

**District Goal Summary: 2011-2012 School Year  
Clay County Schools**

**First to the Top Goals**

	3 <sup>rd</sup> Reading	7 <sup>th</sup> Math	Algebra I	English II
District	34.9%	25.3%	n/a	n/a
Celina K-8	34.9%	25.3%	n/a	n/a
Hermitage Springs	34.5%	25.3%	n/a	n/a
Maple Grove School	34.5%	25.3%	n/a	n/a
Clay County High School	n/a	n/a	33%	55%

**Subgroup Progress Goals**

<b>K8</b>	African American	Asian	Hawaiian / Pacific Islander	Hispanic	Native American / Alaskan Native	White	Economically Disadvantaged	Special Education	English Language Learners
	District	n/a	n/a	n/a	n/a	n/a	RLA+5% MA+8%	RLA +8% MA +10%	RLA+10% MA+10%
Celina K-8	n/a	n/a	n/a	n/a	n/a	RLA+5% MA+8%	RLA+8% MA+10%	RLA+10% MA+10%	n/a
Hermitage Springs	n/a	n/a	n/a	n/a	n/a	RLA+8% MA+5%	RLA+10% MA +8%	RLA+10% MA+10%	n/a
Maple Grove	n/a	n/a	n/a	n/a	n/a	RLA+5% MA +8%	RLA+8% MA +10%	RLA+10% MA+10%	n/a
<b>HS</b>	African American	Asian	Hawaiian / Pacific Islander	Hispanic	Native American / Alaskan Native	White	Economically Disadvantaged	Special Education	English Language Learners
	District	n/a	n/a	n/a	n/a	n/a	RLA+5% MA+8%	RLA+8% MA+10%	RLA+10% MA+10%
Clay County High School	n/a	n/a	n/a	n/a	n/a	RLA+5% MA+8%	RLA+8% MA+10%	RLA+10% MA+10%	RLA+8% MA+10%

**Other Key Goals**

	Graduation Rate	Attendance Rate	ACT Math	ACT Science	ACT English	ACT Reading
District	92.2%	95%	17.6	18.5	17.6	18.9
Clay County High School	92.2%	95%	17.6	18.5	17.6	18.9
Celina K-8	n/a	95%	n/a	n/a	n/a	n/a
Hermitage Springs School	n/a	95%	n/a	n/a	n/a	n/a
Maple Grove	n/a	95%	n/a	n/a	n/a	n/a

**TVAAS Goals**

	K8 Math	K8 RLA	K8 Science	K8 Social Studies	Algebra I	Biology I	English II
District	+5.0	+3.0	+5.0	+3.0	+5.0	+5.0	+3.0
Celina K-8	+5.0	+3.0	+5.0	+3.0	n/a	n/a	n/a

H.S. School	+5.0	+3.0	+5.0	+3.0	n/a	n/a	n/a
Maple Grove	+5.0	+3.0	+5.0	+3.0	n/a	n/a	n/a
CCHS	n/a	n/a	n/a	n/a	+5.0	+5.0	n/a

Summary of district implementation plan:

In grades 3-8 in 2010-11 Clay County Schools made improvements in the All students group in both Reading/LA and math, improving from 40% proficient and advanced to 43% proficient and advanced in reading/LA and from 21% proficient and advanced to 25% proficient and advanced in math. While improvements were made, we failed to reach our FTTT goal in 3<sup>rd</sup> grade reading by 0.3 % and our 7<sup>th</sup> grade math goal by 11.6%. We will continue to provide an intervention program in reading in grade K-3 for at-risk students and a reading coach to work with teachers in developing materials to assist students needing extra support. To address the gap in math, additional class time will be scheduled to provide opportunities for reinforcement of skills identified through formative assessments. Teacher assignments will be adjusted to provide secondary certified math teachers in the 7<sup>th</sup> and 8<sup>th</sup> grade math classes. The IXL Math program will be used in grades K-8 to improve achievement. Discovery Assessment will be used in grades 1-8 as a benchmark assessment to identify student strengths and weaknesses in reading/LA, math and science.

In grades 3-8 in 2010-11, the subgroup Economically Disadvantaged made less improvement than the ALL group in reading/LA, scoring 37% P/A, up from 35% in 2009-10. In math this sub-group improved from 16% P/A to 21% in 2010-11. Students with disabilities met AYP through safe harbor in both reading/LA and math with gains from 11% P/A to 32% P/A in reading/LA and from 8% P/A to 17% P/A in math. Students in these sub-groups will be provided before and after school tutoring as well as intervention programs during the school day to close this gap.

In grades 9-12 in 2010-11 Clay County Schools failed to show improvement in Algebra I and English II in the All students group. In Algebra I, 46% scored proficient or advanced in 2009-10 and only 29% were P/A in 2010-11. In English II, 69% were P/A in 2009-10 and only 62% were P/A in 2010-11. To address the problem in Algebra I, Discovery Assessment will be used to benchmark students and the results will be used by teachers to monitor and adjust instruction to improve mastery of standards. Class size in Algebra I will also be reduced to allow for more individualized instruction. A course for students with reading difficulties will be introduced using PLATO software to address student weaknesses. PLATO software for math will also be used with Algebra I students during Advisor-Advisee period as an intervention.

ACT scores are below the state average and do not meet the needed ACT composite to be college and career ready. EXPLORE and PLAN scores will be used to identify student weaknesses and to assist students in course selection. Students scoring less than 19 on the PLAN will be placed in the Bridge math course and receive tutoring. Clay County High School will participate in the High Schools that Work Program in an effort to increase rigor in the curriculum in order to improve ACT scores.

Clay County Schools' graduation rate continues to be above the state target of 90%. The 2009-10 rate was 96.2. The FTTT goal for 2011-12 is 92.2. We use a credit recovery program to enable students to make-up credits and stay on target for graduation. We also have an advisor-advisee program that allows each student to have a teacher that is responsible for checking their status as to being on target for on-time graduation.

Professional Development in the areas of data analysis and use of daily formative assessment will be required of all teachers using the Battelle for Kids on-line training. Math and Science teachers will be involved in STEM training through the STEM Center at Tennessee Tech. Opportunities will be available in the summer of 2012 for training concerning the new Common Core Standards for teachers in grades K-4.

We will continue our emphasis on technology as a method of improving teacher effectiveness. All teachers have interactive white boards with student response systems purchased with FTTT funds. Use of this technology will provide instruction that is more engaging for the students and will provide daily formative assessment information for the teacher. Use of this formative assessment information to drive instruction will result in improved student achievement.

In an effort to improve student achievement and teacher effectiveness, Clay County Schools will contract with an educational consultant to make observations in the schools and to analyze system and school test data to make recommendations for a plan for improvement.

Anticipated areas of greatest growth:	Anticipated challenges and risks:
<p>With our emphasis on math in grades 3-8, we expect to see growth in math with All students.</p> <p>Culturally Disadvantaged students in reading/LA</p>	<p>Due to the limited number of students scoring proficient or advanced in 8<sup>th</sup> grade math in 2010-11, it is expected to be difficult to maintain the 33% P/A in Algebra I from last year.</p>
Funding sources for key intervention strategies:	
<p>Reading Coach, system-wide: .5 FTE through Title I funds and .5 FTE through Education Jobs funds            IXL Math Program for grades K-8: \$3500 FTTT funds            Discovery Assessment for Algebra I: \$650 FTTT funds            Discovery Assessment for grades 1-8: \$6000 Title I funds            Professional Development in Data Analysis and Formative Assessment: \$15,000 FTTT funds            PLATO software and Professional Development for English and Math for Grades 9-12: \$5280 Title VI funds and \$5280 GP funds            Educational Consultant to recommend plan for improvement: \$20,000 FTTT funds            Common Core Standards Training for teachers in grades K-4: will be provided through teacher's optional in-service days</p>	