

School Improvement Plan

Clay City Jr./Sr. High School

2022-2023

August 31, 2022

Clay City Eels – Respectful, Responsible, Honest, and Successful

Members.....	Page 2
School Profiles.....	Page 3-8
Mission Statement.....	Page 9
Vision Statement.....	Page 10
Career Awareness and Career Development Plan.....	Page 11-13
Curriculum and Indiana Standards.....	Page 13
Achievement Results.....	Page 13
Parental Participation.....	Page 14
Technology as a Learning Tool.....	Page 15-16
Safe and Disciplined Learning Environment.....	Page 17-18
COVID-19 Safety Precautions.....	Page 18
Professional Development.....	Page 19
School Improvement Plans.....	Page 20-23
DOE Report Card.....	Page 24-25

SCHOOL IMPROVEMENT PLAN COMMITTEE MEMBERS

Our School Improvement Plan Committee currently consists of thirteen members. Three faculty members were selected by the Clay Community Classroom Teachers Association. After review and consultation, the remaining ten members were appointed by the school principal. Members of the committee are:

Michael Owens	Principal
Sue Booe	Support Staff
Darenda Dyer	Business/Community Leader
Joy McDonald	Teacher/ English and Foreign Language Department Chairperson
Rachel Kiefer	Assistant Principal/Athletic Director
Rodney Smith	Assistant A.D./Community Leader
Deanne Blankenship	Parent/Guidance Counselor
Scott Stucky	Teacher/Science Department Chairperson
Kelly Gerber	Instructional Assistant
Ben Thomas	Teacher/Math and Engineering Tech Chairperson
Bradi Oberholtzer	Parent/IT for CCHS
Jennifer Gerber	Director of Guidance
Russ Miller	Business/Community Leader

SCHOOL PROFILES

SCHOOL PROFILE: Community Data

Clay City Jr./Sr. High School is located in Clay City, the second largest town in Clay County. Clay County is a long, narrow county, 16 miles from east to west and 35 miles from north to south in West Central Indiana. According to the US Census Bureau, the population in Clay County in 2021 was 26,410. The town of Clay City comprises approximately one-half square mile along State Road 59, twelve miles south of Interstate 70. A 2019 survey showed Clay City with a population of 852 (98% of the population identified as white, 1.2% identified as more than one race, and 0.8% identified as Asian). The 387 students who attend Clay City Jr./Sr. High School come from the communities of Clay City, Bowling Green, Cory, Saline City, Center Point, and Ashboro. There continues to be students who transfer from outside the school attendance district.

The community surrounding the town of Clay City is 100% rural and depends primarily on agriculture and manufacturing. Most residents commute to Terre Haute, Brazil, Bloomington, and Indianapolis for employment. The town of Clay City and the surrounding communities are determined to be in the low-to-moderate range of income. According to the US Census Bureau, the median income for households in Clay City in 2019 was \$40,313 with 14.1% below the poverty level. Of the population 25 and older, 89.1% have a high school diploma or more education. While the community is rural with a low population density, it is strategically located 27 miles southeast of Terre Haute and 45 miles west of Bloomington. This provides excellent opportunities for higher education and the amenities associated with the university culture.

The downtown business district of Clay City is aging and struggles with vacancies, as do most small towns. There is a current community effort to preserve and restore some of the older buildings, as well as an active business association working to support the existing businesses. Clay City USA is a civic-minded organization working together with citizens to enhance the town of Clay City and its surroundings. The ROCK is a youth center and coffee shop that is housed in an old church. The ROCK offers after school programs for elementary kids, a computer lab, game room, tutoring for youth of all ages, a coffee shop and snack bar, and holds evening Bible study for high school and college-age students. There is also an excellent pre-school and a daycare/pre-school available to the community, as well as the REIN Center, a volunteer library that is well used by both children and adults and also offers the HSE Program. A flower shop on Main Street joins a gift shop, Dollar General store, a convenience store, a tire shop, knife shop, women's boutique, and skilled contractors at Iron Horse Detailing. The community has a modern grocery store/deli, as well as six diverse restaurants. There is a post office, a pharmacy, a funeral home, and a state-of-the-art medical center adjacent to the high school. In July 2021, community leaders including "Recreation Education Information and Nutrition Center Coalition" and county commissioners broke ground on a new community center in Clay City. The Wilma & Liston Buell Community Center in Clay City is a nice venue for groups to have meetings, wedding receptions, and other activities.

The largest employer in the area is Great Dane, which also operates under the name Great Dane Trailers, and is located in Brazil, Indiana. This organization primarily operates in the Truck Trailers business / industry within the Transportation Equipment sector. Great Dane employs approximately 900 people at this branch location. This organization is engaged in manufacturing activities. The second largest employer in the area is the Clay Community School Corporation, which employs approximately 700 people. This includes both Certified and Classified staff members. The historic Clay City Pottery employs five workers. Sunrise Coal employs about 30 miners in the ACE in the Hole Mine in Clay City. There is one sawmill that employs an average of 15 workers and four farm supply/grain dealers that employ a total of 25 workers each. Ceres Solutions employs about 10 workers, as does Schopmeyer Ag Services just north of Clay City employees about 10 workers. There is a small family owned cheese factory within a mile of Clay City, a brick factory, highway garage, an RV Sales site, as well as a campground facility that is rapidly expanding. New and expanding businesses include a Casey's General Store, a community walk that is ADA compliant, meat processing center, laundromat/dog wash, a women's boutique and winery.

The police department, emergency medical service, and volunteer fire department have modern facilities and provide quality service to the community. There is a township park located on the west side of town that provides facilities for summer activities that include a Little League and 4-H program. A Pottery Festival in June and community fair in July both bring hundreds of visitors into the community each summer. There is an above average number of churches and community service organizations for the population size. The town recently received a planning grant and has begun implementing it. The water system for the town has been replaced within the last few years. Highway 59 that runs through downtown has been resurfaced as well, in addition to the sidewalks and sewers added to the improvement scheme. The community is a strong support system and a positive influence for the student body of Clay City Jr./Sr. High School.

SCHOOL PROFILE: Student Characteristics

Clay City Jr./Sr. High School's racially homogenous school population of 366 students in grades 7-12 for the 2022-2023 school year has slightly decreased from previous years. For the 2021-2022 school year, approximately 43.3% of the students were on a free or reduced lunch program.

A majority of the student population is involved in athletics and/or a vast array of clubs and extracurricular activities. Twenty-six teams compete for the school during the three sports seasons in grades 7-12. Our TEAMS, STEM, FCCLA, FFA, COB/COG, Robotics, and BPA groups have enjoyed successes at the state level during past years. Students also enjoy theater, National Honor Society, Student Council, Pep Club, INTERACT, and 4-H. While there is a significant number of students who participate in athletics and other school activities, there are also a number of students who show a lack of interest in school-related activities that the school targets to "get involved." An increasing number of students have become involved in school-sponsored projects in the community during the past few years.

Over the last few years the attendance rate has hovered in the mid to lower 90's. The attendance rate for the 2021-2022 was 94.9%, which is a 2.6% increase from the

previous school year. Previous attendance rates are as followed: 2016-2017- 94.5%, 2017-2018 - 93.1%, 2018-2019 – 92.6%, 2019-2020 – 94.2%, and 2020-2021 – 92.3%. A very small number of students are suspended for alcohol, tobacco, or other drugs; the majority of discipline referrals are for tardiness. Less than 1% of the student body drops out in any one year, and there have been few expulsions over the past three years. During the 2021-2022 school year, Clay Community Schools implemented an Exam Wavier policy to help improve student attendance. This program will continue for the 2022-2023 school year. Students that miss less than three full days of school will be able to opt-out of one of their final exams. Excellent attendance is defined as having three or fewer absences during a semester.

The graduation rate was 91.2% for the Class of 2021, well above the state average of 87.1%. The Class of 2020 earned a 90.5% graduation rate, Class of 2019 earned a 96.2% graduation rate, 96.4% graduated from the Class of 2018 and the Class of 2017 earned a graduation rate of 93.1%.

For the 2021-2022 school year, Clay City Jr/Sr High School’s state standardized testing results are as followed:

- 47% of 7th grade students were proficient in English (ILEARN)
- 42% of 7th grade students were proficient in Math (ILEARN)
- 52% of 8th grade students were proficient in English (ILEARN)
- 20% of 8th grade students were proficient in Math (ILEARN)

The average SAT score for CCHS students during the 2021-2022 school year was 954, which was just below the state average of 961. Ninety-nine percent of the 2023 cohort took the SAT exam in grade eleven. The mean score for students taking the PSAT/NMSQT in 2021-2022 was 899; the state average was 898. Sixteen students took an AP exam during the 2021-2022 school year with two earning passing scores.

SCHOOL PROFILE: Instructional Data

For the 2022-2023 school year, the Clay City Jr./Sr. High School staff consists of two administrators (one serving as half-time athletic director), two guidance counselors, the equivalent of 29 full-time teachers, eight instructional assistants, two secretaries, and one treasurer. In 2013, the school added a classified position of Athletic Assistant. An addition beginning with the 2014-2015 school year was a full-time technology technician that divides time between CCHS and CCE. Three teachers travel between Northview High School and Clay City Jr./Sr. High School, a distance of 20 miles. The School Nurse is full-time at CCHS and is also the Head Nurse for CCS One-hundred percent are classified as Highly Qualified Educators.

Of the 29 full-time equivalent teachers, two are special education teachers. The special education department services students with learning disabilities and emotional handicaps. Clay City Jr./Sr. High School has utilized full inclusion classes at both the high school and the junior high school levels over the past several years.

The CCS Renovation project that began in the fall of 2016 is now complete. The overall budget of \$32.9 million was utilized to satisfy many of the needs and necessary additions of each school. “The Barn,” a student activity center and auxiliary gym

complete with two full courts, spectator seating, batting cages, and a weight room, was opened in January of 2018, and the Band Department moved into its new wing just before that. The end result has been modernized which addresses the educational needs of the next generation of Clay County students.

SCHOOL PROFILE: Curriculum and Instruction

The Course Description Book for Clay City High school lists 169 classes for students in grades 9-12. Of the 169 classes, 107 are full year classes while 62 are one-semester classes. A variety of courses are offered to challenge, remediate, and enrich students as the curriculum strives to engage students in the learning process. Vocational classes including auto mechanics, building trades, cosmetology, health careers, and welding require transportation to Northview High School. The number of total classes listed in the Course Description Book has remained relatively constant for the last several years. In addition to courses required for an Indiana high school diploma, 42 “Applied” courses are offered for those students working towards a Certificate of Completion.

The seven-period day has enhanced student opportunities to explore more electives and classes outside of traditional core subjects. At the same time, more students are working toward the Core 40, Academic Honors, or Technical Honors Diplomas and more juniors and seniors are electing to take the off-site vocational classes. Dual credit classes, currently through Ivy Tech and Vincennes University, are becoming more popular and in demand with the rising cost of college. In the 2020-2021 school year, 489 dual credits were earned; 465 dual credits were earned by Clay City High School students during the 2019-2020 school year and 409 credits in the 2018-2019 school year.

The junior high school curriculum has been expanded to include exploratory classes in study skills, careers, research and writing skills, and digital communications. The exploratory classes supplement the other rotational classes in computer, art, general music, choir, physical education, technology, and family and consumer science. Additionally, all 8th grade students in an accelerated English course have been given the opportunity to take a foreign language.

SCHOOL PROFILE: Assessment Instruments

The basis for assessment is now the ILEARN test for students in grades 7 and 8. Graduation Pathways go into effective with the Class of 2023. Courses in grades 7 and 8, focus on Indiana Academic Standards assesses on ILEARN. Counselors and teachers collaborate to provide pathway opportunities, as well as dual credit possibilities for students.

NWEA is an assessment the Clay Community School Corporation has reintroduced as an assessment beginning with the 2015-2016 school year. NWEA’s computerized adaptive tests are called Measure of Academic Progress, or MAP. When taking a MAP test, the difficulty of each question is based on how well a student answers

all the previous questions. As the student answers correctly, questions become more difficult. If the student answers incorrectly, the questions become easier. In an optimal test, a student answers approximately half the items correctly and half incorrectly. The final score is an estimate of the student's achievement level.

Other assessment instruments include the Scholastic Aptitude Test (SAT), taken by those students preparing for college entrance; the ACT, taken by a few students at Clay City High School for college admission; and the Preliminary Scholastic Aptitude Test (PSAT), which is taken by the majority of sophomore students. Students who do not meet certain score levels as sophomores must retake the PSAT as a junior (this replaces Accuplacer testing). The Armed Services Vocational Aptitude Battery (ASVAB) is administered to over 90% of our junior students during the fall semester (See page 13). The ASVAB is a good measurement of career interests and personality profiles and is now an element that can be used to satisfy Graduation Pathways requirements. Advanced Placement (AP) tests are offered each spring in Calculus AB, English Language Arts, U.S. History, Physics, Government, and Statistics.

Clay City Jr./Sr. High School continues to support and promote positive approaches to encourage good behavior (PBIS – Positive Behavioral Interventions and Support). “EEL Rewards” is an incentive program that recognizes when students are selected the “Eel of the Week”. This is a student who has been exemplary in a respective subject area, displaying the character qualities of being respectful, responsible, honest, and successful students. These programs are designed to promote the character, work ethic, and values that we want Clay City students to display.

An online program that allows students to “retake” failed classes (without it taking the place of another class), retake classes for GPA improvement, credit accrual, etc. is the APEX Program, implemented for the 2010-2011 school year. This program has seen terrific results in several areas, including the graduation rate, flexibility for student scheduling, and students staying on schedule for graduation after setbacks. Over the past four years, over 700 credits have been earned through the APEX Program.

SCHOOL PROFILE: 1:1

Clay Community Schools has been successful in utilizing a 1:1 program since 2014 and made the transition from PC based platforms to Chromebooks in 2018. Providing our students with devices allows our teachers to create a blended learning environment to enhance student learning through traditional and technology-enriched activities. This also allows greater differentiation and personalization of instruction to fully engage students in their learning. Additionally, it helps prepare our students to face the challenges of their future workplace and post-secondary educational demands.

With the implementation of the 1:1 program, access to the building after school hours has been extended to enable students Wi-Fi access as well as enhancing the Wi-Fi range so students and families can gain access to our network by parking near to specific areas of our buildings. Maps of these spaces are available to families on the district website. Clay Community Schools utilizes PowerSchool as our Student Information System which provides robust data and information to our staff. In 2018 CCS adopted the Canvas Learning Management System. Canvas promotes itself as a way to simplify teaching and learning by connecting all the digital tools teachers use in

one easy place. Canvas and PowerSchool work together through syncing to handle rostering and grade pass back saving our teachers time and energy. Other content specific tools and applications have been made available to teachers to supplement their classroom instruction and enhance the blended learn environment.

In accordance with state requirements, all CCS students complete the Digital Applications and Responsibility course prior to graduation. Digital Applications and Responsibility prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software. Students will learn what it means to be a good digital citizen and how to use technology, including social media responsibility. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills. Students may also be provided with the opportunity to seek industry-recognized digital literacy certifications.

Because we have implemented a 1:1 environment for our students, we are able to utilize eLearning Days in the event of inclement weather or closure due to unforeseen circumstances. These eLearning days offer students a digital experience aligned with critical classroom content. An eLearning Day counts as a full school day and thus eliminates the need to add additional days at the end of the school year.

Teachers engage in ongoing professional learning sessions to enhance the student experience. Numerous opportunities for professional learning are provided by the Technology Instructional Specialist, teacher leaders, and the curriculum coordinator. The IDOE Office of Digital Learning has made strides in providing just in time, self-paced sessions that tracks Professional Growth Plan points to aid in license renewal through the Indiana Learning Lab.

To assist in complementing the 1:1 experience, CCHS continues to advance student learning by finding ways to upgrade and expand the use of modern industry equipment. Each department receives financial support in order to purchase supplies and items to enhance student learning experiences. As an example, the recent acquisitions of a 3D printer, a CNC router, a laser engraver, and a vinyl cutter allow teachers a variety of options to enhance and improve curriculum in several STEM / CTE related subject areas.

Mission Statement

The Mission of Clay City Jr./Sr. High School is to guide our students to be respectful, responsible, honest, academically prepared, and successful members of an ever-changing world.

Vision Statement

The Vision of Clay City Jr./Sr. High School is to provide a safe environment where all students receive a quality education and are afforded vast learning opportunities that promote the value of productive citizenship.

CAREER AWARENESS AND CAREER DEVELOPMENT PLAN

Clay City Jr./Sr. High School implements career awareness and career development activities to all of their students in many different ways. Several classes incorporate career awareness and career exploration into the curriculum. Departments such as agricultural science and business, art, business technology, engineering technology, and family consumer science contain many classes that explore possible career choices within that particular industry. Recruiters from different branches of the military visit the school and discuss a variety of career options with all the students. The careers mentioned are not necessarily linked to the military, so students get a well-rounded idea of multiple career areas available to them in the future. Clay City Jr./Sr. High School also periodically hosts a career fair located in The Eel Dome (high school gym). Many different businesses convene at the school to inform students about careers in different industries. Students in all grade levels have the opportunity to explore the career fair and gain information about careers that interest them. Every school year, the agricultural department hosts their own career fair that focuses on career options in the agricultural industry.

Many classes, starting in the seventh grade, use an interest inventory system known as Naviance or Indiana Career Explorer. This system allows students to explore careers based on their individual interests and characteristics. All students have the opportunity to research and evaluate the many different careers our society offers. All Clay City seventh graders are required to take a Career Information and Exploration class. This class is part of a rotational schedule designed for seventh grade students and discusses educational alternatives such as military, tech schools and the workforce. The students also explore decision-making techniques in regards to school and careers. Throughout this exploration process, students will develop a four-year plan for their high school career. The Career Information and Exploration course requires students to research careers and examine their own skills and strengths. Each student participates in an interest survey that aids in the development of goals and lifestyle plans. Information from the survey is used to find careers linked to personal interests and further research is conducted to explore the education and skills needed in each particular career. Every school year, Clay City eighth graders spend a morning at a *Reality Store* program that is sponsored by the Clay County Chamber of Commerce. The *Reality Store* allows each student to pick a career and simulates living expenses, annual salaries, lifestyle choices, as well as, other aspects to life after high school. This opportunity gives students a sense of “reality” to their future career and lifestyle choices.

Preparing for College and Careers is a required class for all ninth and/or tenth graders at Clay City Jr./Sr. High School. Along with other classes, the Preparing for College and Careers class promotes career awareness and insight into future employment options through multiple different activities. Throughout this course, students will explore their own likes, dislikes, hobbies, and dreams about a future career. *Job Outlook* is a system that is used to show students the rate a particular profession

growing in the workforce. Students are encouraged to use the information from Job Outlook to be aware whether their career of interest is increasing or decreasing. This course provides post-secondary training along with an in-depth research project. Each student is required to research the specifications of a career of interest, such as, annual salary compared to living expenses. Students also experience practice job interviews, creating resumes and cover letters throughout the Preparing for College and Careers course.

Clay City Jr./Sr. High School provides students in grades eleven and twelve with multiple opportunities to expand career awareness and participate in career development activities. All Clay City juniors are encouraged to take the ASVAB exam during their eleventh-grade year. The Armed Services Vocational Aptitude Battery, ASVAB, exam is used to determine enlistment eligibility for potential recruits, assign recruits to military jobs, and aid students in career exploration. There are several programs available for qualifying eleventh and twelfth grade students that focus on career preparation models and further education counseling. The vocational programs that are offered at Clay City Jr./Sr. High School explore a wide variety of potential job industries and career clusters. Programs, such as Automotive Technology, Building Trades Technology, Welding Technology, Health Careers, and Cosmetology give students an in-depth perspective of the skills and expectations required for careers throughout these specific fields.

Students in grades eleven and twelve also have the opportunity to participate different types of internships or on-the-job training programs. There are two internship experiences available to students at Clay City, Work-Based Learning and Career Exploration. The Career Exploration Internship course is a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interest. The Career Exploration Internship exposes students to broad aspects of a particular industry or career cluster area by rotating through a variety of work sites or departments. In addition to their workplace learning activities, students participate in scheduled meetings with their classroom teacher to help students make the connection between academic learning and their work-related experiences. The Work-Based Learning Internship prepares students for future college and career opportunities. This program builds students' skills and knowledge in their chosen career path. Work-Based Learning experiences occur in the workplaces and students are assigned meaningful job tasks to develop their skills, knowledge, and readiness to work. The final work-related program offered at Clay City Jr./Sr. High School is called Interdisciplinary Cooperative Education, ICE. ICE is a non-career pathway, on-the-job training program that spans all career and technical education program areas through an interdisciplinary approach to training for employment. Students are given the opportunity to be employed in a marketing related occupation to apply attitudes, skills, and knowledge from schoolwork. Although these are different programs, students still obtain the necessary skills for post-secondary life. All students are required to create a resume and cover letter, as well as complete weekly reflections focusing on work related experiences and self-evaluations throughout each program. The ICE and internship programs combine initial job counseling, workplace orientation visits, and on-the-job experience exercises with many other career development activities to provide students with a well-rounded perspective of the workforce or a chosen career path.

The State of Indiana measures college and career readiness by documenting whether students are prepared for postsecondary pursuits by achieving college or career credentials while still in high school. During the 2019-2020 school year, 100% of students passed dual credit courses as compared to the state average of 68.1%.

CURRENT EDUCATIONAL PROGRAMMING INFORMATION

SCHOOL'S CURRICULUM AND INDIANA STANDARDS

Our school is presently implementing Indiana's Academic Standards. Students in Grades 7 and 8 take the ILEARN Assessment. Our goal is to demonstrate the adequate improvement that would place us in "Exemplary" status "A" grade each year. Our school's Letter Grade in the past has been a "B."

Student achievement is not always reflected in NWEA and ILEARN scores; there are other methods such as the SAT, PSAT, AP scores, graduation and attendance rates to provide examples of student achievement.

SCHOOL'S INSTRUCTIONAL STRATEGIES AND INDIANA STANDARDS

Our faculty is well informed and prepared to implement the academic standards in all academic areas. All departments consistently review the standards and create lesson plans, both short and long term, accordingly. Our faculty members attend workshops and in-service sessions to improve implementation of the standards. Improvement in this area is being implemented with the identification of the academic standard covered within each teacher's lesson plans and the identification of the standards (overall and current) being covered in each classroom.

ACHIEVEMENT RESULTS

As discussed earlier, our students have scored well on the ILEARN/ISTEP+ test in past years. Our SAT scores have been near to above average compared with other public schools throughout Indiana. At CCHS, 68.8% of students are meeting the college and career readiness benchmarks on college readiness assessments as compared to the state average of 45.4%. Our letter grade assigned by the IDOE for the 2016-2017, 2017-2018, 2018-2019, and 2019-2020 school years was a "B." It is becoming progressively necessary to have a method of measuring individual student success on these tests based on the student's potential. Our faculty has become more familiar with the School Improvement Plan/AYP/how we'll be evaluated/etc. We continue to look at student data and allow that to drive instruction.

PARENTAL PARTICIPATION IN SCHOOL

Parental participation in our school is generally positive. Increasing parental awareness of the means available both to communicate with school personnel and to access information about their students is an effective way to maintain and even improve parental involvement.

Open lines of communication enhance parental participation, and our school uses simple yet effective means of contact. First, administration encourages teachers to call parents regarding both the needs and achievements of their children. Second, email correspondence has proven efficient not only for teachers but also for parents in sharing concerns and other information. Finally, the School Messenger notification system uses voice and/or text messages for communications regarding various issues such as inclement weather and COVID protocol.

Resources available at the Clay Community Schools website offer parents additional tools to participate in their children's education. One such resource is the PowerSchool Parent Portal. Through the portal, parents can access information about their children's grades, attendance and discipline referrals. Another resource is the Canvas Parent Portal. Canvas is the 1:1 platform used by Clay Community Schools, and access to this portal allows parents to act as observers in their children's Canvas courses. Among other valuable resources available at the Clay Community Schools website is the Digital Learning Information tab which links to information, tutorials, and assistance on Canvas, eLearning, and Chromebooks.

Parents, along with their children, also gain important information through orientation programs offered by Clay City Jr.-Sr. High School. The week before school begins each August, school personnel conduct an orientation program for the students who are incoming seventh graders or who are new to Clay City. Each February, school personnel conduct an orientation program for incoming freshmen to begin the process of high school scheduling and to share information about graduation requirements for Indiana's different diploma types.

Parents, alongside other stakeholders, also support our school by participating in groups such as band boosters, athletic boosters, and vocational advisory committees for agriculture, engineering, family and consumer science, and ICE program. Parental assistance is also valuable for prom preparation as well as for TEAMS and robotics activities. Additionally, parents serve as chaperones for various school activities such as dances, field trips, and prom.

TECHNOLOGY AS A LEARNING TOOL

The availability of technology has improved vastly in our school over the past few years. Our students now have greater access to computers with Internet access and software, digital cameras, Chromebooks, etc. We can improve technology as a learning tool by using computers, not just as a tool for writing, but also using its software, the Internet, and its capabilities. Teachers are using the Internet for Canvas and to supplement their daily lesson plans. Our school is increasing the amount of software available to the students to supplement topics covered in the classes. Our school's yearbook is completely produced on computers. We are now able to tap and use the new technology in our school; it has vast potential to serve as a learning tool in ways that we are constantly discovering.

Section I - Individualized Building Technology Plans

Clay City Jr./Sr. High School

1. Integration of Technology and Internet into the Curriculum:

Goal # 1 All students will improve writing skills across the curriculum.

1.1 Further implementation of technology and Internet resources will be used to enhance writing skills across the curriculum.

Action Plan:

- a. Teachers will be supported to attend professional development on existing technology with a focus on adaptation for improving writing skills for example: 1:1 classroom utilization.
- b. The Faculty/Staff and School Improvement Committee will anticipate, evaluate, and request needed technology.
- c. Canvas; CCS website implementation

Goal #2 All students will improve reading across the curriculum.

1.1 Further implementation of technology and Internet resources will be used to enhance reading skills.

Action Plan:

- a. Teachers will be supported to attend professional development on existing technology with a focus on adaptation for improving reading skills.
- b. The Faculty/Staff and School Improvement Committee will anticipate, evaluate, and request needed technology.

Goal #3 The cohort four-year completion rate (graduation rate) will continue to stay above state average.

1.1 Further integration of technology will occur in all classes.

Action Plan:

- a. All faculty and staff will be encouraged to attend technology in the

- classroom seminars, workshops, and conferences.
- b. Best practice information will consistently be given to all faculty and staff.
- c. APEX has been added as a means of credit recovery/credit accrual tool to provide students with more academic course options.

2. Professional Development Strategy:

- A. Professional Development will be supported to meet the technology needs of the building as the needs arise.
- B. Technology trainers will be used to provide support for integration of technology into the curriculum
- C. Building contacts will help provide support for technology integration.

3. Technology Needs Assessment:

The need for technology at Clay City Jr./Sr. High School will be measured by the use of our students and staff and potential use. The number of students taking a course via APEX will be tracked. In addition, items such as LCD projectors, Mimio visual presenter, Elmos, Chromebooks, APEX, and computers will be recommended for purchase as the desire and need present them. Ceiling mounted LCD projectors have been installed for several years and have been a great advantage/upgrade for ALL classrooms. We will track this process through the use of staff surveys; in-service activities, curricular offerings, student surveys, and corporation technology committee recommendations. This will be an ongoing activity.

4. Evaluation:

- A. Measurement criteria for how well technology and Internet is being integrated into the curriculum.
 - 1. Survey the staff.
 - 2. Record the number of students using APEX.
 - 3. Observation by fellow teachers and administration.
- B. Measurement of success of professional development strategies.
 - 1. Grade Book, Attendance, APEX evaluated by Administration.
 - 2. Survey the staff.
 - 3. Observation by fellow teachers and administration.

The process for evaluating the technology plan will be the responsibility of the Clay Community Schools' Technology Department.

SAFE AND DISCIPLINED LEARNING ENVIRONMENT

The faculty, staff, and students of Clay City Jr./Sr. High School feel positive and secure about our school providing a safe and disciplined environment. We need to constantly be alert, prepared, and ready for potential conflicts and problems. Our school has implemented Peer Mediation, a group of students which could be utilized more extensively. We must strive to consistently enforce a disciplined environment in all areas of our school. Punctuality in dealing with situations is a necessary trait. Continued implementation of the Advisor/Advisee Program that has been in place during our homeroom period for the past several years should remain in effect. All students need a faculty member with whom they can discuss any problem or concern. Teacher interaction and observation regarding students is a key. We strive to continue to see that all individual student needs are met.

Beginning in the fall of 2014, a mentor program at Clay City Jr./Sr. High School was implemented. Every 7th grader is paired up with a senior student. During the school year, the senior student monitors the 7th grader as a positive support system for decision making, academics, and as a peer network.

Beginning with the 2013-2014 school year, Clay City Jr./Sr. High School implemented a Peer Tutoring program which have utilized National Honor Society members. Members and staff member offer tutoring services to all students in all courses after school on Monday and Wednesday, as well as other designated days and times.

Examples of components of a safe and discipline learning environment:

- Two administrators licensed as School Safety Specialists
- School Emergency Procedures in each room; pages devoted to Emergency Telephone Numbers and Procedures covering fire, bomb/bomb threats, earthquakes, tornados, unwanted intruders, hostage situations, accidents/serious injury/illness, utility emergencies, death/suicide at school, off-campus emergency, overnight housing needs, after-hours building emergencies, hazardous materials incidents, student runaway, large public events, assigned/definition of roles, exit maps, tornado shelter map, utilities emergency map
- All doors, with the exception of the front/main door, are locked at all times
- All faculty/staff/and visitors must wear I.D. tag during the school day
- Annual School Safety/Security Audit
- Mandatory fire, tornado, and lockdown drills
- Detailed electronic student handbook
- School Two Way Radios and Bus Radios
- Liaison with Clay City Town Marshalls, Clay County Sheriff's Department, and Indiana State Police
- Background check of every employee and volunteer
- Security cameras on the perimeter and 37 cameras in the interior of the building
- Parking tags for students, faculty, and staff
- Handbook meetings

- Bullying Policy
- Addition of a School Resource Officer (SRO) effective at the beginning of the 2016-2017 school year; Clay City police, town marshal, and Clay County Sheriff deputy walk-throughs while on duty
- ALICE (Alert, Lockdown, Inform, Counter, Evacuate) is a set of proactive strategies that increase chances of survival during an active shooter event. Training conducted at the beginning of each school year with the staff.
- ALICE Drills
- Safe Schools Training for all Staff

SAFETY PRECAUTIONS SPECIFIC TO COVID-19

The document **Indiana’s Considerations for Learning and Safe Schools** specifies symptoms for COVID-19 as follows:

- A fever of 100.4°F or greater
- Cough
- Shortness of breath or difficulty breathing
- Chills/Repeated shaking with Chills
- Muscle Pain
- Headache
- Sore Throat
- New loss of taste and smell

The following practices will be implemented throughout Clay City Jr/Sr High School to help stop the spread of COVID-19 in the learning environment:

- Post signs regarding the importance of frequent hand washing and other recommended hygiene practices
- Provide hand sanitizers throughout the school and on buses
- Conduct enhanced cleaning throughout the day
- Conduct routine air filtration inspections and cleaning
- Provide guidelines and protocols to parents and employees for COVID-19 related symptoms and illnesses
- Encourage students and staff to stay home if ill and/or symptomatic

Refer to Clay Community Schools Roadmap Document for the latest updates on the corporation’s practices and protocols.

Due to diligence and proactive actions by Faculty, Staff, and Students, CCHS was able to remain “In Person Learning” (5 days a week/No Hybrid) for the 2021-2022. Teachers and students made the extra effort to utilize Canvas for Quarantined students. Our 1:1 platform, Canvas, is helping students and teachers stayed connected and learning through the difficult times of COVID-19.

PROFESSIONAL DEVELOPMENT

Our faculty receives a tremendous amount of professional development. Professional development is a must for educators to remain current with trends and what is effective and new. Professional development encourages educators to avoid complacency in their teaching. Workshops, meetings, seminars, and other professional development activities will be supported by our school and corporation. Whatever means we choose to improve our professional development, we must ensure that it does not come at the expense of the students' academic and social development.

Examples of professional development available:

- School Improvement Committee – Reviews of School Improvement Plan
- AP Workshops for teachers
- NWEA workshops
- Departmental meetings within CCS
- HASTI and NSTA workshops for science teachers
- CPR/AED training
- Data Analysis
- Using Power School and PIVOT features/data, etc.
- Using Five-Star; PIVOT
- Using NWEA Data
- Increasing parental involvement
- Research based comprehension strategies across the curriculum
- Common math assessments workshop
- Adapted 4D problem solving/comprehension
- Utilizing inclusion
- Curriculum mapping/writing
- Indiana Standards
- Crisis Intervention Team
- Special Services Dept.
- English/Social Studies/Mathematics Departments 1:1 Professional Development Workshops
- 504 Plan Professional Development
- Autism Awareness Team
- 7th and 8th Grade Teachers' Teaming Meetings
- Industry Certifications
- CANVAS Workshops/Professional Development
- ICE (Indiana Connected Educators)
- Suicide Prevention Training/QPR
- Indiana STEM Educators
- HECC (Higher Education Coordinating Commission)
- IFLA (International Federation of Library Associations)
- IDOE Bootcamp for Teacher Leadership
- Workshops for CCS Teachers on Robotics
- Career and Technical Ed. Workshops
- eLearning Committee
- CCS Department Meetings

Clay City Jr./Sr. High School Improvement Plan

Goal: All students will improve reading comprehension skills across the curriculum.

Benchmark: School's Reading Comprehension ILEARN scores will continue to exceed state averages over the next two years. Local Assessment scores will improve to 80% meeting typical growth over the course of the school year.

Support Data: ILEARN PSAT/SAT NEWA	Standardized Assessments: ILEARN - Grades 7-8 SAT- Grades 11, 12 PSAT-Grade 10 ASVAB-Grade 11	Local Assessments: NWEA – Grades 7-10
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<p>Intervention: Students will improve reading comprehension through vocabulary development.</p> <p>2022 ILEARN English/Language Arts – 7th grade: 47% proficiency rate; 8th grade: 52% proficiency rate. This is up 10% in both grades compared to 2021 and 5% higher than the state average in 7th Grade and 9% higher than the state average in 8th Grade.</p> <p>Our 2021 PSAT Evidence-based Reading/Writing scores resulted in CCHS with a mean score of 453 compared to a district mean of 432 and the state mean of 452.</p>	<p>Research/Best Practice Sources: Marzano Schlechty Zemelman, Daniels, Hyde</p>
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ACTIVITIES TO IMPLEMENT THE INTERVENTION	PERSON (S) RESPONSIBLE	TIMELINE		RESOURCES	STAFF DEVELOPMENT ACTIVITIES / CLASSROOM MONITORING SYSTEMS
		Begin	End		
<ol style="list-style-type: none"> 1. Teachers are encouraged to promote and provide silent sustained reading times to improve student vocabulary through reading. 2. Students will expand use of vocabulary through classroom instruction, assessments, and games. 3. Students will hear a “Word-of-the-Day” on the daily announcements. Words will be curriculum based, with a definition and used within a sentence. 4. Each of the 12 curriculum departments will establish 15 different “words of the day” to be introduced to the students. 5. Teachers will utilize vocabulary development strategies including vocabulary tests, word walls, word games, and words of the week. <p>(Continued on page 21)</p>	<ol style="list-style-type: none"> 1. Faculty and Staff 2. Faculty and Staff 3. Admin 4. Faculty and Staff 5. Faculty and Staff 	<ol style="list-style-type: none"> 2014 	<ol style="list-style-type: none"> TBD 	<p>Retreat</p> <p>Retraining for current teachers</p> <p>Training for new teachers</p> <p>In-service Presenters</p>	<p>Departmental discussion</p> <p>Administrative walk throughs</p> <p>In-services</p> <p>Professional Development</p> <p>RISE Evaluation Instrument</p>

Clay City Jr./Sr. High School Improvement Plan

Goal: All students will improve reading comprehension skills across the curriculum.

Benchmark: School's Reading Comprehension ILEARN scores will continue to exceed state averages over the next two years. Local Assessment scores will improve to 80% meeting typical growth over the course of the school year.

Support Data:

ILEARN
PSAT/SAT
NWEA

Standardized Assessments:

ILEARN - Grades 7-8
SAT- Grades 11, 12
PSAT-Grade 10
ASVAB-Grade 11

Local Assessments:

NWEA – Grades 7-10

Intervention: Students will improve reading comprehension through data analysis and intervention groups that target areas of weakness in informational text, fiction and nonfiction literature.

2022 ILEARN English/Language Arts – 7th grade: 47% proficiency rate; 8th grade: 52% proficiency rate. This is up 10% in both grades compared to 2021 and 5% higher than the state average in 7th Grade and 9% higher than the state average in 8th Grade.

Our 2021 PSAT Evidence-based Reading/Writing scores resulted in CCHS with a mean score of 453 compared to a district mean of 432 and the state mean of 452.

Research/Best Practice Sources:

Marzano
Schlechty
Zemelman, Daniels, Hyde

ACTIVITIES TO IMPLEMENT THE INTERVENTION	PERSON (S) RESPONSIBLE	TIMELINE		RESOURCES	STAFF DEVELOPMENT ACTIVITIES / CLASSROOM MONITORING SYSTEMS
		Begin	End		
6. All students, including special needs students will learn to take notes. 7. Special Services teachers will provide training for special services students in proper note-taking strategies. 8. Teachers will provide a wide variety of reading materials in the classroom. 9. Administration will allow media center to be available before and after school Hours and during lunch periods.	6. All Staff 7. Special Services Teachers 8. All Staff 9. Administration	2014	TBD	Professional Development Media Center Resources Fall In-service Retreat Retraining of current staff Training of new staff In-service Presenter	Departmental Collaboration Administrative walk throughs In-services Professional Development RISE Evaluation Instrument

Clay City Jr./Sr. High School Improvement Plan

Goal: All students will continue writing across the curriculum to improve quality of writing.

Benchmark: School's Writing ILEARN scores will exceed state averages over the next two years. Local Assessment scores will begin at 80% typical growth over the course of the school year.

Support Data: ILEARN PSAT/SAT ECA NWEA	Standardized Assessments: ILEARN - Grades 7-8 SAT- Grades 11. 12 PSAT-Grade 10 ECA-Grades 11 & 12 ASVAB-Grade 11	Local Assessments: NWEA – Grades 7-10
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Intervention: Students will improve the quality of writing through vocabulary development.

Our 2021 PSAT Evidence-based Reading/Writing scores resulted in CCHS with a mean score of 453 compared to a district mean of 432 and the state mean of 452.

Research/Best Practice Sources:
Marzano

ACTIVITIES TO IMPLEMENT THE INTERVENTION	PERSON (S) RESPONSIBLE	TIMELINE		RESOURCES	STAFF DEVELOPMENT ACTIVITIES / CLASSROOM MONITORING SYSTEMS
		Begin	End		
<ol style="list-style-type: none"> 1. Teachers are encouraged to promote and provide silent sustained reading times to improve student vocabulary through reading. 2. Students will expand use of vocabulary through classroom instruction, assessments, and games. 3. Students will hear a “Word-of-the-Day” on the daily announcements. Words will be curriculum based, with a definition and used within a sentence. 4. Each of the 12 curriculum departments will establish 15 different “words of the day” to be introduced to the students. 5. Teachers will utilize vocabulary development strategies including vocabulary tests, word walls, word games, and word of the day. 	<ol style="list-style-type: none"> 1. Faculty and Staff 2. Faculty and Staff 3. Administration 4. Faculty and Staff 5. Faculty and Staff 	2014	TBD	Retreat Retraining for current teachers Training for new teachers In-service Presenters	Departmental discussion Anonymous surveys for staff and students to see if they are following the guidelines Administrative walk throughs In-services Professional Development RISE Evaluation Instrument
(Continued on page 23)					

Clay City Jr./Sr. High School Improvement Plan

Goal: All students will continue writing across the curriculum to improve quality of writing.

Benchmark: School's Writing ILEARN scores will exceed state averages over the next two years. Local Assessment scores will begin at 80% typical growth over the course of the school year.

Support Data:

ILEARN
PSAT/SAT
ECA

Standardized Assessments:

ILEARN – Grades 7-8
SAT- Grades 11-12
PSAT-Grade 10
ECA-Grades 11 & 12
ASVAB-Grade 11

Local Assessments:

NWEA – Grades 7-10

Intervention: Students will improve the quality of writing through writing assignments.

Our 2021 PSAT Evidence-based Reading/Writing scores resulted in CCHS with a mean score of 453 compared to a district mean of 432 and the state mean of 452.

Research/Best Practice Sources:

Marzano

ACTIVITIES TO IMPLEMENT THE INTERVENTION	PERSON (S) RESPONSIBLE	TIMELINE		RESOURCES	STAFF DEVELOPMENT ACTIVITIES / CLASSROOM MONITORING SYSTEMS
		Begin	End		
6. All students will write and develop written responses to short answer and essay questions in all classes. 7. All students, including special needs students will learn to take notes. 8. Real World Writing 9. Research Projects 10. Self-Assessments	6. All staff 7. All staff/Special Services Dept. 8-10. All Staff	2014	TBD	Professional Development Media Center Resources Fall In-service Retreat Retraining of current staff Training of new staff In-service Presenter	Departmental Collaboration Administrative walk throughs In-services Professional Development RISE Evaluation Instrument

State Accountability

State Grade

B

State Score

How was the state grade for this school determined?

Each school receives a score for all applicable indicators. The scores on these indicators are weighted to produce the final A-F letter grade, based on a 0-100 point scale. [Learn more](#)

Grade over time

2017-2018

B

2018-2019

B

2019-2020

B

Student Proficiency

This indicator measures student proficiency of grade-level standards in English/Language Arts and Mathematics at the school.

Student Growth

This indicator measures student growth toward proficiency at the school. Each student earns points based on the type of growth demonstrated (low growth, typical growth, high growth). Points are assigned using the growth to proficiency table. Schools can exceed 100 points on this metric.

Graduation and College and Career Readiness

This indicator measures student completion of Indiana graduation requirements within four years and five years at the school, and student credentialing indicating postsecondary readiness.

College and Career Readiness Data source: 2018-2019 cohort

College and career readiness measures whether students are prepared for postsecondary life by achieving college or career credentials while still in high school. College or career credentials include successful completion of an approved industry certification; successful completion of at least three hours of college-level courses; a passing score on an Advanced Placement exam; or a passing score on the International Baccalaureate exam. Graduates in the most recently finalized cohort enrolled in the school are included when reporting college and career readiness information.

How well is this school preparing students for college and a career?

College and career readiness measures whether students are prepared for postsecondary pursuits by achieving college or career credentials while still in high school.

Graduates earning a college or career credential



[View Details](#)

Graduation Data source: 2019-2020 cohort

Graduation measures whether students successfully completed all requirements to move on from high school. Graduation also includes an indicator of diploma strength which measures whether graduates completed the requirements of Indiana's Core 40 diploma designation or higher and did not receive a waiver from the graduation exam or the graduation pathways requirements. Students in the most recently finalized cohort enrolled in the school are included when reporting graduation information.

What are the federal graduation rates for this school?

Graduation measures whether students successfully completed all requirements to move on from high school. Diploma strength measures whether students completed the requirements of Indiana's Core 40 diploma designation or higher, and did not receive a waiver from any graduation requirements.

Students graduating within 4 Years



[View Details](#)

Diploma Strength



[View Details](#)

Student Achievement Data source: 2018-2019 school year

Student Achievement includes both student proficiency and student participation. Student proficiency measures whether students have met or exceeded grade-level standards and expectations. Student participation measures whether students took part in and completed the statewide assessments. Only students who spend most of the school year enrolled in the school are included when reporting the performance of students.

How did students in this school perform on the statewide assessments?

Student proficiency measures whether students met or exceeded grade-level standards and expectations.

English/Language Arts Proficiency



Mathematics Proficiency



Science Proficiency



Student Growth Data source: 2018-2019 school year

Student growth measures whether students are on target to become proficient, or maintain proficiency, of English/Language Arts and Mathematics academic standards within four years. Student Growth Percentiles (SGPs) are used to determine whether students are making adequate growth annually to meet these targets. SGPs describe a student's learning as compared to other students sharing the same performance history as the student, or the student's 'academic peers.' Only students with two consecutive assessment results who spend most of the school year enrolled in the school are included when reporting the growth of students.

What percentage of students in this school met or exceeded their annual growth target?

Student growth measures whether students are on target to become proficient or maintain proficiency of English/Language Arts and mathematics standards.

English/Language Arts



Mathematics

