CLAY COMMMUNITY SCHOOLS
A Great Place to Learn and Work

Mission

Clay Community Schools exists to meet the individual educational needs of the children of the community by providing a program to develop the skills necessary to pursue post-secondary ambitions including expanded college education, technical training, or successful job placement. Graduates of Clay Community Schools will have the capacity to succeed in a global society and to be contributing members of their communities. Clay Community Schools shall develop and maintain a standard of excellence in its educational program by developing highly effective educators who will encourage and have a high level of expectation for each student's performance.

Goals & Strategies 2017 - 2020

ACADEMIC GOALS

> **Goal 1**- Each school will demonstrate academic success and personal growth for its students.

A. Students in Pre K-2 will demonstrate adequate growth in Language Arts and Math as measured by DIBELS, NWEA, and the Pre-K – K Standards-Based Report Card.
- Facilitate whole group, small group, and individual instruction
- Incorporate the five components of reading into daily instruction (phonics, phonemic awareness, vocabulary, fluency, and text comprehension)
- Progress monitor regularly and adjust instruction or resources as data indicates
- Implement small group instruction according to RTI tiers
- Utilize Bloom's Taxonomy and Web's DOK to increase problem solving, critical thinking, and affective learning skills
- Continue to supplement critical thinking, problem-solving instruction, and adapted curriculum with additional appropriate resources
- Utilize current/updated technology and software programs to support curriculum
- Create and maintain data systems to recognize vertical benchmark placement of students and to guide instruction
- Instructional collaboration between grade level and cross grade level teachers
- Formative and summative assessment data will be utilized to track student growth and success and to develop remediation plans and long- and short-term lesson plans.

B. Students will be reading at grade level by the end of K, 1st, 2nd, and 3rd grade as measured by DIBELS, NWEA, IREAD-3, ISTEP+, and/or the Pre-K – K Standards-Based Report Card.
- Provide Direct Instruction – whole group instruction
- Progress monitor regularly and utilize RTI tiered small group instruction
- Implement a ninety minute reading block
- Incorporate the five components of reading into daily instruction
- Implement and incorporate research-based instructional strategies
- Utilize Bloom's Taxonomy and Web's DOK to increase problem solving, critical thinking, and affective learning skills
- Create and maintain data systems to recognize vertical benchmark placement of students and to guide instruction
- Utilize current/update technology and software programs to support curriculum

- Conduct instructional collaboration between grade level and cross grade level teachers
C. Students in grades K-10 will demonstrate adequate growth in Language Arts and Math as measured by ISTEP+, NWEA, and/or the Indiana Growth Model. - Continue to supplement critical thinking, problem-solving instruction, and adapted curriculum with additional appropriate resources - Continue to utilize READ 180 / Achieve 3000 for grades 6-8 with fidelity - Continue to utilize remediation math and language arts 6-8, IXL Math, and Language Arts - Implement and incorporate research-based instructional strategies
D. Students will pass the 10th Grade Math ISTEP+/State Standardized Assessment on their first attempt. - Analyze and use locally developed formative assessments and NWEA data to guide instruction and improve student learning - Continue to utilize APEX for course taking and course review - Implement RTI strategies to identify and address student's specific learning and behavioral problems - Math teachers, corporation wide, will schedule time to collaborate and develop instructional strategies, review data, and develop or refine local short cycle assessments based on review of student work.
E. Students will pass the 10th Grade English ISTEP+/State Standardized Assessment on their first attempt. - Analyze and use locally developed formative assessments and NWEA data to guide instruction and improve student learning - Continue to utilize READ 180 for struggling readers - Continue to utilize APEX for course-taking and course review - Incorporate Turnitin, the web-based composition program for selected classes, to provide writing remediation for students - Schedule time for English teachers corporation wide to collaborate and develop instructional strategies, review data, and develop or refine local short cycle assessments based on review of student work - Implement RTI strategies to identify and address student's specific learning and behavioral problems
Persons responsible: Principal, Classroom teacher, and RTI team **Timeline**: Ongoing with benchmarking /reviewing student data **Date of Completion:** After NWEA and ISTEP+/State Standardized Assessment results are determined
MEASURABLE OBJECTIVE STATEMENT(S)
Measurable Objective Statement to Support *Goal 1*: ✓ The number of proficient CCS students in <u>Math</u> will continue to be above the state average on the state standardized exam. ✓ The number of proficient CCS students in <u>Language Arts</u> will be above state average on the state standardized exam. ✓ The number of first time test-taking students passing Math 10 ISTEP+/State Standardized Assessments will be above the state average. ✓ The number of first time test-taking students passing the English 10 ISTEP+/State Standardized Assessments will be above the state average. ✓ The Four Year Graduation Rate will exceed the state average and be at 92% or above. ✓ College and Career Readiness: Graduates will pass an AP or Dual Credit Course or will earn an industry certificate at a rate exceeding that of the state average.

➢ **Goal 2** – Students will make a successful transition to the next level of education.
A. Incoming Kindergarten readiness levels will be measured by locally developed assessments. - Provide information packet for students entering kindergarten - Establish collaboration between pre-school providers and kindergarten teachers - Screen students before the start of the school year for better placement
B. Elementary to Middle School /Junior High School students will demonstrate successful transition as measured by locally developed parent/student survey, standardized test results, discipline and attendance data, and other locally developed assessments. - Provide transition orientation – day and/or evening – opportunities for students and parents - Provide student programs to foster parent involvement - Permit faculty visits to schools with transition grade levels - Utilize Bloom's Taxonomy and Web's DOK to increase problem solving, critical thinking, and affective learning skills - Implement school-wide PBIS - Hold transition meetings each year to introduce special education students and parents to the new school and special education teacher
C. Middle School to High School students will demonstrate successful transition as measured by locally developed surveys, standardized test results, discipline and attendance data, and other locally developed assessments. - Increase opportunities for on-line course-taking, learning, and career exploration - Allow high school staff/students to help market high school programs to 8th grade students and parents - Develop differentiated learning techniques - Develop student skills in studying, note taking, and test taking - Increase student-centered learning activities such as cooperative collaborative groups, inquiry-based learning, and project-based learning - Utilize Bloom's Taxonomy and Web's DOK to increase problem solving, critical thinking, and affective learning skills - Provide transition orientation – day and/or evening – opportunities for students and parents - Provide Student Programs to foster parent involvement - Permit faculty visits to schools with transition grade level success - Implement school-wide PBIS - Plan 8th grade college/career activities - Hold 8th grade transition conferences at Northview High School for special education students in the late spring - Allow the 8th grade special education students to travel to Northview as a group to meet special education staff - During 2nd semester, North Clay special services staff will identify 8th grade students who are "at-risk" for severe academic and behavioral difficulties in their transition to the next educational level.
D. High School students will demonstrate successful transition to post-secondary pursuits as measured by locally developed surveys, standardized test results, including ISTEP+/Standardized State Assessments, ECA, SAT, ACT, AP, Dual Credit online course completion, workforce development assessments, career area certifications, attendance, and graduation rates. - Provide opportunities for dual credit and career-based authentic assessment such as portfolio production, job shadowing, internships, work study, and technology and industry certifications - Provide transition orientation – day and/or evening – opportunities for students and parents

- Provide student programs to foster parent involvement
- Allow faculty visits to schools with transition grade level success
- Implement school-wide PBIS

Persons responsible: Principal, Guidance Counselors, Classroom teachers, RTI Team, Special Education Teachers, Special Education Director, and Assistant Superintendent
Possible resources: PBIS.org, rti4success.org, IDOE, corestandards.org, amle.org, naeyc.org
Timeline: Data reviewed each year
Date of Completion: By the end of the school year

MEASURABLE OBJECTIVE STATEMENT(S)

Measurable Objective Statement to Support _Goal 2_:
- ✓ Data from Goal 1 – all targets met
- ✓ Increase in the number of kindergarten students demonstrating school readiness through Title I Pre-school
- ✓ All schools will have 95% attendance average or above
- ✓ Freshman course failures will be reduced by 50% each year benchmarked from 2015 – 2016
- ✓ Review data from PBIS, discipline, and attendance to determine benchmarks from 2015 – 2016
- ✓ Students taking AP/Dual Credit and Advanced (STEM) coursework will increase each year benchmarked from 2015 – 2016
- ✓ Percentage of Academic Honors Diplomas will increase from the 2015 - 2016 data
- ✓ Surveys for post-graduates will be conducted to track post-secondary career successes for five years per graduating class

➢ **Goal 3**- CCS will increase communication and partnerships with various community groups to facilitate increased Student Learning
A. Central Office and each building will update their website to be inviting to the public.
- Pertinent information will be updated regularly.
- Teacher-developed classroom websites including syllabi, lesson plans, assignments, and homework
- Social networking sites such as Facebook and Twitter
B. Daytime tours of buildings and informational sessions will be conducted.
- School walkthroughs
- Informational sessions
C. Open houses will be conducted at each elementary, middle, and high school.
- Building tours
- Educational materials
D. Principals at all schools will publish newsletters
- Pertinent information for parents, students, faculty, and staff
- Parent "need-to-know" information
E. CCS will host luncheons, etc. with various businesses and interest groups.
- Briefings
- Public input

- Questions and answers
Persons responsible: Central Office Personnel, Administrators, Director of Technology Possible resources: Social networking sites, New Wave Communications, *The Brazil Times*, *The Clay City News*, CCS Website Timeline: Ongoing Date of Completion: By the end of the school year

MEASURABLE OBJECTIVE STATEMENT(S)
Measurable Objective Statement to Support *Goal 3*: ✓ Increase in the number of visits to the Clay Community School's website and all building websites ✓ 100% of the teaching staff will post web-based information ✓ Increase the number of proactive media connections ✓ Increase in the number of positive media responses ✓ Clear, concise, and timely communication between students, parents, staff, and community ✓ Increase awareness and understanding of district priorities, programs, procedures, and policies ✓ Increase use of technology to improve communication ✓ Surveys of satisfaction will be developed and administered.

➢ **Goal 4**- CCS will improve the efficiency and effectiveness of the total district operations to support student learning.
A. Personnel - Review evaluation instruments for all employee groups - Review handbooks for all employee groups - Conduct ongoing interview training for administrators - Conduct ongoing evaluation training for administrators
Persons responsible: Superintendent, Assistant Superintendent, Business Manager, Director of Human Resources, Director of Extended Services Possible resources: IASBO, IAPSS, ISTA, IDOE, ISBA Timeline: Ongoing Date of Completion: By the end of each school year
B. Financial - Maintain a minimum cash balance of 10% in the General Fund - Increase Rainy Day Fund to support technology and education initiatives - Track workman's comp claims to determine improvements for safety and need for training in safety practices - Research other insurance providers - Review current software licenses to determine which may be obsolete; research costs for updated/enhanced software products which better align with educational goals
Persons responsible: Superintendent, Business Manager, Extended Services Director, Technology Director, Director of Human Resources Possible resources: IASBO, IAPSS, ISBA Timeline: Ongoing Date of Completion: By the end of each school year

C. Facility and Grounds
- Review work schedules to provide for optimal manpower and maintenance of facilities
- Provide ongoing training to custodians, grounds crews, and maintenance employees
- Work with building principals to develop ongoing oversight of facilities and grounds
- Work with the administration to develop CPF plans
- Develop plans to discard or auction outdated supplies, equipment, etc.

Persons responsible: Superintendent, Business Manager, HR Director, Director of Extended Services
Possible resources: IASBO, IAPSS, ISBA
Timeline: Ongoing
Date of Completion: By the end of each school year

D. Technology
- Increase number of mobile learning devices in the elementary classrooms
- Expand digital textbook resources
- Expand online access for students
- Utilize a District Technology Instructional Specialist(s) to expand instructional-based technology in the classroom
- Research options and develop specific plans for the next 1:1 device, including instructional practices, roll-out procedures, devices, etc.
- Develop ongoing professional development training for teachers
- Roll out and expand the use of the new Learning Management System (Canvas)

Persons responsible: Superintendent, Assistant Superintendent, Director of Business Affairs, Technology Director; District Technology Instructional Specialist(s)
Possible resources: IAPSS; IDOE; Area Universities and School Districts
Timeline: Ongoing
Date of Completion: By the end of each school year

E. Transportation
- Review transportation guidelines, procedures, and practices to determine levels of effectiveness and efficiency
- Research creative options with scheduling, personnel, etc. to address the bus driver shortage
- Develop long-term plans to address potential needs at the Transportation Facility

Persons responsible: Superintendent, Director of Human Resources, Director of Extended Services, Director of Business Affairs
Possible resources: IAPSS, IDOE, INDOT, ISBA
Timeline: Ongoing
Date of Completion: By the end of each school year

MEASURABLE OBJECTIVE STATEMENT(S)

Measurable Objective Statement to Support _Goal 4_:
- ✓ Budget Approved – Cash Balance of 10% maintained
- ✓ Rainy Day Funds – stable to ensure payment for future unfunded liability and future growth
- ✓ Up-to-date software in place to support learning and operations
- ✓ Professional Development – ongoing for staff in digital learning inside and outside the classroom