

## Phase Three: Executive Summary for Schools\_11142018\_13:05

### Phase Three: Executive Summary for Schools

#### **Sheldon Clark High School**

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## Phase Three: Executive Summary for Schools

### Executive Summary for Schools

#### Description of the School

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

Sheldon Clark High School is located in Martin County, Kentucky. The county seat is Inez, and the county is part of the beautiful foothills of the Appalachian Mountains. The main occupation was coal mining, but with the decline in the mining industry the local economy has suffered several serious blows. At its height in the mid to late 1970's, the poverty rate had fallen to 27%, and the per capita income had increased to 80% of the national average (up from 46% in 1970). The 1980's saw a near collapse of the coal industry undoing most of the economic growth of the 1970's. By 2000, the per capita income had fallen to 55% of the national average, and the poverty rate had increased to 37%. More than half (53.3%) of its households had incomes of less than \$20,000 and 30 percent had income of less than \$10,000. A number of interconnected issues affect Martin County residents' ability to move out of poverty: - Declining coal industry - Extremely limited employment opportunities - Lack of skills and training to find and keep the jobs available - Effects of multigenerational poverty (Many of the residents are second and third generation families on welfare). - The county's remote location cuts its residents off from wider recreational and cultural opportunities (shopping, entertainment, and educational). The population is approximately 13,000. Since 2000, the population has shown a slow but steady decline. Prior to that the population fluctuated greatly and is best reflected in the declining high school population. Since the late 1970's, the student population has declined from nearly 1,200 to the present 524. As a result of this decline, Martin County currently has only one high school (Sheldon Clark), one middle school, and 3 elementary schools. At one time, Martin County had 7 elementary and two high schools. Martin County is an impoverished area with 37% of its population living below the poverty level compared to 18.1% for the state. Those living below the poverty level under age 18, school age population, the percent is 45.1 (highest in the state for any county). The number of people in the county with a high school diploma is 54% compared to the state average of 81.8% and those with a Bachelor' Degree is 9% compared with the state average of 21%. This data would suggest that our community, as a whole might not value education. More importantly, poverty areas hold the idea of "family" in high regard. With the lack of employment opportunities, many people must leave when they receive a college degree. This causes people, in effect, to "lose" their families. Whether our students/parents who live in poverty have little value for education or are afraid of losing their families, both beliefs have a negative impact on parent-school relations. This is proven by low attendance in parent involvement activities, despite the recent efforts to improve parent involvement. Sheldon Clark High School is currently located in the old Inez Middle School building. The process of building a new high school has begun and the projected finish date is the Summer of 2019. At that point, Sheldon Clark will convert to Martin County High School. Snow has an impact on the number of days students attend school during the Winter months. Due to narrow back roads, buses (how many of our students get to and from school) can not travel up and down the back roads when it snows. Any accumulation of snow usually results in the cancellation of school. Several days of school are generally missed each school year due to snowfall. We have many causes for celebration. In 2014-15, we reached proficient status. In 2015-16 we reached distinguished status. Moreover we reached this distinguished status in spite of missing 26 days of school for snow. In 2015-16 Sheldon Clark had its highest ACT score in school history with an average of 19.0. Our academic index in every tested area increase except for Reading which fell

from a 64.5 to 55.4. In 2016-2017, the percent of students scoring in the Proficient and Distinguished range was: Writing- 64.5%, English II- 50.4%, Algebra II- 46.2%, Biology- 23%, and US History- 45.2%. Sheldon Clark's 2016-2017 graduation rate was a 98.3%. SCHS had an 18.7 overall composite on the ACT for the 2016-2017 school year, which is below the state average of 19.8. Only 31.7% of our students met the mathematics benchmark, 41.5% of our students met the English benchmark, and 48% of our students met the reading benchmark. According to the 2017-2018 ACT results, Sheldon Clark had an overall composite average of 17.5, which is slightly below our 2016-2017 composite of 18.7, with an average score of 16.5 in English, 17.4 in Math, and 18 in Reading. The following percentage of students met reading, math, and English benchmarks for the 2017-2018 school year: • Reading- 33.9% (lower than the 49.2% in 2016-2017) • Math- 25% (lower than the 31.7% in 2016-2017) • English- 33.9% (lower than the 42.5% in 2016-2017) 22.3% of all students who took the 2017-2018 ACT met the ACT benchmarks in reading, math, and English, which is below the number of students who met the 2016-2017 ACT benchmarks of 48%. According to the 2017-2018 Accountability Results, Sheldon Clark received a proficiency indicator of 49.1% for all students. The reading index for all students was a 52.5, while the math index was a 45.6. Sheldon Clark decreased in the percentage of students scoring in the proficient and distinguished range in both reading and math. Only 35% of all students scored in the proficient and distinguished range in the area of reading, while only 24.8% of all students scored proficient or distinguished in the area of math. 29.6% of the free and reduced population scored in the proficient and distinguished range in reading, and 19.5% of the free and reduced population scored in the proficient and distinguished range in math. 16.7% of the students with disabilities scored in the proficient and distinguished range in reading, while 3.6% of the students with disabilities scored in the proficient and distinguished range in math. In the area of science, 20.3% of students scored in the proficient or distinguished range (Based on ACT). Sheldon Clark High School has an enrollment of 524 as of 11/14/18. The enrollment is broken down in the following chart: Grade Level Total Number of Students Male/Female Disability 9th Grade 142 79/63 18% 10th Grade 136 78/58 11% 11th Grade 130 71/59 9% 12th Grade 115 58/57 17% Grade 14 1 1/0 100% There are 366 students receiving free lunch and an additional 8 with reduced lunch. This indicates that 71% of the student body meets State guidelines for GAP consideration under the Next Generation Learners assessment and accountability system. Minority students make up less than 1% of the total school population. There are 33 certified teachers in the high school broken down as: ELA 5 Math 4.5 Science 4.5 Soc. St. 2.5 Special Needs 5 Other 2 (Alternative, In-school Suspension) PLVS 6 (JROTC, PE, Health, JKG, Culinary Arts) Arts/ Humanities/Foreign Language 3 Librarian/Media 1 Principals 2 Guidance Counselor 1 Special Education Coordinator/Counselor 1 Support Staff 1 Coordinator for Student Advocacy and Mentoring (CSAM) PBIS Coach 1 College Coach 1 School Psychologist 1 TWO OTHER AREAS OF NOTE: 1. Sheldon Clark also is fortunate to have an active Youth Resource Center with a full-time coordinator and an assistant to help meet the needs of our low income students. 2. There is also a very close relationship with the Area Technology Center (ATC) which has been instrumental in assisting the high school in preparing students for College and Career Readiness.

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### **School's Purpose**

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

The purpose of our school is fundamentally simple: To prepare each of our students to be College and/or Career Ready. This is done through an interactive process (selecting a Career Pathway as a Freshman) that attempts to meet each individual student's needs and assist them in achieving

success. We understand that each student is unique and that instruction should vary to meet their individual learning styles. In addition, our school mission includes providing a safe, civil, and productive environment for all students. Our school motto, "Be Ready! It's the Cardinal Rule", shows our commitment to prepare students for the challenges they face each new school year, and when they graduate and move into the next phase of their lives. The belief statements were created in 2010. In the spring, the faculty met and was asked to generate as many mottos, belief statements, and mission statements as possible. In the summer, prior to school, orientation meetings were held with parents and students. At that time, parents and students at all grade levels were asked to submit mottos, belief statements, and mission statements. At subsequent meetings these were pared down, with the assistance of all stakeholders, to the school mission statement, Motto, and Belief Statements. Here is a listing of the Sheldon Clark Belief Statements:

1. All students will be College and/or Career Ready when they graduate from Sheldon Clark High School.
2. Every SCHS community member has the important responsibility of motivating and supporting students in their achievement of individual goals.
3. All students should strive to be a role model for fellow students and for future SCHS Cardinals by showing mutual respect, exhibiting self-discipline, and having good attendance.
4. Every teacher will foster creative, critical, and collaborative thinking among all students to promote life-long learning.
5. The learning process should be informed by individual student data and effective instructional practices to meet the needs of all students.
6. All students can thrive in a structured, safe, and supportive learning environment that promotes student success.
7. Every SCHS community member should be treated with respect and fairness.
8. Each SCHS student deserves to have a dream and must "Be Ready" to achieve that dream.

In addition to the School's belief statements the students created a set of "Belief" statements: We the Students of Sheldon Clark High School believe:

1. the Learning environment should be positive, clean, sanitary, well-managed, tobacco and drug free,
2. that teachers should motivate us to succeed, encourage us to push ourselves as far as possible, respect our aspirations and opinions, use differentiated instruction, and care about their students.
3. students should be willing to learn, respect others property, opinions, ideas, beliefs, and offer those same considerations to our teachers.
4. we should grow academically, socially, and in maturity to the best of our ability.
5. the school system should provide state of the art technology that is interactive and available to all.
6. that all stakeholders should be actively involved in school events and supportive of the school and its peaceful, and safe.
7. that rules and discipline should be applied quickly, fairly, and equally.
8. that students should be involved in annual meetings to discuss, revise, and propose ways to make the school a better place.
9. that "Student Voice" is an essential part of our education.

The stakeholders were invited to create a set of "Belief" Statements: To foster these ideals SCHS has implemented many new and focused programs.

1. Standards-Based Grading - to provide students and parents/guardians a greater understanding of the content their student is expected to master and a more realistic view of where they are and what they need to be working on to achieve success.
2. Read 180 and System 44 to help struggling readers.
3. Math 180 for struggling math students.
4. Advisor/Advisee (which meets every other week) was developed to give students an opportunity to bond with a member of the faculty and allow them to examine test scores, reflect on grades, set goals for their future in school and beyond.
5. Red Zone was an addition to the curriculum that was created by extending the school day. Its purpose was to allow the homogeneous grouping of students for development of reading, English, and math skills. Students are placed within Red Zone by varying criteria such as CCR, ACT, and KOSSA within each Red Zone.
6. The Coordinator for Student Advocacy and Mentoring position was created to aid in attendance and discipline. It was also to assist in the coordination of the Red Zone initiative.
7. The Data Room was created as a place in which student data is displayed for all faculty members to use.
8. Enhanced use of the Youth Service Center has led to greater contact with stakeholders.
9. Response to Intervention (RTI) is a tiered level of interventions for struggling students. The Read 180, System 44, and Math 180 programs were added as part of RTI to help address specific reading and math needs of students.
10. The

addition of a school therapist through Comp Care to meet the emotional, physical, and mental health needs of our student body. The addition of a school psychologist, which is at SCHS 3 days a week. 11. A monthly school newsletter to keep stakeholders informed about what is going on at SCHS. 12. Development of club and student groups' Facebook pages to allow stakeholder feedback. 13. Dual Credit opportunities for students. 14. A rewards system for students who have demonstrated academic and behavioral success through the PBIS grant. 15. Creation of a fully functioning Student Council. 16. PBIS Coach position to foster a positive system for behavior. 17. The creation of a "Cardinal Showcase and "Heritage Day" to increase Stakeholder involvement and allow students to display their work. 18. Creation of School-Wide committees, which includes faculty and staff. 19. Creation of PTO. 20. Creation of Club Day for ALL Students. All students are involved in a Club. 21. New Career Pathway for students: Criminal Justice 22. Restructure of REDZONE (intervention) to meet individual needs of students. 24. Advance Kentucky Grant-Increase the number of students enrolled in AP courses, along with increasing the number of students passes the AP test in English, Science, and Math. 25. Addition of College Coach staff to assist students in post-secondary transition. 26. Additional Jobs for Kentucky Graduates teacher focusing on freshman and alternative students who are at-risk. 27. All freshman receive ongoing instruction in social skills. As Sheldon Clark begins to transition to Martin County High School (Fall 2019), the faculty, staff, students, and stakeholders will meet (during future Professional Learning days, Stakeholder Meetings, Faculty Meetings, Leadership Meetings, and Student Council Meetings) to review, revise, and create new mission, vision, and value statements for the students, faculty, and staff at Martin County High School. As the student body and faculty/staff members continue to change, there is a need to revisit the current mission and belief statements as we move forward to improve academic achievement.

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### **Notable Achievements and Areas of Improvement**

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

Sheldon Clark High School was declared a Persistently-Low Achieving (PLA) School in the fall of the 2010, one of the lowest 10 performing schools in the state of Kentucky. The 2014-15 School Report Card revealed that Sheldon Clark had continued to improve. The overall index was 72.4 which ranked it in the 77th percentile in the state, and most importantly a "Proficient" school. At that point Sheldon Clark was no longer a Priority school. Sheldon Clark High School's Red Zone program was recognized as a "Best Practice" at the Kentucky Continuous Improvement Summit held at the Lexington Convention Center in September of 2014. To cap off our turnaround, in 2015-16, SCHS reached a distinguished rating with an index of 75.4. For the 2016-2017 school year, according to the School Report Cards, Sheldon Clark made steady gains in increasing the number of proficient and distinguished in the GAP population for Reading and Math since the 2014-2015 school year. Although steady increases were made, the GAP Reading/Math Delivery targets were not met. According to the 2016-2017 accountability results, Sheldon Clark had a 68.1% College & Career Readiness (CCR) rate. Sheldon Clark High School was labeled a TSI school for the 2017-2018 school year. According to the 2017-2018 ACT results, Sheldon Clark had an overall composite average of 17.5, which is slightly below our 2016-2017 composite of 18.7, with an average score of 16.5 in English, 17.4 in Math, and 18 in Reading. The following percentage of students met reading, math, and English benchmarks for the 2017-2018 school year: • Reading- 33.9% (lower than the 49.2% in 2016-2017) • Math- 25% (lower than the 31.7% in 2016-2017) • English- 33.9% (lower than the 42.5% in 2016-2017) 22.3% of all students who took the 2017-2018 ACT met the ACT benchmarks in reading, math, and English, which is below the

number of students who met the 2016-2017 ACT benchmarks of 48%. According to the 2017-2018 Accountability Results, Sheldon Clark received a proficiency indicator of 49.1% for all students. The results are as follows: - The reading index for all students was a 52.5, while the math index was a 45.6. Sheldon Clark decreased in the percentage of students scoring in the proficient and distinguished range in both reading and math. - Only 35% of all students scored in the proficient and distinguished range in the area of reading, while only 24.8% of all students scored proficient or distinguished in the area of math. - 29.6% of the free and reduced population scored in the proficient and distinguished range in reading, and 19.5% of the free and reduced population scored in the proficient and distinguished range in math. -16.7% of the students with disabilities scored in the proficient and distinguished range in reading, while 3.6% of the students with disabilities scored in the proficient and distinguished range in math. The College/Career Readiness indicator was a 54.4% for the 2017-2018 school year. Based on the trend data for the last three years, there is an urgency to improve all student achievement in the areas of reading and math. There are strengths throughout the school and new initiatives being implemented to assist student achievement. Some strengths and new initiatives include: - Simple K-12 available to teachers to personalize professional learning based upon individual professional growth plans. - Frequent walk-throughs, instructional feedback and coaching with craft conversations -Participation in School-Wide Committees - Departments are taking ownership of student achievement data. - Restructure RTI to provide students with the opportunity to improve reading, math, and English skills. - Students with disabilities are receiving Tier 1 and Tier II instruction with special education teachers for both reading and math. - Reading strategies are continuously being embedded in all content areas through the Striving Readers Grant. Through the implementation of these strategies, we hope to see school-wide gains in academic achievement. To further demonstrate the achievement and continued growth of Sheldon Clark High School, our students and programs have recorded outstanding successes: - SCHS Band- Band enrollment is up 30%; Choir enrollment is up by 60%; 6 students made the KMEA All-district choir; We established the first Tri-M music honors society at Sheldon Clark. - Cross-Cultural Service Club- Cross Cultural Service Club took 9 students on a service learning trip to Lima, Peru. The group not only serves in Martin with 19 community partners, but they also raised the funds for their trip and for the construction supplies to build a community center during their stay abroad. The group raised over \$30,000 to make this trip a reality. - Family, Career and Community Leaders of America- - SCHS ART Club- - SKILLS USA Regional and State- - Regional HOSA winners- - JRTOC RAIDERS- - JROTC COLOR GUARD- - SCHS Academic Team- 11th Overall in the State; Katie Stepp – 4th in LA in State; Wesley Goble – 10th in Science in State; Jeremy Copley – 4th in A/H in State; Quick Recall – 9th in State - SCHS Drama Club performs 1 play each school year, with more than 100 students actively participating. - SkillsUSA club at Martin County ATC- - AP Exams- 2 students scored 3 or higher on the AP English Language and Composition; 4 students scored 3 or higher on the AP English Literature and Composition Exam (last Spring). - KY Sheldon Clark Jobs for America's Graduates Overall Program—1st Place Overall (18th time). - JAG KY STATE CAREER DEVELOPMENT COMPETITION--1st Place Individual and Team Wins in SERVICE LEARNING, PROMOTIONAL VIDEO, SCRAPBOOK, TELEPHONE TECHNIQUES, EMPLOYMENT APPLICATION; 2nd Place — T-SHIRT DESIGN, PROJECT BASED LEARNING SHOWCASE; 3rd Place--DECISION MAKING, - JAG STATE ALUMNI OF THE YEAR AWARD—Samantha Spence Little - JAG National 5 of 5 Award Winner (Only 25 programs chosen from across the nation)—Sheldon Clark High School - JAG KY State Most Valuable Performer Award—Marcie Hanson, SCHS JAG KY - JAG National High Performer Award—Marcie Hanson, SCHS JAG KY - JAG National Project Based Learning Showcase 2nd Place, Washington, D.C.—Carson Hanson & Bethany Crum - JAG SHRM National Capital Hill Day Delegate—Shannon Maynard - KHSAA/Whitaker Bank Sweet 16 Scholarship Winner (1 of 4 out of 400 applicants. SCHS's first ever winner)—Korey Hanson - JAG National Ken Smith Scholar (1 of 20 from 36 states)—Korey Hanson - JAG National Chairman's Award Winners—Kendrick Cook, Andrea Mills, Courtney Stafford - JAG KY State Student of the

Week—Jasmine Dials, Korey Hanson -Cardinal Broadcasting Network—Student sport and event broadcasting team who commentated more than 50 live events during 2017 and 2018. Highly regarded as one of the best student teams in the state. - 3 Students Signed Collegiate Athletic Scholarships

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### **Additional Information**

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

- Sheldon Clark has 70 students enrolled in dual credit courses for the 2018-2019 school year. - Sheldon Clark has partnerships with the following colleges: Morehead State University, Big Sandy Community & Technical College, and Eastern Kentucky University. Some of the courses offered include: College Algebra, College Health, and Art, English 101, English 102, CSI 101, Criminal Justice, and Communications. - An agreement with Advance KY has assisted SCHS in expanding the offerings of AP courses as well as providing professional development for teachers of current AP courses. A partnership with Advance KY & Code.org provided the addition of AP Computer Science Principles through the IT department at Martin County ATC. - We offer incentives to teachers who want to get advanced certification that would allow them to teach dual credit courses. (Carol Rosensteel - College Algebra). - Freshman (2018-2019 school year) had an 88% pass rate on the state required Civics Exam on the first administration. - Beta Club added 27 new members for the 2018-2019 school year, nearly doubling its membership. - Current staff member completed their Rank I in May 2018 in School Improvement with an endorsement in Gifted Education. - Current staff member is a Level 2 Google Certified Educator. - Current staff member received National Board Certification.

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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