Disabilities.

After the data analysis is complete, the school 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: CCHS has a 4 year cohort graduation rate of 80.1%. This means 19.9% of students do not earn a diploma in 4 years.

Root causes:

1. Poor student attendance: Student attendance was 86.8% for 2015-16. In English II, Algebra II, US History, ODW, and Language Mechanics, 40+% of students who scored Novice missed 20 or more days of school.
2. Need for intervention. On the ACT administered to the CCHS Class of 2017 as part of accountability, 66% did not meet benchmark in English, 82% did not meet benchmark in math, and 71% did not meet benchmark in reading.

Comprehensive School Improvement Plan

Clay County High School

| Label | Assurance | Response | Comment | Attachment |
|------------------|--|---|---------|-------------------------------|
| Goal Setting (4) | Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies. | I acknowledge that I have uploaded the School Equity Goal Data. | | School_Equity_Goals CCHS 2017 |

Equitable access to effective educators must be reflected in the Comprehensive School 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 school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

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

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

Goal 1:

Increase the Cohort Graduation Rate from 69.8% to 90% by 2016.

Measurable Objective 1:

collaborate to increase the Cohort Graduation Rate from 83.4% to 89% by 06/30/2016 as measured by graduation formula.

Strategy1:

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

Category:

Research Cited: National Dropout Prevention Research Clearinghouse

Comprehensive School Improvement Plan

Clay County High School

| Activity - Identify students at risk of dropping out. | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|-------------------------|--|
| The Persistence to Graduation Report generated through Infinite Campus will be used to identify CCHS students at risk of dropping out. CCHS Student Support Services personnel and the Promise Neighborhood College Coach will work to connect students identified as at risk with appropriate services, intervention, and course work. | Behavioral Support Program | 02/01/2013 | 05/31/2017 | \$25000 - Grant Funds | Amy Janutalo, Student Support Services; Deann Allen, CCHS Liaison; Amanda Smith-Bruner |

| Activity - Incentives | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|-------------------------|----------------------------|
| CCHS will work with YSC to implement attendance non-monetary incentives and rewards for good attendance. | Other | 02/01/2013 | 05/31/2017 | \$0 - Other | Mike Gregory, Leslie Davis |

Strategy2:

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

Category:

Research Cited:

| Activity - Credit Recovery | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|---|
| CCHS will work to help at-risk students recover credits. CCHS will continue its Clean Slate program for 11th and 12th graders at risk of dropping out due to credit deficits. We will continue to provide 1/2 day credit recovery for 9th and 10th grade students who are deficient by 2 or more credits. | Academic Support Program | 02/01/2013 | 05/31/2017 | \$0 - District Funding | Mike Gregory, Jennifer Collins, Eddie Smith, Christy Rice |

| Activity - On-Line Credit Recovery | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---|-------------------------------|
| Students will be offered the opportunity to earn additional credits (outside the normal school day) and recover credits (i.e. during summer) using courses purchased through APEX Learning or designed by members of Promise Neighborhood and offered through Promise Neighborhood's Black Board site. | Direct Instruction | 02/01/2013 | 05/31/2017 | \$2000 - Grant Funds \$10000 - State Funds | Deann Allen, Jennifer Collins |

Strategy3:

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

Category:

Research Cited: National Dropout Prevention Research

Comprehensive School Improvement Plan

Clay County High School

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

| Activity - Parent training for ninth grade transition | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-------------------------|-------------------|
| Promise Neighborhood will provide training on high school academic and behavioral expectations and support available to students as they transition to CCHS. | Parent Involvement | 08/01/2013 | 05/31/2017 | \$500 - Other | Judy Murray |

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

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

Principal Mike Gregory, Assistant Principal Robert Nicholson, Media Specialist Jennifer Collins, School Psychologist Melissa Bowling, Youth Services Center Staff Leslie Davis and Carolyn Woods, Director of Student Services Amy Janutolo, and Mark Deaton, SBDM parent representative.

Relationship Building

Overall Rating: 2.43

| | Statement or Question | Response | Rating |
|-----|--|---|---------------|
| 2.1 | Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning. | Parents report their relationship with school staff is about discussing student academic performance and/or behavior. | Apprentice |

| | Statement or Question | Response | Rating |
|-----|---|---|---------------|
| 2.2 | School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods). | School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods). | Proficient |

| | Statement or Question | Response | Rating |
|-----|---|---|---------------|
| 2.3 | Parents and other stakeholders report that they are actively welcomed when they visit the school. | Parents and other stakeholders report that they are actively welcomed when they visit the school. | Proficient |

| | Statement or Question | Response | Rating |
|-----|---|---|---------------|
| 2.4 | School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning. | Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences. | Apprentice |

| | Statement or Question | Response | Rating |
|-----|---|---|---------------|
| 2.5 | School staff involves parents in personal communication about their students' progress at least once a month. | School staff involves parents in personal communication about their students' progress at least once a month. | Proficient |

| | Statement or Question | Response | Rating |
|-----|---|--|---------------|
| 2.6 | School staff completes needs assessment with all parents to determine resources necessary for their child's academic success. | Teachers informally collect some student needs data and some parents are contacted to discuss those needs. | Apprentice |

| | Statement or Question | Response | Rating |
|-----|--|---|---------------|
| 2.7 | All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts. | Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection. | Apprentice |

Communications

Overall Rating: 2.43

| | Statement or Question | Response | Rating |
|------------|--|---|---------------|
| 3.1 | School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books). | School staff relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas.) | Apprentice |

| | Statement or Question | Response | Rating |
|------------|--|--|---------------|
| 3.2 | School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods). | School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits). | Proficient |

| | Statement or Question | Response | Rating |
|------------|--|--|---------------|
| 3.3 | School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results. | School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement. | Proficient |

| | Statement or Question | Response | Rating |
|------------|---|---|---------------|
| 3.4 | School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester. | School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester. | Proficient |

| | Statement or Question | Response | Rating |
|------------|--|--|---------------|
| 3.5 | School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences). | Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents. | Apprentice |

| | Statement or Question | Response | Rating |
|------------|--|---|---------------|
| 3.6 | At least 50 percent of parents respond to annual school and/or district stakeholder surveys. | District-wide stakeholder surveys are given to parents and teachers encourage parents to respond. | Apprentice |

Comprehensive School Improvement Plan

Clay County High School

| | Statement or Question | Response | Rating |
|------------|--|---|---------------|
| 3.7 | Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness. | School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan. | Apprentice |

Decision Making

Overall Rating: 2.57

| | Statement or Question | Response | Rating |
|-----|--|---|---------------|
| 4.1 | The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees. | School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees. | Proficient |

| | Statement or Question | Response | Rating |
|-----|---|--|---------------|
| 4.2 | School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election. | School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election. | Apprentice |

| | Statement or Question | Response | Rating |
|-----|--|--|---------------|
| 4.3 | Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods. | School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law. | Apprentice |

| | Statement or Question | Response | Rating |
|-----|--|--|---------------|
| 4.4 | The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work. | School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work. | Proficient |

| | Statement or Question | Response | Rating |
|-----|---|---|---------------|
| 4.5 | School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement. | School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate. | Apprentice |

| | Statement or Question | Response | Rating |
|-----|--|--|---------------|
| 4.6 | Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement. | Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement. | Proficient |

Comprehensive School Improvement Plan

Clay County High School

| | Statement or Question | Response | Rating |
|------------|--|---|---------------|
| 4.7 | School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work. | School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work. | Proficient |

Advocacy

Overall Rating: 2.33

| | Statement or Question | Response | Rating |
|-----|--|--|---------------|
| 5.1 | School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs. | School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs. | Proficient |

| | Statement or Question | Response | Rating |
|-----|--|--|---------------|
| 5.2 | Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs. | Some parents are involved in informal conversation with school staff to address their child's individual learning needs. | Apprentice |

| | Statement or Question | Response | Rating |
|-----|---|---|---------------|
| 5.3 | Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130). | Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies. | Apprentice |

| | Statement or Question | Response | Rating |
|-----|--|--|---------------|
| 5.4 | School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements. | School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements. | Proficient |

| | Statement or Question | Response | Rating |
|-----|---|--|---------------|
| 5.5 | School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed. | School staff makes minimal effort to encourage parents to advocate for their child's academic success. | Apprentice |

| | Statement or Question | Response | Rating |
|-----|--|---|---------------|
| 5.6 | As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs. | Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured. | Apprentice |

Learning Opportunities

Overall Rating: 2.17

| | Statement or Question | Response | Rating |
|-----|---|--|------------|
| 6.1 | Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys. | School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. | Apprentice |

| | Statement or Question | Response | Rating |
|-----|--|--|------------|
| 6.2 | School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school. | School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school. | Proficient |

| | Statement or Question | Response | Rating |
|-----|---|---|------------|
| 6.3 | School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly. | School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly. | Proficient |

| | Statement or Question | Response | Rating |
|-----|--|--|------------|
| 6.4 | School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts. | School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning. | Apprentice |

| | Statement or Question | Response | Rating |
|-----|---|--|--------|
| 6.5 | School council has a classroom observation policy that welcomes families to visit all classrooms. | School staff allows parents to visit regular education classrooms upon request. There is no school policy. | Novice |

| | Statement or Question | Response | Rating |
|-----|--|--|------------|
| 6.6 | School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs. | School staff relies on the parent organizations to provide learning opportunities for parent leadership. | Apprentice |

Community Partnerships

Overall Rating: 2.67

| | Statement or Question | Response | Rating |
|-----|--|--|------------|
| 7.1 | School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts. | School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts. | Proficient |

| | Statement or Question | Response | Rating |
|-----|---|---|------------|
| 7.2 | School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents. | School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents. | Proficient |

| | Statement or Question | Response | Rating |
|-----|---|---|------------|
| 7.3 | School leadership collaborates with employers to support parent and volunteer participation in students' education. | School leadership collaborates with employers to support parent and volunteer participation in students' education. | Proficient |

| | Statement or Question | Response | Rating |
|-----|--|--|------------|
| 7.4 | School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents. | School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request. | Apprentice |

| | Statement or Question | Response | Rating |
|-----|---|---|------------|
| 7.5 | Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up). | Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up). | Proficient |

| | Statement or Question | Response | Rating |
|-----|--|--|------------|
| 7.6 | School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents. | School staff maintains a resource directory on some agencies, programs and services that will provide services for students. | Apprentice |

Reflection

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

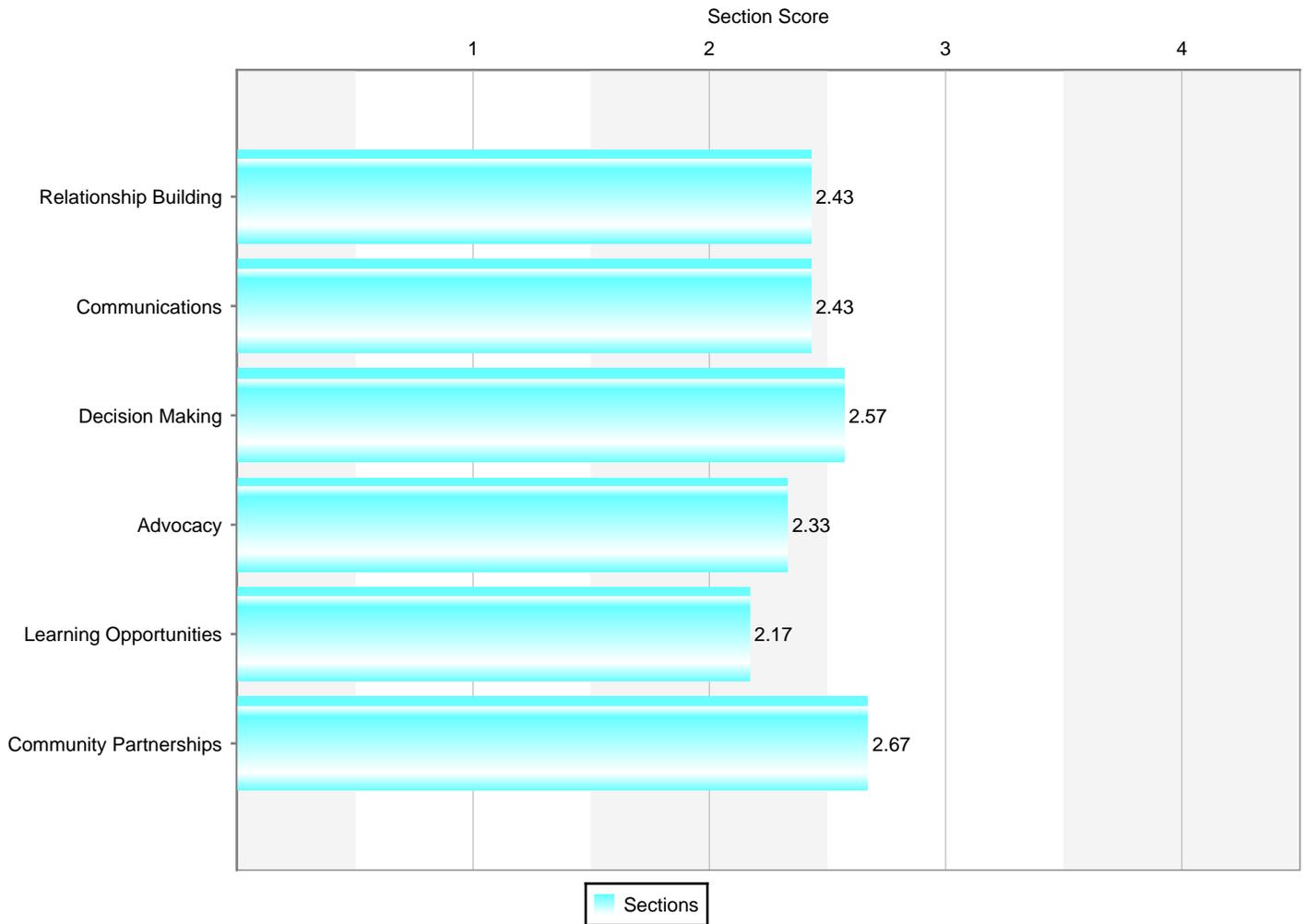
Our areas of strength are Advocacy and Community Partnerships. We need to improve in areas of Relationship Building, and Decision Making.

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

1. Parents will be encouraged to vote in SBDM elections.
2. Parents will be encouraged to serve on SBDM committees.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

All teachers were part of the Data Analysis that forms the basis for our plan. Based on the input from each department, Department Heads, Building Administrators, BAC, and the Youth Services Center Director used the analysis of 2016 test data to make necessary changes and create new activities for our plan.

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

Our BAC began the data analysis process during PLCs with all teachers. She utilized the School Report Card Workbook for 2016 Data provided by KDE as a basis for discussion. After this session, teachers worked with departments to further analyze student data. CTE teachers were asked to make action plans for CTE students in the class of 2017 who had not made benchmark on ACT. The School Data Team also reviewed data. The CSIP planning committee used the results from this data review to make adjustments to our plan.

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

All stakeholders will receive an electronic copy of the CSIP. Stakeholders will receive electronic progress updates (30-60-90 plan) monthly.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

Analysis of our 2016 test data led to a strong conclusion: our main focus must be on achievement. Even though our Learners score has shown a steady increase since 2012 (when it was 43.9), we are still trying to meet proficiency. As of October 2016, our approximate CCR percentage is 34% (about 4% higher than this time last year).

According to the 2015-16 EOC data:

*Each area has more Novice and Apprentice than Proficient and Distinguished for ALL students: English II has 49% PD; Algebra II 31% PD; Biology 23.6% PD; and US History 33.3% PD. Biology showed a smaller percentage of PD than in 2015.

*Each area has more Novice and Apprentice than Proficient and Distinguished for ALL students: On-Demand Writing 28.7% PD and Language Mechanics 37.6% PD. Both these areas have a smaller percentage of PD than in 2015.

*Each area has more Novice and Apprentice than Proficient and Distinguished for Gap students: English II 40.1% PD; Algebra II 20.9% PD; Biology 17.9% PD; and US History 18.6% PD. Algebra II and US History have a smaller percentage of Gap students scoring PD than in 2015.

*Each area has more Novice and Apprentice than Proficient and Distinguished for Gap students: On Demand Writing 18.4% PD and Language Mechanics 22.7% PD. Both these areas have a smaller percentage of PD than in 2015.

According to 2015-2016 EOC and K-Prep Scores:

*English II: 40% of students scoring Novice missed 20+ days and 13% scoring Novice had 5+ behavior referrals.

*Algebra II: 47% of students scoring Novice missed 20+ days and 5% of scoring Novice had 5+ behavior referrals.

*Biology: 37% of students scoring Novice missed 20+ days and 27% of scoring Novice had 5+ behavior referrals.

*US History: 47% of students scoring Novice missed 20+ days and 11% of scoring Novice had 5+ behavior referrals.

*On-Demand Writing: 44% of students scoring Novice missed 20+ days and 17% of scoring Novice had 5+ behavior referrals.

*Language Mechanics: 45% of students scoring Novice missed 20+ days and 3% of scoring Novice had 5+ behavior referrals.

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

Areas of Strengths

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

English II, Biology, and US History reduced Novice scores from 2015. While Algebra II had more Novice than 2015, it showed an increased percentage of students scoring PD. Our teachers are continuing to focus on common core. Teachers also continued to focus on raw scores needed to achieve each performance level in a visible manner for students. Teachers utilized QC test banks to prepare students for EOC exams.

Our guidance and CTE departments are getting more students to reach CCR with an intentional focus on completing pathways.

Opportunities for Improvement

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

To attack overall student achievement, our school continues to implement a schedule that allows 30 minutes of math or reading intervention 4 days per week. We are MAP testing all 9th, 10th, and 11th grade students two times per school year.

We continue our emphasis on student goal setting. We are talking to students about ACT benchmark scores. Students are also focusing on goals for MAP test. We hope that making the actual goal a focus, students will show more ownership.

Our staff received training in Kagan Cooperative Learning Strategies and and some teachers received Continuous Classroom Improvement Training. Teachers are using both Kagan and CCI strategies in classrooms to help engage students.

Attendance is being addressed by principals and attendance staff. We also have Americorps workers who are focusing on attendance. Teachers are working closely with administration to target students whose academic performance is being negatively impacted by student attendance.

Conclusion

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

Analysis of 2016 data shows us our increased stress of K-Prep and EOC did help improve scores. Teachers continue to study the curriculum changes in Common Core Standards and plan assessments that mirror EOC. Teachers are using Quality Core's test builder to prepare EOC type exams.

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

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

CCHS Comprehensive School Improvement Plan 2017

Overview

Plan Name

CCHS Comprehensive School Improvement Plan 2017

Plan Description

Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|--|--|----------------|---------------|
| 1 | Increase College and Career Readiness Target from 39.1% to 73.4% by 2017. | Objectives: 1 Strategies: 3 Activities: 10 | Organizational | \$31500 |
| 2 | Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 24.7% in 2015 to 65.1% by 2019 | Objectives: 1 Strategies: 1 Activities: 3 | Organizational | \$0 |
| 3 | Increase the average combined K-Prep reading and math scores for CCHS students from 36.1% to 65.1% by 2019 | Objectives: 1 Strategies: 2 Activities: 12 | Organizational | \$1200 |
| 4 | Increase the 4 year Cohort Graduation Rate from 69.8% to 94.4% by 2020. | Objectives: 1 Strategies: 3 Activities: 7 | Organizational | \$37000 |
| 5 | GAP Reduction and Novice Reduction: Achievement gaps will systematically and substantially decrease over time. In each EOC area and ODW, the percentage of novice students will decrease by 50% by 2020. | Objectives: 2 Strategies: 1 Activities: 4 | Academic | \$15000 |

Goal 1: Increase College and Career Readiness Target from 39.1% to 73.4% by 2017.

Measurable Objective 1:

collaborate to increase College and Career Readiness Target to 73.4% by 06/15/2017 as measured by High School Graduates' College and Career Readiness Percentage Report and the percentage of students college and career ready without bonus points.

Strategy 1:

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

Category:

| Activity - Math/English courses | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--------------------------------|
| Students are assigned to senior mathematics and English courses based on ACT scores. Courses are designed to focus on skills needed to improve ACT scores or enable students to pass KYOTE. | Academic Support Program | 02/01/2013 | 05/31/2017 | \$0 | No Funding Required | Jennifer Collins, Christy Rice |
| Activity - KYOTE | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| After participating in senior English and math, students will have two opportunities to take KYOTE. | Academic Support Program | 02/01/2013 | 05/31/2017 | \$0 | No Funding Required | Rodney Lipps |
| Activity - Study Island | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Purchase and implement Study Island for use by all students, across all curriculum areas. Study Island will be used for math and reading interventions and enrichment, ACT study skills, and content area enrichment. | Academic Support Program | 09/03/2013 | 05/31/2017 | \$16000 | Grant Funds | Mike Gregory, R. Nicholson |

Strategy 2:

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

Category:

| Activity - Student Schedules | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

Comprehensive School Improvement Plan

Clay County High School

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|---|--------------------------------|------------|------------|-----|-------|---|
| CCHS and HCLC guidance and administration will help students choose courses to complete industry certificates. In 2017, we would like to work with kids individually. | Career Preparation/Orientation | 02/01/2013 | 05/31/2017 | \$0 | Other | Jennifer Collins, Mike Gregory, Robert Nicholson, Linda Cornett, Christy Rice |
|---|--------------------------------|------------|------------|-----|-------|---|

| Activity - College Visits | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------|------------|------------|-------------------|-------------------|---------------------------|
| Field trips will be provided for students to attend colleges and universities in the state. The Berea College Educational Talent Search Program will coordinate and fund these efforts. | Career Preparation/Orientation | 02/01/2013 | 05/31/2017 | \$5000 | Grant Funds | Staff, Berea College ETSP |

Strategy 3:

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

Category:

Research Cited: University of Kentucky's Transition One Stop

| Activity - Transition Services Inventory | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------|------------|------------|-------------------|---------------------|--------------------------------------|
| Utilize Transition Services Inventory to identify possible services related to employment and education as part of the IEP process. | Career Preparation/Orientation | 02/01/2013 | 05/31/2017 | \$0 | No Funding Required | Melissa Bowling, School Psychologist |

| Activity - Inter-Agency transition collaboration | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------|------------|------------|-------------------|---------------------|--|
| CCHS special education staff will invite Social Security Administration, Office of Vocational Rehabilitation, and other appropriate agencies to participate in transition planning for CCHS students. | Career Preparation/Orientation | 02/01/2013 | 05/31/2017 | \$0 | No Funding Required | Melissa Bowling, School Psychologist; Mike Gregory, Robert Nicholson (ARC Chairpersons); and CCHS Special Education Teachers |

| Activity - Parent training on college entrance | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
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Comprehensive School Improvement Plan

Clay County High School

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|---|--------------------|------------|------------|-------|-------|--|
| Collaboration with parents through trainings and/or individual meetings regarding college application and financial assistance. | Parent Involvement | 02/01/2013 | 05/31/2017 | \$500 | Other | Amy Janutalo, Student Support Services; Christy Rice, Guidance Counselor |
|---|--------------------|------------|------------|-------|-------|--|

| Activity - Dual Credit Courses | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|----------------------|--|
| Provide opportunities for students to take advantage of dual-credit opportunities. On-site dual credit courses in math and English are offered through University of the Cumberlands. Off-site dual-credit courses are offered through Eastern Kentucky University and Somerset Community College. | Academic Support Program | 07/31/2014 | 05/31/2017 | \$10000 | School Council Funds | Jennifer Collins, Amy Janutolo, Christy Rice |

| Activity - ILP | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------|------------|------------|-------------------|---------------------|--------------------------------|
| Students with support from instructional staff and administration will update and maintain their ILP. ILP's will be used to plan for students activities. | Career Preparation/Orientation | 08/01/2014 | 05/31/2017 | \$0 | No Funding Required | Mike Gregory, Jacqueline Asher |

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 24.7% in 2015 to 65.1% by 2019

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 24.7% to 65.1% by 05/30/2019 as measured by K-Prep.

Strategy 1:

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

Category:

| Activity - Flex Math and Reading | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|-------------------|--------------------------------|
| CCHS implemented a new time schedule for the 2012-13 school year. This schedule provides two 30 minute blocks of math or reading intervention/enrichment per week. Groups consist of 9th/10th or 11th/12th grade students and serve differentiated levels. Students are assigned to groups based on MAP or ACT (for 12th grade students). | Direct Instruction | 02/01/2013 | 05/31/2017 | \$0 | Other | Mike Gregory, Jennifer Collins |

Comprehensive School Improvement Plan

Clay County High School

| Activity - Flex planning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--------------------------|
| Teachers and students have access to Study Island to provide self-paced student tutorials or to provide interactive lessons led by the teacher. | Academic Support Program | 02/01/2013 | 05/31/2017 | \$0 | No Funding Required | M. Gregory, R. Nicholson |

| Activity - Name and Claim | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|------------------------|
| We will "Name and Claim" our students by looking at individual student performance and predicting EOC/ACT performance. As part of this, teachers will report specific attendance concerns to the administrative staff. | Academic Support Program | 11/18/2015 | 05/31/2017 | \$0 | No Funding Required | M. Gregory, J. Collins |

Goal 3: Increase the average combined K-Prep reading and math scores for CCHS students from 36.1% to 65.1%% by 2019

Measurable Objective 1:

collaborate to increase the overall K-Prep scores for reading and writing from 36.1% to 65.1% by 05/29/2019 as measured by K-Prep scores.

Strategy 1:

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

Category:

| Activity - Instructional Feedback | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|---|
| Administrators will perform walk-throughs using a monitoring tool. Observations will include monitoring curriculum alignment, instructional strategies, student engagement, and types of assessments. | Academic Support Program | 02/01/2013 | 06/15/2017 | \$0 | Other | Mike Gregory, Robert Nicholson, Deann Allen |

| Activity - Common Core Standards | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| Continue vertical and horizontal curriculum alignment based on Common Core Standards. English, Mathematics, and Science will continue work; Social Studies will begin work when Common Core is final in those areas. | Academic Support Program | 02/01/2013 | 05/31/2017 | \$0 | No Funding Required | Mary Stevens, Martina Bray, Linda Baker, Jeff Hyde |

| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------------|----------|-------------------|-------------------|-------------------|

Comprehensive School Improvement Plan

Clay County High School

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|--|--------------------------|-------------------|-----------------|--------------------------|--------------------------|---|
| CCHS will continue to utilize PLC's to analyze data, improve instruction, and discuss curriculum gaps. Additionally, our schedule was redesigned to provide common planning for departments. They are to meet bi-weekly to ensure alignment, improve instruction, and monitor student progress. Department chairs will turn in meeting minutes to principal and keep copies on file. | Professional Learning | 02/01/2013 | 05/31/2017 | \$0 | No Funding Required | Mike Gregory, Robert Nicholson, Deann Allen, Mary Stevens, Martina Bray, Linda Baker, Jeff Hyde |
| Activity - Curriculum Document | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will maintain a current curriculum document which indicate dates specific content taught. | Policy and Process | 08/01/2014 | 05/31/2017 | \$0 | No Funding Required | Mike Gregory, Robert Nicholson |
| Activity - EOC Course Objectives | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| We will ensure all teachers are following the correct curriculum by providing EOC Course Objectives Booklets to English I and II; Algebra I, II, and Geometry; Biology and Physical Science and 8th grade science; and World Civ and US History teachers and providing access to the QC website. English III and English IV need the same documents for ACT. Teachers received course objectives booklets in 2015. New QC teacher access codes will be provided in 2016-17 | Direct Instruction | 11/18/2015 | 12/09/2016 | \$0 | No Funding Required | M. Gregory, J. Collins |
| Activity - ACT support materials | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| We will utilize our resources by providing Real ACT and Barron's ACT study books in English III and IV for a minimum of 9 weeks of instruction. | Direct Instruction | 11/18/2015 | 01/13/2017 | \$1200 | Grant Funds | M. Gregory, T. Nicholson, S. Smith |
| Activity - Flex Integrity | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| We will ensure 3 uninterrupted Flex days by only allowing students to be called out of this class on Mondays. | Academic Support Program | 01/29/2016 | 05/31/2017 | \$0 | No Funding Required | M. Gregory, R. Nicholson |
| Activity - PLC Effectiveness | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| We will optimize the effectiveness of our PLC's by establishing agendas and guidelines. Expectations for outcomes will be clearly communicated to participants. | Professional Learning | 01/13/2016 | 05/31/2017 | \$0 | No Funding Required | M. Gregory, D. Allen |

Strategy 2:

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

Comprehensive School Improvement Plan

Clay County High School

Category:

| Activity - Program Review Implementation PL/CS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---------------------------------|
| Review results of the Practical Living/Career Studies Program Review. Make improvements followed by monitoring and data collection. | Academic Support Program | 02/01/2013 | 05/31/2017 | \$0 | No Funding Required | Hutch Hoskins, Leigh Anne Smith |

| Activity - Program Review Implementation Writing | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Review results of the writing program review. Make improvements followed by monitoring and data collection. | Academic Support Program | 02/01/2013 | 05/31/2017 | \$0 | No Funding Required | Amy Davidson |

| Activity - Program Review Implementation A/H | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Review results of Arts and Humanities program review. Make improvements followed by monitoring and data collection. | Academic Support Program | 02/01/2013 | 05/31/2017 | \$0 | No Funding Required | Donnie Stevens |

| Activity - Program Review Implementation World Language | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---------------------------|
| Review results of the world language program review. Make improvements followed by monitoring and data collection. | Academic Support Program | 01/05/2015 | 05/31/2017 | \$0 | No Funding Required | John Brown, Keasha Jordan |

Goal 4: Increase the 4 year Cohort Graduation Rate from 69.8% to 94.4% by 2020.**Measurable Objective 1:**

collaborate to increase the Cohort Graduation Rate from 83.4% to 94.4% by 06/30/2020 as measured by graduation formula.

Strategy 1:

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

Category:

| Activity - On-Line Credit Recovery | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|--------------------------|--|
| Students will be offered the opportunity to earn credits in a Virtual School (outside the normal school day) and recover credits (i.e. during summer school) using Odysseyware courses. | Direct Instruction | 02/01/2013 | 05/31/2017 | \$12000 | State Funds, Grant Funds | Deann Allen, Jennifer Collins, Hutch Hoskins |

Comprehensive School Improvement Plan

Clay County High School

| Activity - Credit Recovery | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|---|
| CCHS will work to help at-risk students recover credits. CCHS will continue its Clean Slate program for 11th and 12th graders at risk of dropping out due to credit deficits. We will continue to provide 1/2 day credit recovery for 9th and 10th grade students who are deficient by 2 or more credits. Students will use Odysseyware to earn these credits. | Academic Support Program | 02/01/2013 | 05/31/2017 | \$0 | District Funding | Mike Gregory, Jennifer Collins, Eddie Smith, Christy Rice |

Strategy 2:

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

Category:

Research Cited: National Dropout Prevention Research Clearinghouse

| Activity - Incentives | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|------------|-------------------|-------------------|----------------------------|
| CCHS will work with YSC to implement attendance non-monetary incentives and rewards for good attendance. | Other | 02/01/2013 | 05/31/2017 | \$0 | Other | Mike Gregory, Leslie Davis |

| Activity - Identify students at risk of dropping out. | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------------|------------|-------------------|-------------------|---|
| The Persistence to Graduation Report generated through Infinite Campus will be used to identify CCHS students at risk of dropping out. CCHS Student Support Services personnel and Americorps volunteers will work to connect students identified as at risk with appropriate services, intervention, and course work. | Behavioral Support Program | 02/01/2013 | 05/31/2017 | \$25000 | Grant Funds | Amy Janutalo, Student Support Services; Deann Allen, CCHS Liaison |

Strategy 3:

School Climate - Implement a Positive Behavior Intervention System

Category: Management Systems

Research Cited: "School Climate refers to the quality and character of school life. School Climate is based on patterns of students', parents', and school personnel's experience of school life and reflects norms, goals, values, interpersonal interactions, teaching and learning practices and organizational structures." -National School Climate Center (NSCC)

| Activity - Form PBIS Team | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|------------|------------|-------------------|----------------------|-------------------|
| The school will form a Leadership/Implementation Team. This team will be trained in using the PBIS model. | Behavioral Support Program | 05/02/2016 | 09/02/2016 | \$0 | School Council Funds | Mike Gregory |

| Activity - PBIS Staff Survey | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
| | | | | | | |

Comprehensive School Improvement Plan

Clay County High School

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|--|----------------------------|------------|------------|-------------------|----------------------|-------------------------|
| PBIS Team will perform a staff survey of school-wide practices that contribute to a positive school climate. | Behavioral Support Program | 09/02/2016 | 12/20/2016 | \$0 | School Council Funds | Mike Gregory, PBIS Team |
| Activity - Implementation Action Plan | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Implementation Team will use survey results and other school data to create an Implementation Action Plan. This will be shared with all staff. | Behavioral Support Program | 11/28/2016 | 02/24/2017 | \$0 | School Council Funds | Mike Gregory, PBIS Team |

Goal 5: GAP Reduction and Novice Reduction: Achievement gaps will systematically and substantially decrease over time. In each EOC area and ODW, the percentage of novice students will decrease by 50% by 2020.

Measurable Objective 1:

A 10% increase of Economically Disadvantaged students will demonstrate a proficiency in End of Course and CCR Benchmark assessments in Reading by 06/30/2017 as measured by EOC and ACT.

(shared) Strategy 1:

Intervention - Students below benchmark on MAP will be placed in intervention groups.

Category: Integrated Methods for Learning

| | | | | | | |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| Activity - Intervention Groups | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will receive specific services during flex time and other interventions in order for each student to reach benchmark in reading and math. | Academic Support Program | 08/18/2014 | 05/31/2017 | \$15000 | Grant Funds | Mike Gregory, Jennifer Collins |
| Activity - Identify Gap | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| We will identify Gap students, beginning with EOC courses then continuing to EOC pre-requisite courses. | Professional Learning | 11/18/2015 | 05/31/2017 | \$0 | No Funding Required | J. Collins, J. Asher, J. Hyde, J. Taylor, C. Napier, 9th & 10th grade staff |
| Activity - Restructure Flex | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

Comprehensive School Improvement Plan

Clay County High School

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|--|-----------------------|------------|------------|-----|---------------------|--|
| We will restructure Flex. EOC teachers will choose students who have the potential to improve 1 level. Flex will focus on instruction for that core course. EOC teachers will create a list of these students and provide it to Ms. Collins. | Professional Learning | 11/18/2015 | 05/31/2017 | \$0 | No Funding Required | EOC teachers, J. Collins, A. Janutolo, C. Rice |
|--|-----------------------|------------|------------|-----|---------------------|--|

| Activity - Visible Targets | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|-------------------|
| We will make our achievement targets visible to students and teachers by using banners, signs, and other visual displays and verbal reminders. | Professional Learning | 11/18/2015 | 05/31/2017 | \$0 | No Funding Required | All staff |

Measurable Objective 2:

A 10% increase of Students with Disabilities students will demonstrate a proficiency in all assessments in Mathematics by 05/30/2017 as measured by EOC, CCR Assessments, and ACT.

(shared) Strategy 1:

Intervention - Students below benchmark on MAP will be placed in intervention groups.

Category: Integrated Methods for Learning

| Activity - Intervention Groups | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|--------------------------------|
| Students will receive specific services during flex time and other interventions in order for each student to reach benchmark in reading and math. | Academic Support Program | 08/18/2014 | 05/31/2017 | \$15000 | Grant Funds | Mike Gregory, Jennifer Collins |

| Activity - Identify Gap | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|---|
| We will identify Gap students, beginning with EOC courses then continuing to EOC pre-requisite courses. | Professional Learning | 11/18/2015 | 05/31/2017 | \$0 | No Funding Required | J. Collins, J. Asher, J. Hyde, J. Taylor, C. Napier, 9th & 10th grade staff |

| Activity - Restructure Flex | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|--|
| We will restructure Flex. EOC teachers will choose students who have the potential to improve 1 level. Flex will focus on instruction for that core course. EOC teachers will create a list of these students and provide it to Ms. Collins. | Professional Learning | 11/18/2015 | 05/31/2017 | \$0 | No Funding Required | EOC teachers, J. Collins, A. Janutolo, C. Rice |

| Activity - Visible Targets | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|-------------------|
| We will make our achievement targets visible to students and teachers by using banners, signs, and other visual displays and verbal reminders. | Professional Learning | 11/18/2015 | 05/31/2017 | \$0 | No Funding Required | All staff |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------------------|---|--------------------------------|------------|------------|-------------------|---|
| Flex Math and Reading | CCHS implemented a new time schedule for the 2012-13 school year. This schedule provides two 30 minute blocks of math or reading intervention/enrichment per week. Groups consist of 9th/10th or 11th/12th grade students and serve differentiated levels. Students are assigned to groups based on MAP or ACT (for 12th grade students). | Direct Instruction | 02/01/2013 | 05/31/2017 | \$0 | Mike Gregory, Jennifer Collins |
| Student Schedules | CCHS and HCLC guidance and administration will help students choose courses to complete industry certificates. In 2017, we would like to work with kids individually. | Career Preparation/Orientation | 02/01/2013 | 05/31/2017 | \$0 | Jennifer Collins, Mike Gregory, Robert Nicholson, Linda Cornett, Christy Rice |
| Incentives | CCHS will work with YSC to implement attendance non-monetary incentives and rewards for good attendance. | Other | 02/01/2013 | 05/31/2017 | \$0 | Mike Gregory, Leslie Davis |
| Instructional Feedback | Administrators will perform walk-throughs using a monitoring tool. Observations will include monitoring curriculum alignment, instructional strategies, student engagement, and types of assessments. | Academic Support Program | 02/01/2013 | 06/15/2017 | \$0 | Mike Gregory, Robert Nicholson, Deann Allen |
| Parent training on college entrance | Collaboration with parents through trainings and/or individual meetings regarding college application and financial assistance. | Parent Involvement | 02/01/2013 | 05/31/2017 | \$500 | Amy Janutalo, Student Support Services; Christy Rice, Guidance Counselor |
| Total | | | | | \$500 | |

District Funding

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|

Comprehensive School Improvement Plan

Clay County High School

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|-----------------|--|--------------------------|------------|------------|-----|---|
| Credit Recovery | CCHS will work to help at-risk students recover credits. CCHS will continue its Clean Slate program for 11th and 12th graders at risk of dropping out due to credit deficits. We will continue to provide 1/2 day credit recovery for 9th and 10th grade students who are deficient by 2 or more credits. Students will use Odysseyware to earn these credits. | Academic Support Program | 02/01/2013 | 05/31/2017 | \$0 | Mike Gregory, Jennifer Collins, Eddie Smith, Christy Rice |
| Total | | | | | \$0 | |

Grant Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|--|--------------------------------|------------|------------|-------------------|---|
| On-Line Credit Recovery | Students will be offered the opportunity to earn credits in a Virtual School (outside the normal school day) and recover credits (i.e. during summer school) using Odysseyware courses. | Direct Instruction | 02/01/2013 | 05/31/2017 | \$2000 | Deann Allen, Jennifer Collins, Hutch Hoskins |
| College Visits | Field trips will be provided for students to attend colleges and universities in the state. The Berea College Educational Talent Search Program will coordinate and fund these efforts. | Career Preparation/Orientation | 02/01/2013 | 05/31/2017 | \$5000 | Staff, Berea College ETSP |
| ACT support materials | We will utilize our resources by providing Real ACT and Barron's ACT study books in English III and IV for a minimum of 9 weeks of instruction. | Direct Instruction | 11/18/2015 | 01/13/2017 | \$1200 | M. Gregory, T. Nicholson, S. Smith |
| Intervention Groups | Students will receive specific services during flex time and other interventions in order for each student to reach benchmark in reading and math. | Academic Support Program | 08/18/2014 | 05/31/2017 | \$15000 | Mike Gregory, Jennifer Collins |
| Study Island | Purchase and implement Study Island for use by all students, across all curriculum areas. Study Island will be used for math and reading interventions and enrichment, ACT study skills, and content area enrichment. | Academic Support Program | 09/03/2013 | 05/31/2017 | \$16000 | Mike Gregory, R. Nicholson |
| Identify students at risk of dropping out. | The Persistence to Graduation Report generated through Infinite Campus will be used to identify CCHS students at risk of dropping out. CCHS Student Support Services personnel and Americorps volunteers will work to connect students identified as at risk with appropriate services, intervention, and course work. | Behavioral Support Program | 02/01/2013 | 05/31/2017 | \$25000 | Amy Janutalo, Student Support Services; Deann Allen, CCHS Liaison |
| Total | | | | | \$64200 | |

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------------------|---|--------------------------|------------|------------|-------------------|---------------------------------|
| Program Review Implementation PL/CS | Review results of the Practical Living/Career Studies Program Review. Make improvements followed by monitoring and data collection. | Academic Support Program | 02/01/2013 | 05/31/2017 | \$0 | Hutch Hoskins, Leigh Anne Smith |

Comprehensive School Improvement Plan

Clay County High School

| | | | | | | |
|-----------------------------------|--|--------------------------|------------|------------|-----|---|
| Common Core Standards | Continue vertical and horizontal curriculum alignment based on Common Core Standards. English, Mathematics, and Science will continue work; Social Studies will begin work when Common Core is final in those areas. | Academic Support Program | 02/01/2013 | 05/31/2017 | \$0 | Mary Stevens, Martina Bray, Linda Baker, Jeff Hyde |
| Identify Gap | We will identify Gap students, beginning with EOC courses then continuing to EOC pre-requisite courses. | Professional Learning | 11/18/2015 | 05/31/2017 | \$0 | J. Collins, J. Asher, J. Hyde, J. Taylor, C. Napier, 9th & 10th grade staff |
| Flex Integrity | We will ensure 3 uninterrupted Flex days by only allowing students to be called out of this class on Mondays. | Academic Support Program | 01/29/2016 | 05/31/2017 | \$0 | M. Gregory, R. Nicholson |
| Restructure Flex | We will restructure Flex. EOC teachers will choose students who have the potential to improve 1 level. Flex will focus on instruction for that core course. EOC teachers will create a list of these students and provide it to Ms. Collins. | Professional Learning | 11/18/2015 | 05/31/2017 | \$0 | EOC teachers, J. Collins, A. Janutolo, C. Rice |
| Name and Claim | We will "Name and Claim" our students by looking at individual student performance and predicting EOC/ACT performance. As part of this, teachers will report specific attendance concerns to the administrative staff. | Academic Support Program | 11/18/2015 | 05/31/2017 | \$0 | M. Gregory, J. Collins |
| KYOTE | After participating in senior English and math, students will have two opportunities to take KYOTE. | Academic Support Program | 02/01/2013 | 05/31/2017 | \$0 | Rodney Lipps |
| PLC Effectiveness | We will optimize the effectiveness of our PLC's by establishing agendas and guidelines. Expectations for outcomes will be clearly communicated to participants. | Professional Learning | 01/13/2016 | 05/31/2017 | \$0 | M. Gregory, D. Allen |
| Visible Targets | We will make our achievement targets visible to students and teachers by using banners, signs, and other visual displays and verbal reminders. | Professional Learning | 11/18/2015 | 05/31/2017 | \$0 | All staff |
| Program Review Implementation A/H | Review results of Arts and Humanities program review. Make improvements followed by monitoring and data collection. | Academic Support Program | 02/01/2013 | 05/31/2017 | \$0 | Donnie Stevens |
| Curriculum Document | Teachers will maintain a current curriculum document which indicate dates specific content taught. | Policy and Process | 08/01/2014 | 05/31/2017 | \$0 | Mike Gregory, Robert Nicholson |
| EOC Course Objectives | We will ensure all teachers are following the correct curriculum by providing EOC Course Objectives Booklets to English I and II; Algebra I, II, and Geometry; Biology and Physical Science and 8th grade science; and World Civ and US History teachers and providing access to the QC website. English III and English IV need the same documents for ACT. Teachers received course objectives booklets in 2015. New QC teacher access codes will be provided in 2016-17 | Direct Instruction | 11/18/2015 | 12/09/2016 | \$0 | M. Gregory, J. Collins |

Comprehensive School Improvement Plan

Clay County High School

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|--|--|--------------------------------|------------|------------|-----|--|
| Inter-Agency transition collaboration | CCHS special education staff will invite Social Security Administration, Office of Vocational Rehabilitation, and other appropriate agencies to participate in transition planning for CCHS students. | Career Preparation/Orientation | 02/01/2013 | 05/31/2017 | \$0 | Melissa Bowling, School Psychologist; Mike Gregory, Robert Nicholson (ARC Chairpersons); and CCHS Special Education Teachers |
| Flex planning | Teachers and students have access to Study Island to provide self-paced student tutorials or to provide interactive lessons led by the teacher. | Academic Support Program | 02/01/2013 | 05/31/2017 | \$0 | M. Gregory, R. Nicholson |
| ILP | Students with support from instructional staff and administration will update and maintain their ILP. ILP's will be used to plan for students activities. | Career Preparation/Orientation | 08/01/2014 | 05/31/2017 | \$0 | Mike Gregory Jacqueline Asher |
| Math/English courses | Students are assigned to senior mathematics and English courses based on ACT scores. Courses are designed to focus on skills needed to improve ACT scores or enable students to pass KYOTE. | Academic Support Program | 02/01/2013 | 05/31/2017 | \$0 | Jennifer Collins, Christy Rice |
| Program Review Implementation World Language | Review results of the world language program review. Make improvements followed by monitoring and data collection. | Academic Support Program | 01/05/2015 | 05/31/2017 | \$0 | John Brown, Keasha Jordan |
| Professional Learning Communities | CCHS will continue to utilize PLC's to analyze data, improve instruction, and discuss curriculum gaps. Additionally, our schedule was redesigned to provide common planning for departments. They are to meet bi-weekly to ensure alignment, improve instruction, and monitor student progress. Department chairs will turn in meeting minutes to principal and keep copies on file. | Professional Learning | 02/01/2013 | 05/31/2017 | \$0 | Mike Gregory, Robert Nicholson, Deann Allen, Mary Stevens, Martina Bray, Linda Baker, Jeff Hyde |
| Program Review Implementation Writing | Review results of the writing program review. Make improvements followed by monitoring and data collection. | Academic Support Program | 02/01/2013 | 05/31/2017 | \$0 | Amy Davidson |
| Transition Services Inventory | Utilize Transition Services Inventory to identify possible services related to employment and education as part of the IEP process. | Career Preparation/Orientation | 02/01/2013 | 05/31/2017 | \$0 | Melissa Bowling, School Psychologist |
| Total | | | | | \$0 | |

State Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|

Comprehensive School Improvement Plan

Clay County High School

| | | | | | | |
|-------------------------|---|--------------------|------------|------------|---------|--|
| On-Line Credit Recovery | Students will be offered the opportunity to earn credits in a Virtual School (outside the normal school day) and recover credits (i.e. during summer school) using Odysseyware courses. | Direct Instruction | 02/01/2013 | 05/31/2017 | \$10000 | Deann Allen, Jennifer Collins, Hutch Hoskins |
| Total | | | | | \$10000 | |

School Council Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------------|--|----------------------------|------------|------------|-------------------|--|
| PBIS Staff Survey | PBIS Team will perform a staff survey of school-wide practices that contribute to a positive school climate. | Behavioral Support Program | 09/02/2016 | 12/20/2016 | \$0 | Mike Gregory, PBIS Team |
| Form PBIS Team | The school will form a Leadership/Implementation Team. This team will be trained in using the PBIS model. | Behavioral Support Program | 05/02/2016 | 09/02/2016 | \$0 | Mike Gregory |
| Dual Credit Courses | Provide opportunities for students to take advantage of dual-credit opportunities. On-site dual credit courses in math and English are offered through University of the Cumberlands. Off-site dual-credit courses are offered through Eastern Kentucky University and Somerset Community College. | Academic Support Program | 07/31/2014 | 05/31/2017 | \$10000 | Jennifer Collins, Amy Janutolo, Christy Rice |
| Implementation Action Plan | Implementation Team will use survey results and other school data to create an Implementation Action Plan. This will be shared with all staff. | Behavioral Support Program | 11/28/2016 | 02/24/2017 | \$0 | Mike Gregory, PBIS Team |
| Total | | | | | \$10000 | |

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

| Label | Assurance | Response | Comment | Attachment |
|----------------------|--|-----------------|----------------|-------------------|
| Preschool Transition | The school planned preschool transition strategies and the implementation process. | N/A | | |

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

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

| Label | Assurance | Response | Comment | Attachment |
|----------------------------------|---|-----------------|----------------|-------------------|
| Title I, Part A Schoolwide Funds | The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities. | N/A | | |

Comprehensive School Improvement Plan

Clay County High School

| Label | Assurance | Response | Comment | Attachment |
|----------------------|--|----------|---------|------------|
| Parental Involvement | The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy. | Yes | | |

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

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

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

| Label | Assurance | Response | Comment | Attachment |
|--------------------------------|--|----------|---------|------------|
| Comprehensive Needs Assessment | The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|--------------------------|---|----------|---------|------------|
| Instructional Strategies | The school planned and developed research based instructional strategies to support and assist identified students. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|--------------------------------|---|----------|---------|------------|
| Targeted Assistance Activities | The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|--------------------------------|--|----------|---------|------------|
| Targeted Assistance Activities | The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both. | Yes | | |

Comprehensive School Improvement Plan

Clay County High School

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

| Label | Assurance | Response | Comment | Attachment |
|--------------------------------|--|----------|---------|------------|
| Targeted Assistance Activities | The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|------------------|---|----------|---------|------------|
| Highly Qualified | The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities. | N/A | | |

| Label | Assurance | Response | Comment | Attachment |
|-----------------------|--|----------|---------|------------|
| Federal Program Funds | The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities. | N/A | | |

| Label | Assurance | Response | Comment | Attachment |
|----------------------|---|----------|---------|------------|
| Parental Involvement | The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|------------------------------|--|----------|---------|------------|
| Targeted Assistance Planning | The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|--------------------------|---|----------|---------|------------|
| Professional Development | The school planned or provided appropriate professional development activities for staff members who serve identified Title I students. | N/A | | |

Comprehensive School Improvement Plan

Clay County High School

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

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

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

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

| Label | Assurance | Response | Comment | Attachment |
|----------------|--|----------|---------|------------|
| Ranking Report | The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement. | N/A | | |

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

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

Comprehensive School Improvement Plan

Clay County High School

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

| Label | Assurance | Response | Comment | Attachment |
|--|--|----------|---------|------------|
| Para-educator Non-Instructional Duties | The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-----------------------|---|----------|---------|------------|
| Cap Size Requirements | The school met its cap size requirements without using Title I funds. | N/A | | |

| Label | Assurance | Response | Comment | Attachment |
|-----------------------|--|----------|---------|------------|
| Cap Size Requirements | The school met its cap size requirements without using Title II funds. | N/A | | |

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Increase the 4 year Cohort Graduation Rate from 69.8% to 94.4% by 2020.

Measurable Objective 1:

collaborate to increase the Cohort Graduation Rate from 83.4% to 94.4% by 06/30/2020 as measured by graduation formula.

Strategy1:

School Climate - Implement a Positive Behavior Intervention System

Category: Management Systems

Research Cited: "School Climate refers to the quality and character of school life. School Climate is based on patterns of students', parents', and school personnel's experience of school life and reflects norms, goals, values, interpersonal interactions, teaching and learning practices and organizational structures." -National School Climate Center (NSCC)

| Activity - PBIS Staff Survey | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|----------------------------|-------------------------|
| PBIS Team will perform a staff survey of school-wide practices that contribute to a positive school climate. | Behavioral Support Program | 09/02/2016 | 12/20/2016 | \$0 - School Council Funds | Mike Gregory, PBIS Team |

| Activity - Form PBIS Team | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|----------------------------|-------------------|
| The school will form a Leadership/Implementation Team. This team will be trained in using the PBIS model. | Behavioral Support Program | 05/02/2016 | 09/02/2016 | \$0 - School Council Funds | Mike Gregory |

| Activity - Implementation Action Plan | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|----------------------------|-------------------------|
| Implementation Team will use survey results and other school data to create an Implementation Action Plan. This will be shared with all staff. | Behavioral Support Program | 11/28/2016 | 02/24/2017 | \$0 - School Council Funds | Mike Gregory, PBIS Team |

Strategy2:

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

Category:

Research Cited: National Dropout Prevention Research Clearinghouse

Comprehensive School Improvement Plan

Clay County High School

| Activity - Identify students at risk of dropping out. | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|-------------------------|---|
| The Persistence to Graduation Report generated through Infinite Campus will be used to identify CCHS students at risk of dropping out. CCHS Student Support Services personnel and Americorps volunteers will work to connect students identified as at risk with appropriate services, intervention, and course work. | Behavioral Support Program | 02/01/2013 | 05/31/2017 | \$25000 - Grant Funds | Amy Janutalo, Student Support Services; Deann Allen, CCHS Liaison |

| Activity - Incentives | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|-------------------------|----------------------------|
| CCHS will work with YSC to implement attendance non-monetary incentives and rewards for good attendance. | Other | 02/01/2013 | 05/31/2017 | \$0 - Other | Mike Gregory, Leslie Davis |

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

Increase the average combined K-Prep reading and math scores for CCHS students from 36.1% to 65.1%% by 2019

Measurable Objective 1:

collaborate to increase the overall K-Prep scores for reading and writing from 36.1% to 65.1% by 05/29/2019 as measured by K-Prep scores.

Strategy1:

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

Category:

Research Cited:

| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| CCHS will continue to utilize PLC's to analyze data, improve instruction, and discuss curriculum gaps. Additionally, our schedule was redesigned to provide common planning for departments. They are to meet bi-weekly to ensure alignment, improve instruction, and monitor student progress. Department chairs will turn in meeting minutes to principal and keep copies on file. | Professional Learning | 02/01/2013 | 05/31/2017 | \$0 - No Funding Required | Mike Gregory, Robert Nicholson, Deann Allen, Mary Stevens, Martina Bray, Linda Baker, Jeff Hyde |

Comprehensive School Improvement Plan

Clay County High School

| Activity - Curriculum Document | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--------------------------------|
| Teachers will maintain a current curriculum document which indicate dates specific content taught. | Policy and Process | 08/01/2014 | 05/31/2017 | \$0 - No Funding Required | Mike Gregory, Robert Nicholson |

| Activity - ACT support materials | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|------------------------------------|
| We will utilize our resources by providing Real ACT and Barron's ACT study books in English III and IV for a minimum of 9 weeks of instruction. | Direct Instruction | 11/18/2015 | 01/13/2017 | \$1200 - Grant Funds | M. Gregory, T. Nicholson, S. Smith |

| Activity - Flex Integrity | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--------------------------|
| We will ensure 3 uninterrupted Flex days by only allowing students to be called out of this class on Mondays. | Academic Support Program | 01/29/2016 | 05/31/2017 | \$0 - No Funding Required | M. Gregory, R. Nicholson |

| Activity - Instructional Feedback | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|---|
| Administrators will perform walk-throughs using a monitoring tool. Observations will include monitoring curriculum alignment, instructional strategies, student engagement, and types of assessments. | Academic Support Program | 02/01/2013 | 06/15/2017 | \$0 - Other | Mike Gregory, Robert Nicholson, Deann Allen |

| Activity - PLC Effectiveness | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|----------------------|
| We will optimize the effectiveness of our PLC's by establishing agendas and guidelines. Expectations for outcomes will be clearly communicated to participants. | Professional Learning | 01/13/2016 | 05/31/2017 | \$0 - No Funding Required | M. Gregory, D. Allen |

| Activity - Common Core Standards | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Continue vertical and horizontal curriculum alignment based on Common Core Standards. English, Mathematics, and Science will continue work; Social Studies will begin work when Common Core is final in those areas. | Academic Support Program | 02/01/2013 | 05/31/2017 | \$0 - No Funding Required | Mary Stevens, Martina Bray, Linda Baker, Jeff Hyde |

Comprehensive School Improvement Plan

Clay County High School

| Activity - EOC Course Objectives | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|------------------------|
| We will ensure all teachers are following the correct curriculum by providing EOC Course Objectives Booklets to English I and II; Algebra I, II, and Geometry; Biology and Physical Science and 8th grade science; and World Civ and US History teachers and providing access to the QC website. English III and English IV need the same documents for ACT. Teachers received course objectives booklets in 2015. New QC teacher access codes will be provided in 2016-17 | Direct Instruction | 11/18/2015 | 12/09/2016 | \$0 - No Funding Required | M. Gregory, J. Collins |

Strategy2:

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

Category:

Research Cited:

| Activity - Program Review Implementation A/H | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| Review results of Arts and Humanities program review. Make improvements followed by monitoring and data collection. | Academic Support Program | 02/01/2013 | 05/31/2017 | \$0 - No Funding Required | Donnie Stevens |

| Activity - Program Review Implementation World Language | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---------------------------|
| Review results of the world language program review. Make improvements followed by monitoring and data collection. | Academic Support Program | 01/05/2015 | 05/31/2017 | \$0 - No Funding Required | John Brown, Keasha Jordan |

| Activity - Program Review Implementation PL/CS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------------|
| Review results of the Practical Living/Career Studies Program Review. Make improvements followed by monitoring and data collection. | Academic Support Program | 02/01/2013 | 05/31/2017 | \$0 - No Funding Required | Hutch Hoskins, Leigh Anne Smith |

| Activity - Program Review Implementation Writing | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| Review results of the writing program review. Make improvements followed by monitoring and data collection. | Academic Support Program | 02/01/2013 | 05/31/2017 | \$0 - No Funding Required | Amy Davidson |

All children were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

Comprehensive School Improvement Plan

Clay County High School

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

N/A (this question does not apply)

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 24.7% in 2015 to 65.1% by 2019

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 24.7% to 65.1% by 05/30/2019 as measured by K-Prep.

Strategy1:

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

Category:

Research Cited:

| Activity - Name and Claim | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|------------------------|
| We will "Name and Claim" our students by looking at individual student performance and predicting EOC/ACT performance. As part of this, teachers will report specific attendance concerns to the administrative staff. | Academic Support Program | 11/18/2015 | 05/31/2017 | \$0 - No Funding Required | M. Gregory, J. Collins |

| Activity - Flex Math and Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-------------------------|--------------------------------|
| CCHS implemented a new time schedule for the 2012-13 school year. This schedule provides two 30 minute blocks of math and reading intervention/enrichment per week. Groups consist of 9th/10th or 11th/12th grade students and serve differentiated levels. Students are assigned to groups based on MAP or ACT (for 12th grade students). | Direct Instruction | 02/01/2013 | 05/31/2017 | \$0 - Other | Mike Gregory, Jennifer Collins |

Goal 2:

GAP Reduction and Novice Reduction: Achievement gaps will systematically and substantially decrease over time. In each EOC area and

Comprehensive School Improvement Plan

Clay County High School

ODW, the percentage of novice students will decrease by 50% by 2020.

Measurable Objective 1:

A 10% increase of Students with Disabilities students will demonstrate a proficiency in all assessments in Mathematics by 05/30/2017 as measured by EOC, CCR Assessments, and ACT.

Strategy1:

Intervention - Students below benchmark on MAP will be placed in intervention groups.

Category: Integrated Methods for Learning

Research Cited:

| Activity - Visible Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|-------------------|
| We will make our achievement targets visible to students and teachers by using banners, signs, and other visual displays and verbal reminders. | Professional Learning | 11/18/2015 | 05/31/2017 | \$0 - No Funding Required | All staff |

| Activity - Restructure Flex | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| We will restructure Flex. EOC teachers will choose students who have the potential to improve 1 level. Flex will focus on instruction for that core course. EOC teachers will create a list of these students and provide it to Ms. Collins. | Professional Learning | 11/18/2015 | 05/31/2017 | \$0 - No Funding Required | EOC teachers, J. Collins, A. Janutolo, C. Rice |

| Activity - Identify Gap | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---|
| We will identify Gap students, beginning with EOC courses then continuing to EOC pre-requisite courses. | Professional Learning | 11/18/2015 | 05/31/2017 | \$0 - No Funding Required | J. Collins, J. Asher, J. Hyde, J. Taylor, C. Napier, 9th & 10th grade staff |

| Activity - Intervention Groups | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--------------------------------|
| Students will receive specific services during flex time and other interventions in order for each student to reach benchmark in reading and math. | Academic Support Program | 08/18/2014 | 05/31/2017 | \$15000 - Grant Funds | Mike Gregory, Jennifer Collins |

Measurable Objective 2:

A 10% increase of Economically Disadvantaged students will demonstrate a proficiency in End of Course and CCR Benchmark assessments in Reading by 06/30/2017 as measured by EOC and ACT.

Strategy1:

Comprehensive School Improvement Plan

Clay County High School

Intervention - Students below benchmark on MAP will be placed in intervention groups.

Category: Integrated Methods for Learning

Research Cited:

| Activity - Identify Gap | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---|
| We will identify Gap students, beginning with EOC courses then continuing to EOC pre-requisite courses. | Professional Learning | 11/18/2015 | 05/31/2017 | \$0 - No Funding Required | J. Collins, J. Asher, J. Hyde, J. Taylor, C. Napier, 9th & 10th grade staff |

| Activity - Visible Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|-------------------|
| We will make our achievement targets visible to students and teachers by using banners, signs, and other visual displays and verbal reminders. | Professional Learning | 11/18/2015 | 05/31/2017 | \$0 - No Funding Required | All staff |

| Activity - Restructure Flex | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| We will restructure Flex. EOC teachers will choose students who have the potential to improve 1 level. Flex will focus on instruction for that core course. EOC teachers will create a list of these students and provide it to Ms. Collins. | Professional Learning | 11/18/2015 | 05/31/2017 | \$0 - No Funding Required | EOC teachers, J. Collins, A. Janutolo, C. Rice |

| Activity - Intervention Groups | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--------------------------------|
| Students will receive specific services during flex time and other interventions in order for each student to reach benchmark in reading and math. | Academic Support Program | 08/18/2014 | 05/31/2017 | \$15000 - Grant Funds | Mike Gregory, Jennifer Collins |

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

Goal 1:

Increase the 4 year Cohort Graduation Rate from 69.8% to 94.4% by 2020.

Measurable Objective 1:

collaborate to increase the Cohort Graduation Rate from 83.4% to 94.4% by 06/30/2020 as measured by graduation formula.

Strategy1:

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

Comprehensive School Improvement Plan

Clay County High School

Category:

Research Cited:

| Activity - Credit Recovery | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|---|
| CCHS will work to help at-risk students recover credits. CCHS will continue its Clean Slate program for 11th and 12th graders at risk of dropping out due to credit deficits. We will continue to provide 1/2 day credit recovery for 9th and 10th grade students who are deficient by 2 or more credits. Students will use Odysseyware to earn these credits. | Academic Support Program | 02/01/2013 | 05/31/2017 | \$0 - District Funding | Mike Gregory, Jennifer Collins, Eddie Smith, Christy Rice |

Strategy2:

School Climate - Implement a Positive Behavior Intervention System

Category: Management Systems

Research Cited: "School Climate refers to the quality and character of school life. School Climate is based on patterns of students', parents', and school personnel's experience of school life and reflects norms, goals, values, interpersonal interactions, teaching and learning practices and organizational structures." -National School Climate Center (NSCC)

| Activity - Form PBIS Team | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|----------------------------|-------------------|
| The school will form a Leadership/Implementation Team. This team will be trained in using the PBIS model. | Behavioral Support Program | 05/02/2016 | 09/02/2016 | \$0 - School Council Funds | Mike Gregory |

| Activity - Implementation Action Plan | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|----------------------------|-------------------------|
| Implementation Team will use survey results and other school data to create an Implementation Action Plan. This will be shared with all staff. | Behavioral Support Program | 11/28/2016 | 02/24/2017 | \$0 - School Council Funds | Mike Gregory, PBIS Team |

| Activity - PBIS Staff Survey | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|----------------------------|-------------------------|
| PBIS Team will perform a staff survey of school-wide practices that contribute to a positive school climate. | Behavioral Support Program | 09/02/2016 | 12/20/2016 | \$0 - School Council Funds | Mike Gregory, PBIS Team |

Strategy3:

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

Category:

Research Cited: National Dropout Prevention Research Clearinghouse

Comprehensive School Improvement Plan

Clay County High School

| Activity - Identify students at risk of dropping out. | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|-------------------------|---|
| The Persistence to Graduation Report generated through Infinite Campus will be used to identify CCHS students at risk of dropping out. CCHS Student Support Services personnel and Americorps volunteers will work to connect students identified as at risk with appropriate services, intervention, and course work. | Behavioral Support Program | 02/01/2013 | 05/31/2017 | \$25000 - Grant Funds | Amy Janutalo, Student Support Services; Deann Allen, CCHS Liaison |

| Activity - Incentives | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|-------------------------|----------------------------|
| CCHS will work with YSC to implement attendance non-monetary incentives and rewards for good attendance. | Other | 02/01/2013 | 05/31/2017 | \$0 - Other | Mike Gregory, Leslie Davis |

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

Goal 1:

Increase College and Career Readiness Target from 39.1% to 73.4% by 2017.

Measurable Objective 1:

collaborate to increase College and Career Readiness Target to 73.4% by 06/15/2017 as measured by High School Graduates' College and Career Readiness Percentage Report and the percentage of students college and career ready without bonus points.

Strategy1:

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

Category:

Research Cited:

| Activity - COMPASS/KYOTE | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| After participating in senior English and math, students will have two opportunities to take KYOTE. | Academic Support Program | 02/01/2013 | 05/31/2017 | \$0 - No Funding Required | Rodney Lipps |

| Activity - Math/English courses | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--------------------------------|
| Students are assigned to senior mathematics and English courses based on ACT scores. Courses are designed to focus on skills needed to improve ACT scores or enable students to pass KYOTE. | Academic Support Program | 02/01/2013 | 05/31/2017 | \$0 - No Funding Required | Jennifer Collins, Christy Rice |

Comprehensive School Improvement Plan

Clay County High School

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

Strategy2:

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

Category:

Research Cited: University of Kentucky's Transition One Stop

| Activity - Transition Services Inventory | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------------|------------|------------|---------------------------|--------------------------------------|
| Utilize Transition Services Inventory to identify possible services related to employment and education as part of the IEP process. | Career Preparation/Orientation | 02/01/2013 | 05/31/2017 | \$0 - No Funding Required | Melissa Bowling, School Psychologist |

| Activity - ILP | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------------|------------|------------|---------------------------|----------------------------------|
| Students with support from instructional staff and administration will update and maintain their ILP. ILP's will be used to plan for students activities. | Career Preparation/Orientation | 08/01/2014 | 05/31/2017 | \$0 - No Funding Required | Mike Gregory Jacqueline Asher |

| Activity - Parent training on college entrance | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|--|
| Collaboration with parents through trainings and/or individual meetings regarding college application and financial assistance. | Parent Involvement | 02/01/2013 | 05/31/2017 | \$500 - Other | Amy Janutalo, Student Support Services; Christy Rice, Guidance Counselor |

| Activity - Inter-Agency transition collaboration | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------------|------------|------------|---------------------------|--|
| CCHS special education staff will invite Social Security Administration, Office of Vocational Rehabilitation, and other appropriate agencies to participate in transition planning for CCHS students. | Career Preparation/Orientation | 02/01/2013 | 05/31/2017 | \$0 - No Funding Required | Melissa Bowling, School Psychologist; Mike Gregory, Robert Nicholson (ARC Chairpersons); and CCHS Special Education Teachers |

| Activity - Dual Credit Courses | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------------|--|
| Provide opportunities for students to take advantage of dual-credit opportunities. On-site dual credit courses in math and English are offered through University of the Cumberlands. Off-site dual-credit courses are offered through Eastern Kentucky University and Somerset Community College. | Academic Support Program | 07/31/2014 | 05/31/2017 | \$10000 - School Council Funds | Jennifer Collins, Amy Janutolo, Christy Rice |

Comprehensive School Improvement Plan

Clay County High School

Strategy3:

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

Category:

Research Cited:

| Activity - College Visits | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------------|------------|------------|-------------------------|---------------------------|
| Field trips will be provided for students to attend colleges and universities in the state. The Berea College Educational Talent Search Program will coordinate and fund these efforts. | Career Preparation/Orientation | 02/01/2013 | 05/31/2017 | \$5000 - Grant Funds | Staff, Berea College ETSP |

| Activity - Student Schedules | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------------|------------|------------|-------------------------|---|
| CCHS and HCLC guidance and administration will help students choose courses to complete industry certificates. In 2017, we would like to work with kids individually. | Career Preparation/Orientation | 02/01/2013 | 05/31/2017 | \$0 - Other | Jennifer Collins, Mike Gregory, Robert Nicholson, Linda Cornett, Christy Rice |

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

Goal 1:

Increase the average combined K-Prep reading and math scores for CCHS students from 36.1% to 65.1%% by 2019

Measurable Objective 1:

collaborate to increase the overall K-Prep scores for reading and writing from 36.1% to 65.1% by 05/29/2019 as measured by K-Prep scores.

Strategy1:

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

Category:

Research Cited:

| Activity - Program Review Implementation PL/CS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------------|
| Review results of the Practical Living/Career Studies Program Review. Make improvements followed by monitoring and data collection. | Academic Support Program | 02/01/2013 | 05/31/2017 | \$0 - No Funding Required | Hutch Hoskins, Leigh Anne Smith |

Comprehensive School Improvement Plan

Clay County High School

| Activity - Program Review Implementation World Language | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|-------------------|-----------------|------------------------------------|---------------------------|
| Review results of the world language program review. Make improvements followed by monitoring and data collection. | Academic Support Program | 01/05/2015 | 05/31/2017 | \$0 - No Funding Required | John Brown, Keasha Jordan |

| Activity - Program Review Implementation Writing | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|-------------------|-----------------|------------------------------------|--------------------------|
| Review results of the writing program review. Make improvements followed by monitoring and data collection. | Academic Support Program | 02/01/2013 | 05/31/2017 | \$0 - No Funding Required | Amy Davidson |

| Activity - Program Review Implementation A/H | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|-------------------|-----------------|------------------------------------|--------------------------|
| Review results of Arts and Humanities program review. Make improvements followed by monitoring and data collection. | Academic Support Program | 02/01/2013 | 05/31/2017 | \$0 - No Funding Required | Donnie Stevens |

Executive Summary

Introduction

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

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

Description of the School

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

Clay County High School, located in Manchester, KY, serves just over 800 students in rural Eastern Kentucky. We serve one of the poorest counties in Kentucky, with a 2014 per capita income of \$14,574. Only 9.5% of community members hold a bachelor's degree or higher (KY 21.8%). Clay County's median income is \$22,626, nearly half of the state median income of \$43,342. The 2014 Poverty Guideline for a family of 4 was \$23,850. In Clay County, 38.2% of the population lives in poverty, compared to 18.5% for our state. Clay County's disability rate for those under age 65 is 19.3%, compared to 12.9% for the state as a whole.

Our student body is 97% white, and 67% qualify for free or reduced lunch. Our student population is 13% special needs.

The CCHS teaching staff averages 15.8 years of experience, with 93% holding a master's degree or Rank I. Our student to teacher ration is 14:1. Our school is governed by a 5 member SBDM Council. Parent members are Mark Deaton and Ted Woods. Teacher representatives are Rex Bray, Mark Jason Smith, and Melissa Bowling.

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

School's Purpose

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

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

Notable Achievements and Areas of Improvement

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

In 2016, our Learners score of 59.9 fell short of our AMO goal of 62.8. Our classification is Needs Improvement. Our Rewards and Assistance Category is Focus.

GEAR UP provides a full-time Academic Support Counselor for students in the Classes of 2017 and 2018. GEAR UP focuses on academic success, creating a college-going culture, and career preparation.

The Berea College Promise Neighborhood Grant provides cradle to career support for students and families. Promise Neighborhood currently provides one part-time Academic Specialist who provides college and career counseling to students at Clay County High (this position is currently empty). An Education Talent Search Counselor provides school-based academic counseling and career exploration activities and focuses on college preparatory support for qualifying students in grades 8-12 (this position is currently empty). Services provided include: high-quality tutoring; academic, career, and financial aid counseling; college visits; cultural field trips; and career site visits.

In the fall of 2014, our Arts Department produced our first ever full-length Broadway-style production. The cast and crew from this production came from all areas of the school. All rehearsals were done outside the regular school day. In addition to two evening performances for the community, daytime performances were done for all elementary, middle, and high school students in Clay County. In fall 2015, our students performed their third and fourth productions, with fourteen community and 10 in-school performances.

Additional Information

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

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