



CCHS
January, 2021
Board Report

Engagement/Participation:
 100% of students will be engaged in our in-person & virtual learning platforms with school support to ensure their success.

To accomplish this goal, in the next 30 days we will:

Strategy/Activity	Next Steps to Implement this Strategy/Activity	Progress Notes/Reflection for current 30 days	Project End Date	Person Responsible
FLEX Time daily check-ins	-Google Classroom Setup -Teach student expectations for their FLEX period and intervention time	Students participating Developing lessons to teach FLEX time schedule and preparing our first FLEX week schedule for November	Ongoing	ALL staff
Daily Routine/Schedule for live interactions	Digital Learning Hub Published -	Back in person Have taught and are reteaching behavior, academic, covid19 expectations to all kids through PBIS lessons		Leadership Team, Teachers
Reduce barriers like access to internet through district resources, learning area in HS parking lot, small group instruction etc.	Continue providing MiFi hotspots as families are identified that need this help,	Making home visits, preparing for FLEX time to help students catch up, make up, and master standards		Leadership, District, Teachers, Support Staff
Utilize Parent/Guardian weekly summaries	Google Classroom Setup	All Google Classrooms have been set up to provide these, teachers are trying to update guardian emails as we discover out-of-date ones		Teachers, Leadership
Communication plan for students, parents, and teachers for improved communication of expectations, progress, and mastery of standards	Weekly Communication/ Spotlights, daily check-in, daily instruction / Google Meets with each teacher based on their schedule	Updating weekly spotlight each week, developing school communication plan	Ongoing	Leadership, Teachers, Support Staff



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Attendance										
Grade	Goal	Sept.	Oct.	Nov.	Dec.	Jan.*	Feb.	March	April	May
9	100	85	76.95	85.1	74.01					
10	100	72	68.6	79.92	64.26					
11	100	79	64.58	76.40	64.05					
12	100	81	62.52	73.14	57.28					
14	100	100	100	64.71	93.75					
Teacher Attendance										
	Goal	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
	100	92.8	93	88.4	92.4	96.6				

Data Reflection Questions:

- What does the data tell us?
- What does the data NOT tell us?
- What are areas to celebrate?
- What are opportunities for growth?
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****January participation rate is unknown at this time. Teachers have 10 days to mark participation based upon when the student completes the work, we have not reached that 10 day point yet.**



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Behavior Goal:				
Students will follow behavioral expectations for distance and virtual learning. Zero referrals for the month of December.				
To accomplish this goal, in the next 30 days we will:				
Strategy/Activity	Next Steps to Implement this Strategy/Activity	Progress Notes/Reflection for current 30 days	Project End Date	Person Responsible
Work with teachers on teaching the expectations and being consistent with students.	Monitor students and teachers instruction and monitoring of student actions. Correct as needed.	Students are following the school-wide expectations and distance learning expectations while in the virtual classrooms.	Ongoing	All staff, Admin
Pull students in as needed to participate in conflict resolution circles as issues arise.	Utilize the RTI student identifier form and Tableau behavior reports to identify specific students	Teachers are following the lesson plans for teaching the restorative practice units.	Ongoing	All staff, Admin
Utilize Restorative Conferencing when student-to-student conflict arises and vice versa	Train all staff on Formal Restorative Conferencing	Leadership team members have met with students upon return to school after discipline matters have taken place to help reintegrate the student(s) back into our school family and ensure restoration from the conflict	Ongoing	All staff, leadership team
Utilize Restorative Conferencing when student-to-staff conflict arises as well as adult-to-adult conflict.	Train all staff on Formal Restorative Conferencing	A conflict resolution circle has been conducted between two teachers and a parent. The harm was repaired and all parties were able to continue working together in their relationship.	Ongoing	All staff, leadership team



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Student Behavior Behavior Referrals										
Grade	Goal	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
9		0	10	8	0	0				
10		0	4	4	0	0				
11		0	1	6	0	0				
12		0	0	0	0	0				
Student Behavior In-School Suspension										
Grade	Goal	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
9		0	3	3	0	0				
10		0	0	1	0	0				
11		0	1	1	0	0				
12		0	0	0	0	0				
Student Behavior Out-of-School Suspension										
Grade	Goal	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
9		0	1	1	0	0				
10		0	2	2	0	0				
11		0	1	1	0	0				
12		0	0	0	0	0				

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Proficiency Goal: (Winter assessment dates TBD)				
Our student P/D% will grow by 4% across each grade level and assessment area from the Fall MAP assessments to the Winter MAP assessments.				
To accomplish this goal, in the next 30 days we will:				
Strategy/Activity	Next Steps to Implement this Strategy/Activity	Progress Notes/Reflection for current 30 days	Project End Date	Person Responsible
Utilize FLEX period to provide student interventions for standards mastery	Utilize our Enriching Students scheduler and google classroom to identify and schedule students into needed interventions	Teachers are following the lesson plans for teaching the restorative practice units. We've conducted a conflict resolution circle between two students and repaired their relationship.	Ongoing	All staff, Admin
Teachers will utilize classroom assessments and MAP scores to identify students who need additional support in Reading	MAP scores, PLC minutes and agendas	MAP will be done testing this Friday. Classroom assessments being used so far have been primary source for identifying students	Weekly	All teachers, Dept. Chairs, Admin
Teachers will use high yield instructional strategies during classroom instruction	PLC Time next week to roll out our school wide critical writing strategy coaching through "Micro-teaching" for feedback/reflection and improvement of teacher practices	Have conducted PowerWalks to determine our next steps of implementing our critical writing strategy(ies) through end of November and preparing to teach teachers how to "Micro-Teach" for feedback/reflection	Weekly	All teachers, leadership team as requested by teachers (Peer Coaching being utilized)



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Formative Assessment Data							
Assessment/Description:		We are giving the NWEA MAP Growth assessment to monitor student growth and determine appropriate interventions.					
Grade	Content	Assessment 1 Fall		Assessment 2 Winter		Assessment 3 Spring	
		% P/D	%N	% P/D	%N	% P/D	%N
9	Reading	46%	34%				
	Math	30%	49%				
	Language	36%	44%				
10	Reading	38%	35%				
	Math	33%	37%				
	Language	38%	42%				
11	Reading	34%	41%				
	Math	29%	54%				
	Language	36%	42%				



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Gap Closure Goal: (Passing rates will be updated on Jan. 22 after final exams have been graded and entered into IC. Finals are Jan 13-19)

To close the gap between our socio-economic student groups, we will implement a system of RTI with fidelity in the 2020-2021 school year.

To accomplish this goal, in the next 30 days we will:

Strategy/Activity	Next Steps to Implement this Strategy/Activity	Progress Notes/Reflection for current 30 days	Project End Date	Person Responsible
FLEX Time for Will/Skill during distance-learning				All teachers
Teachers developing ACT aligned lessons for math/reading Tier 1 interventions	PLC and grade level team meetings	Teachers have begun working on ACT aligned		10 & 11 grade teachers
Freshman CCHS 101	Teachers working on study skills, SEL skills, financial lit grad requirement, and digital lit grad requirement	Freshmen complete the JA Finance Park curriculum	October	Freshman Academy Team
Home Visits, small group instruction, one-on-one sessions	Continue collecting weekly student names from teachers of students needing the intervention and continue making home visits, small group instruction, and one-on-one sessions		Ongoing	Teachers, Admin

Passing Rates										
Percent of Students Passing Courses										
Grade	Content	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
9	English	78	90	88	83	79				
	Math	72	79	94	86	82				
	Science	88	85	91	80	86				
	Social St.	62	74	98	83	82				
10	English	95	62	75	56	57				
	Math	98	74	76	84	76				
	Science	75	74	71	72	74				

Data Reflection Questions:

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	Social St.	67	59	80	67	58				
11	English	97	66	84	64	68				
	Math	95	74	73	68	69				
	Science	82	76	82	66	72				
	Social St.	92	54	70	56	61				
12	English	98	80	96	75	76				
	Math	94	88	84	76	80				
	Science	N/A	N/A	N/A	N/A	N/A				
	Social St.	N/A	N/A	N/A	N/A	N/A				



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Social Emotional Learning Goal:				
100% of Students will participate in SEL through FLEX time, Thrively, and Restorative Practices implementation by all staff members				
To accomplish this goal, in the next 30 days we will:				
Strategy/Activity	Next Steps to Implement this Strategy/Activity	Progress Notes/Reflection for current 30 days	Project End Date	Person Responsible
Train staff in Restorative Practices Continuum	Implement Training	Review / model Restorative practices in faculty meetings	Ongoing	ALL Staff
Assign Thrively SEL to each student for daily 10 min time	Ensure access to Thrively for all teachers and students	Last week alone, 781 journal entries were written and 916 activities like strength assessments, learning styles, SEL strategy videos completed	Daily	Leadership, Teachers
Utilize FLEX Time for teachers to check-in with students, go over SEL strategies, and provide support			Ongoing	Teachers
Home Visits	Continue to intervene with identified students by teachers/staff to address any outstanding SE needs.	We have had many successful home visits and have logged the results into the PLP tab.	Ongoing	Leadership
24/7 HELP Hotline	Established and published	Hotline will remain open and accessible.	Ongoing	Massie, Crutcher

Notable Successes this month include:
<ul style="list-style-type: none"> ● Have completed daily phone calls, emails, and home visits to help families register and provide tech help to log into Google Classrooms/Meets and log into Edgenuity. ● Reduced our number of MIA students from 122 to 23. (Majority of students left are iLead students, have moved out of district and/or state) ● Making daily home visits for student that are not engaging and participating in distance learning ● Daily one-on-one and small groups taking place to provide support for students ● Meeting with students and their parents that are failing multiple classes.

Data Reflection Questions:
<ul style="list-style-type: none"> ● What does the data tell us? ● What does the data NOT tell us? ● What are areas to celebrate? ● What are opportunities for growth? ● What are our next steps?



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Upcoming Events:

January 6 & 7 - Underclassman Picture Day - CCHS Cafeteria (Retake day scheduled Feb 12)
January 8 - Senior Picture Day - CCHS Cafeteria (Retake day scheduled Feb 12)
January 11 - Drama Rehearsal "Little Women" begins - Date of play March 26 & 27
January 12 - SBDM 3:30 pm
January 18 - MLK Holiday No School
January 19 - End of 1st Semester
January 21 & 22 - Map Testing (Reading & Math)
January 25 - 29 - Makeup Map Testing
January 25 - 1st semester report cards mailed home




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Transition Readiness:

Goal will be established in coming months as we analyze our ACT Data (once makeups are completed), CTE EOPs, Industry Certifications, and dual credit.

To accomplish this goal, in the next 30 days we will:

Strategy/Activity	Next Steps to Implement this Strategy/Activity	Progress Notes/Reflection for current 30 days	Project End Date	Person Responsible
Update and Verify all current data for HS/ATC.	CCR Data - EOP and/or Certs  Mid-Year TEDS Prep/Work	Will continue to partner with ATC on monitoring certification progress. 20 Admin. Support students will be taking the ASK Fundamental Business Concepts test the week of Dec. 14th.* Each of these students has already passed the 3 required MOS exams and passing the ASK exam completes the Industry Certification "Stack" required for career readiness within this pathway. Update TEDS Status changes for students who move from Exploratory to Concentrator mid-year. Verification of all CTE EOP Test Ticket Roster Reports	Ongoing Week of Dec. 14th <i>*Not all students were able to make the Dec. test date -- another session will be offered Jan. / Feb.</i> <i>Currently in the process of completing this work. Due Date Changed to March 1</i>	Raisor, K. Dawson, Mefford Raisor Raisor in collaboration with CTE Teachers
Identify Seniors who would benefit from KYOTE and/or ACT section retesting.	Set Up Testing and/or Regist.	KYOTE Testing Scheduled for Seniors in Math and	Ongoing	Raisor and Eaglin






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		Reading through Flex periods. Assisting students with ACT registration as needed.		Raisor and Weedman
CTE PLC - Work to identify and develop interventions to help pathway concentrators prepare for EOPs and Industry Certification. CTE Teachers to review mid-year TEDS data changes for continuation of pathway/scheduling planning as well as identification of concentrator students' in preparation for EOP and/or related industry certification.	Working with CTE teachers to review and verify TEDS Data	Mid-Year Updates and CTE EOP Test Ticket Report Verification. Industry Certification and EOP prep.	Current Work and Ongoing	Raisor and CTE Teachers
	Collaborate with iLEAD to partner on NOCTI Testing	Biomedical Pathway - NOCTI Biotechnology Exam	Spring	Raisor and Jenna Gray
	PLC Meetings	Pathway planning and Advisory	1st Sem. Advisory Meetings	Raisor and Covington
Assist Students At Risk for Dropout in Achieving GEDs	GED / Adult Education Connections	Referring students and working as a team with JCTC partners to meet the needs of these students.	Ongoing	CCHS Admin and Counseling Staff
ACT	Mr. Lawson - ACT Coordinator and I are working to plan and prepare for the upcoming state ACT assessment.	Completion of pre-testing planning and prep activities underway	Now - March	Lawson and Raisor

Transition Readiness by Pathway							
Pathway	Fall		Winter		Spring		Notes:
	# In pathway	% Transition Ready	# In pathway	% Transition Ready	# In pathway	% Transition Ready	
Admin Support	155	6%					Winter pathway numbers will be updated and reported after mid-year changes are reflected in TEDS (deadline March 1). There were 30 students scheduled in pathways who chose the
Ag - Agribusiness	181	0%					
Ag - Animal Science	57	14%					



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Ag - Horticulture	33	3%					<p>virtual learning platform. These students may choose to return to in-person learning and would be added back into pathway courses. Transition Readiness numbers have not changed, at this point, as certification testing has not yet occurred. Some Admin Support testing will occur within the next few weeks. Other testing will be scheduled beginning in the spring.</p> <p>In January/February, concentrator lists will be verified for CTE EOP student test tickets in the following pathways: Admin Support, Agribusiness, Animal Science, Horticulture, and Early Childhood Education. <i>**Since last month's report, we have found out the CTE EOP Spring Testing will only be available to current Seniors.</i> Engineering Pathway "Concentrators" participated in a Pilot CTE EOP Assessment in the Fall semester. <i>We were hoping a "live" assessment would be offered in this pathway for Spring 2021 testing although the most recent information received from KDE made no mention of pilot assessments.</i></p> <p>Continuing in January/February, Admin. Support students will take the ASK Exam as the final step in earning the "Stacked" MOS/ASK credential. CTE Teachers will be working to prepare students for Spring Industry Certification Testing as follows: NOCTI Biotechnology, NOCTI CAD (if an Engineering EOP is not offered), and NOCTI Criminal Justice. ATC students will be working to complete a variety of Industry Certifications through their programs, such as: SRNA, CNA, ASE, NCCER, KY DOT</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>NOCTI NATIONAL OCCUPATIONAL COMPETENCY TESTING INSTITUTE</p> </div> <div style="text-align: center;">  <p>Microsoft® Office Specialist</p> </div> <div style="text-align: center;">  <p>ASK BUSINESS INSTITUTE PROOF OF LEARNING CERTIFICATE</p> </div> </div>
Biomedical Science	48	15%					
Early Child. Educ.	5	60%					
Engineering	67	12%					
Pre-Law	49	16%					
Pre-College	22	68%					
Allied Health	14	14%					
Pre-Nursing	14	43%					
Auto Tech	7	29%					
Const. Carpentry	8	13%					
Electrical Tech	4	25%					
IT	2	0%					
Welding	8	13%					
<p>*Fall Transition Readiness numbers were affected by the cancellation of EOP and Industry Certification testing due to COVID-19 closures in the Spring 2020 Testing Window</p>							



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Other information:

August - September:

- Have been communicating regularly with students / families their weekly schedule through social media, IC messenger, and email
- All staff have received Restorative Practices training to better support the social/emotional needs of our students
- All staff have received training in Google Classroom
- Google Classrooms have been setup / design in the same fashion with corresponding colors/images to help students navigate their 8 classes on the A/B Block Rotation schedule
- CCHS has developed a framework that all teachers are using to arrange/assign items in Google Classroom to reduce the stress/anxiety of students and families as they navigate the digital learning platform
- Designated 3 virtual teachers for our Virtual Learning Platform - Jeff Root, Paul Stone, and Charla Walls with an administrator designated to support the success of those specific students in the Virtual Learning Model
- 19 teachers have been trained in the implementation of of MAP testing
- We continue to update our Digital Learning Hub for students, parents, and teachers to have a central location for school information and distance learning support
- PLC Meetings are underway to:
 - Continue to align our Essential Standards to our distance learning curriculum
 - Plan for our Response to Intervention System for our return to in-person
- Working to provide families with internet access as we find this gap through MiFi's and setting them up with Spectrum
- Working on our school-wide common lesson plans to teach behavior/social expectations for return to in-person learning
- Set up systems for small group instruction, providing Special Education students with their accommodations, and system for parent/teacher conferences while on distance learning
- We have an ELA teaching vacancy at the moment with the departure of our drama / senior english teacher

October - December:

- Mr. Mahoney is back from long-term leave
- Beau Arney hired as our new AD
- Madelyn Hagan hired as our new English 12 teacher
- We have 2 new openings: 1 Instructional assistant and 1 Career Planner
- We've administered the MAP Reading, MAP Math, and MAP Language Arts universal screeners / assessments
- Training students on our FLEX time and using a slow-release of responsibility as students learn the process to schedule themselves
- Utilizing content checklists of standards to ensure we are teaching all Kentucky academic standards
- Have begun the process of master scheduling to help us begin looking at our needs for next year like what we will need as far as teacher allocations, pathways, etc.



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- Continue using our 24/7 HELP Hotline for all students needing social/emotional support
- Have taught and periodically reteach our school-wide expectations with PBIS
- Our staff participated in a Critical Writing In-House Training
- Critical Writing is our instructional emphasis as we move through the next few months
- Teachers are receiving on-going support for improving Google Meets
- Discussions on improving instructional strategies - most recently Cold Call, and how to use it in distance learning
- We are working on strategies to improve student engagement in Google Meets

January:

- Final Exams are taking place from Jan 13 - Jan 19. 2nd semester begins on January 20th with A/B block rotation
- The scheduling process for the 2021-2022 school year has begun. Documents will provide students and parents with information about potential course offerings and career pathway plans. Members of the administration team will meet with classes to discuss potential offerings and answer questions. Members of the administration team will then meet with individual students to select classes. Once student requests have been entered into Infinite Campus, we will be able to determine the master schedule needs for 2021-2022 school year.
- Completed the first round of “pilot” PLC discussions on our Standard to Assessment Process we began in December with the English Department, all other departments began presentation this week. The standard to assessment process looks like this:
 - Teachers discuss with their colleagues one lesson providing info on the following
 - Standard (s) covered in the lesson
 - Student friendly learning target
 - Formative assessment
 - High yield instructional strategies
 - Examples of student work
 - Formative assessment results
 - Next steps
 - The purpose of this process is to promote thinking about the teaching and learning.
 - Does the learning target reflect the intention of the standard? (What the students have to know and be able to do.)
 - Is the learning target student friendly?
 - Does the formative assessment meet the learning target?
 - Is the instruction using appropriate best practice strategies?
 - Does the student work represent the depth of the standard / target?
 - What supports do students and the teacher need to move forward?