2022-23 Continuous Improvement Diagnostic

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Clays Mill Elementary School
Grant Davis
2319 Clays Mill Rd
Lexington, Kentucky, 40503
United States of America

2022-23 Phase One: Continuous Improvement Diagnostic for Schools - 2022-23 Continuous Improvement Diagnostic - Generated on 01/11/2023

Clays Mill Elementary School

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools
• School Safety Report
• Executive Summary for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan

Phase Four: January 1 - December 31
• Professional Development Plan for Schools (Due May 1)
• Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

2022-23 Phase One: Continuous Improvement Diagnostic for Schools - 2022-23 Continuous Improvement Diagnostic - Generated on 01/11/2023

Clays Mill Elementary School

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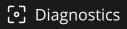
Grant Davis

2022-23 Executive Summary

2022-23 Phase One: Executive Summary for Schools

Clays Mill Elementary School
Grant Davis
2319 Clays Mill Rd
Lexington, Kentucky, 40503
United States of America

2022-23 Phase One: 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?

Clays Mill Elementary provides a child-centered learning environment for students in kindergarten through fifth grade. Clays Mill was built in 1954 with substantial renovations and additions in 1983 and 2013. Clays Mill Elementary is located on Clays Mill Road, which is a major thoroughfare in the city of Lexington, Kentucky. Within a three mile radius, there are three public elementary schools, one public middle school, one public high school, and one private high school along with two private middle schools. Clays Mill Elementary serves the surrounding Southland and Open Gates neighborhoods as well as Copperfield and Wyndham Meadows subdivisions outside Man O' War Boulevard in Lexington, Kentucky. Clays Mill has a strong and active Parent Teacher Association (PTA) and parents routinely volunteer over 2,000 hours for the school each year. There are 519 students enrolled in grades K-5. The current racial demography is 77.8% White, 6.7% Hispanic, 3.7% Black, 2.3% Asian, and 9.8% Other. Around 30% of students qualify for free or reduced lunch. 5.1% of students are English learners and 11% of the school receive special education services. The Clays Mill Elementary staff is 100% highly qualified with multiple teachers having received their National Board Certifications.

Clays Mill consistently performs at a high level in all subject areas as noted by the various state assessment classifications over the last decade. While overall academic performance is high, Clays Mill staff, students, and parents maintains a growth focus to ensure all stakeholders are working collaboratively to promote academic and social success.

Clays Mill Elementary's Guidelines for Success (CATS) follow our mascot and ask for students to Cooperate with others, Always show respect, Take responsibility, and Stay Determined. These guidelines connect to academics and social behaviors.

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 vision of Clays Mill Elementary vision mirrors the Fayette County Public School's vision to provide a world class education for every student. The mission of Clays Mill Elementary is to create a collaborative community that ensures all students learn at high levels and graduate prepared to excel in a global society. To help us achieve our mission, our school has high functioning professional learning communities, SBDM committees that reach across various areas of the school from academics, behavior, culture, and diversity. We support students with full-time gifted and

talented teacher, full time english language teacher, and provide students tiered academic and social supports for both those that need additional learning time to master grade level standards or have mastered grade level standards and need enrichment.

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.

Clays Mill Elementary made significant and continuous student achievement progress during the Unbridled Learning school accountability system. In 2012, 2013, and 2014, Clays Mill was recognized as a proficient, progressing school. In 2015, Clays Mill reached distinguished status, and as a school progressing. In 2016, the last year of formal recognitions, Clays Mill was recognized as a School of Distinction and a High Progress School; one of only few schools in Fayette County to earn this distinction. The Kentucky accountability system underwent frequent changes in reporting school success between 2016 and 2018 where there were no overall scores or labels for schools. In 2019, Clays Mill Elementary achieved the second highest overall score for K-5 schools in Fayette County and 9th overall in the state of Kentucky. Proficiency was rated High, Separate Academic Indicator rated High, and Growth rated Medium, just a tenth of a point from being High. Overall, the school earned a score to receive a 5-Star rating joining only one other K-5 school in Fayette County. Due to a significant achievement gap with students with disabilities, the school received a 4-Star rating. During the 2019 state testing session, every single subject and subgroup improved from the 2018 school year. Though a gap persists with students with disabilities compared to those without disabilities, the gap did narrow from 2018 to 2019. Due to unprecedented times resulting in schools finishing the 2019-2020 school year remotely, Kentucky was granted the COVID-19 Assessment Waiver allowing the majority of state testing and accountability calculations to be suspended. The 2021 state assessment results were not reported due to the Covid-19 pandemic.

Additional Information

CSI/TSI (including ATSI) Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

Additional Information

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

2022-23 Needs Assessment

2022-23 Phase Two: The Needs Assessment for Schools

Clays Mill Elementary School
Grant Davis
2319 Clays Mill Rd
Lexington, Kentucky, 40503
United States of America

2022-23 Phase Two: The Needs Assessment for Schools
Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

For the 2023 school improvement plan, Clays Mill Elementary is utilizing MAP (Measures of Academic Progress) testing and KAS (Kentucky Summative Assessment) as our primary tools for determining academic areas of strength and opportunities for growth. Other assessments like STAR and GRA (Guided Reading Assessments) serve as secondary sources of data. Upon completion of assessments and availability of data, the information is reviewed and analyzed with the Clays Mill Elementary Staff, families, and the SBDM council and PTA. Clays Mill Elementary has four standing SBDM committees that meet monthly to review academic and non-academic data. School-wide academic data was analyzed for the purpose of helping to develop the school improvement plan through our grade levels, grade level leaders, CIA (Curriculum, Instruction, and Assessment) committee, as well as the CME SBDM council. Agendas and minutes of these meetings are documented and available to school staff/stakeholders. The school's PBIS (Positive Behavior, Interventions and Supports) committee reviews the School Climate and Safety data

to make goals for improvement on the school improvement plan. The Needs Assessment and School Improvement Plan is available to all stakeholders.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

The 2022 School Improvement Plan continued goals first set in 2019. The goals focused on increasing math achievement, students with disabilities, and improving culturally responsive teaching and learning through social emotional learning and CRTL strategies. Based on the spring 2022 MAP data, we saw improvements in math with data that was similar to the reading data. The Kentucky Summative Assessment data showed a disparity between math and reading so we will be continuing many of the strategies and activities that showed growth on the MAP assessment to help narrow the gap on the KSA assessment. Unfortunately, the 2022 KSA cannot be compared to previous years of testing so we will be considering the 2022 as our baseline data.

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

• The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.

• From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

The 2022 KSA (Kentucky Summative Assessment) is a new test that cannot be directly compared to previous state assessments in order to make clear trends. Prior to the pandemic, Clays Mill Elementary had been working on mathematics achievement where there was a 10% difference in proficiency in reading and math. By 2019, this difference had been greatly reduced. The 2022 KSA data showed the disparity between the two subjects to have grown to a 10% disparity (73% proficient in reading vs. 63% in math). While this is a disparity between the subjects, this disparity is the same in other schools. Our work will be to continue moving reading forward, while narrowing the disparity of proficiency in math compared to reading. Clays Mill Elementary is performing in the top 5 of elementary schools in Fayette County in all subjects, but math showing a need to continue focusing on math instruction.

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

• Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.

• Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

• Teacher attendance rate was 84% for the 2021-22 academic year.

• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

    +

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Areas of Growth

- 63% overall proficiency in math
- 38% proficiency students with disabilities in reading
- 31% proficiency students with disabilities in math
- 15% novice math compared to 8% novice in reading
- Quality of School Climate and Safety (medium) compared to reading/math (high) and science, social studies, and writing (high)
- 42% proficiency in reading (multi-lingual learners)

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

<u>Strength Areas</u>

- 73% proficiency in overall reading (top 5 in FCPS)
- 74% proficiency in social studies (top 3 in FCPS)
- 69% proficiency in combined writing (top 5 in FCPS)
- 59% proficiency in science (top 5 in FCPS)
- Less than 5% novice in science

Evaluate the Teaching and Learning Environment
    7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.
    Answer

2022-23 School Assurances

2022-23 Phase Two: School Assurances

Clays Mill Elementary School
Grant Davis
2319 Clays Mill Rd
Lexington, null, 40503

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2022-23 Phase Two: School Assurances
Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

○ Yes

○ No

● **N/A**

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

○ Yes

○ No

● **N/A**

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

○ Yes

○ No

● **N/A**

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

○ Yes

○ No

● **N/A**

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

○ Yes

○ No

● **N/A**

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

○ Yes

○ No

● **N/A**

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide

program—

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

     ○ Yes

     ○ No

     ● **N/A**

    COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

     ○ Yes

     ○ No

     ● **N/A**

    COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

     ○ Yes

     ○ No

     ● **N/A**

    COMMENTS

10. The school provides materials and training to help parents to work with their

children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

○ Yes

○ No

● **N/A**

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

○ Yes

○ No

● **N/A**

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

○ Yes

○ No

● **N/A**

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

○ Yes

○ No

● **N/A**

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

○ Yes

○ No

● **N/A**

COMMENTS

Title I Schoolwide Programs

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

○ Yes

○ No

● **N/A**

COMMENTS

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

○ Yes

○ No

● **N/A**

COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

○ Yes

○ No

- **N/A**

COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

○ Yes

○ No

- **N/A**

COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

○ Yes

○ No

- **N/A**

COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

○ Yes

○ No

- **N/A**

COMMENTS

21. If the school is implementing a schoolwide program, the school developed,

pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

Title I Targeted Assistance School Programs

23. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

24. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

○ Yes

○ No

● **N/A**

COMMENTS

25. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

○ Yes

○ No

● **N/A**

COMMENTS

26. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

○ Yes

○ No

● **N/A**

COMMENTS

27. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

○ Yes

○ No

● **N/A**

COMMENTS

28. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

   ○ Yes

   ○ No

   ● **N/A**

   COMMENTS

29. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

   ○ Yes

   ○ No

   ● **N/A**

   COMMENTS

30. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

   ○ Yes

   ○ No

   ● **N/A**

   COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term

goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

○ Yes

○ No

● **N/A**

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

○ Yes

○ No

● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

Clays Mill Elementary's Comprehensive School Improvement Plan 2023-2025

State Assessment Results in Reading
- By 2025, *Clays Mill Elementary* will increase Reading proficient and distinguished level to **80%** as measured by KSA. Current level (2022) is 73%.

State Assessment Results in Math
- By 2025, *Clays Mill Elementary* will increase Math proficient and distinguished level to **70%** as measured by KSA. Current level (2022) is 63%.

State Assessment Results in Science
- By 2025, *Clays Mill Elementary* will increase Science proficient and distinguished level to **66%** as measured by KSA. Current level (2022) is 59%.

State Assessment Results in Social Studies
- By 2025, *Clays Mill Elementary* will increase Social Studies proficient and distinguished level to **81%** as measured by KSA. Current level is (2022) 74%.

State Assessment Results in Combined Writing
- By 2025, *Clays Mill Elementary* will increase Combined Writing proficient and distinguished level to **76%** as measured by KSA. Current level (2022) is 69%.

English Learner Progress
- By 2025, *Clays Mill Elementary* will increase English Learner progress to **100%** growing 1.5 levels or higher on the ACCESS assessment.

Achievement GAP Goal
- By 2025, *Clays Mill Elementary* will decrease Novice with identified achievement gap groups in Reading and Math to <15%; Science to <21%; Social Studies to <23%; Combined Writing to <10% as measured by KSA.

Quality of School Climate and Safety
- By 2025, *Clays Mill Elementary* will increase the quality of school climate and safety index to **82.7** as measured by KSA. Current level (2022) 75.7

Reading and Math Objectives		
Year 1	**Year 2**	**Year 3**
By 2023, *Clays Mill Elementary* will increase P/D in Reading to **75.4**%.	By 2024, *Clays Mill Elementary* will increase P/D in Reading to **77.7%.**	By 2025, *Clays Mill Elementary* will increase P/D in Reading to **80%.**
By 2023, *Clays Mill Elementary* will increase P/D in Math to **65.4%.**	By 2024,*Clays Mill Elementary* will increase P/D in Math to **67.7%.**	By 2025, *Clays Mill Elementary* will increase P/D in Math to **70%.**

Science, Social Studies, and Combined Writing Objectives		
Year 1	**Year 2**	**Year 3**
By 2023, *Clays Mill Elementary* will increase P/D in Science to **61.4%.**	By 2024,*Clays Mill Elementary* will increase P/D in Science to **63.7%.**	By 2025, *Clays Mill Elementary* will increase P/D in Science to **66%.**
By 2023,*Clays Mill Elementary* will increase P/D in Social Studies to **76.4%.**	By 2024, *Clays Mill Elementary* will increase P/D in Social Studies to **78.7%.**	By 2025, *Clays Mill Elementary* will increase P/D in Social Studies to **81%.**
By 2023, *Clays Mill Elementary* will increase P/D in Combined Writing to **71.4%.**	By 2024 *Clays Mill Elementary* will increase P/D in Combined Writing to **73.7%.**	By 2025, *Clays Mill Elementary* will increase P/D in Combined Writing to **76%.**

English Learner Progress Objectives		
Year 1	**Year 2**	**Year 3**
By 2023, *Clays Mill Elementary* will increase English Learner Progress 100% growing 0.5 points or higher on the ACCESS assessment.	By 2024, *Clays Mill Elementary* will increase English Learner Progress 100% growing 0.5 points or higher on the ACCESS assessment.	By 2025, *Clays Mill Elementary* will increase English Learner Progress 100% growing 0.5 points or higher on the ACCESS assessment

Achievement Gap Objectives		
Year 1	**Year 2**	**Year 3**
By May 2023, *Clays Mill Elementary* will decrease Reading Novice ● Students with Disabilities to 29% ● Economically Disadvantaged to 10.7% By May 2023, *Clays Mill Elementary* will decrease Math Novice ● Students with Disabilities to 39.7% ● Economically Disadvantaged to 23.7% By May 2023, *Clays Mill Elementary* will decrease Science Novice ● Students with Disabilities to <21% ● Economically Disadvantaged to 6% By May 2023, *Clays Mill Elementary* will decrease Social Studies Novice in ● Students with Disabilities to <23% ● Economically Disadvantaged to 18.1% By May 2023, *Clays Mill Elementary* will decrease Writing Novice ● Students with Disabilities to <10% ● Economically Disadvantaged to 7%%	By May 2024, *Clays Mill Elementary* will decrease Reading Novice ● Students with Disabilities to 22% ● Economically Disadvantaged to 8.4% By May 2024, *Clays Mill Elementary* will decrease Math Novice ● Students with Disabilities to 27.4% ● Economically Disadvantaged to 19.4% By May 2024, *Clays Mill Elementary* will decrease Science Novice ● Students with Disabilities to <21% ● Economically Disadvantaged to 5% By May 2024, *Clays Mill Elementary* will decrease Social Studies Novice in ● Students with Disabilities to <23% ● Economically Disadvantaged to 15.8% By May 2024, *Clays Mill Elementary* will decrease Writing Novice ● Students with Disabilities to <10% ● Economically Disadvantaged to 6%	By May 2025, *Clays Mill Elementary* will decrease Reading Novice ● Students with Disabilities to 15% ● Economically Disadvantaged to 6% By May 2025, *Clays Mill Elementary* will decrease Math Novice ● Students with Disabilities to 15%; ● Economically Disadvantaged to 15% By May 2025, *Clays Mill Elementary* will decrease Science Novice ● Students with Disabilities to <21% ● Economically Disadvantaged to 4% By May 2025, *Clays Mill Elementary* will decrease Social Studies Novice in ● Students with Disabilities to <23% ● Economically Disadvantaged to 13.4 By May 2025, *Clays Mill Elementary* will decrease Writing Novice ● Students with Disabilities to <10% ● Economically Disadvantaged to 5%

Quality of School Climate and Safety		
Year 1	**Year 2**	**Year 3**
By 2023, *Clays Mill Elementary* will increase the Quality of Climate and Safety Index to 78.	By 2024, *Clays Mill Elementary* will increase the Quality of Climate and Safety Index to 80.3.	By 2025, *Clays Mill Elementary* will increase the Quality of Climate and Safety Index to 82.7.

Focus Areas

Professional Learning Communities: PLC's will use a PDSA model effectively to improve student learning				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 2 Design and Deliver Instruction	Develop, implement and monitor strong, effective PLC's utilizing the district PLC framework, protocol and non-negotiables. Train grade level leads in facilitating effective PLC's utilizing the PDSA model.	PLC observations ITL Monthly Meetings and rubric self-assessments	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1 Design and Deploy Standards	Provide ongoing training to teachers on the district PLC framework and resources of PLCs, emphasizing the connection to the learning intentions and success criteria from the curriculum framework to plan instruction and formative assessments as the foundation of the PLC process.	PLC Observations Classroom Observations PLC Evidence (minutes, agenda, district PLC framework components, etc) Professional Learning Artifacts	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 3 Design and Deliver Assessment Literacy	Develop/deliver school and district-created grade level common formative and unit assessments aligned to FCPS unit frameworks	ELA and Math common unit assessments	District Assessment
Reading, Math	KCWP 2 Design and Deliver Instruction	Collect and use student learning data from benchmarks and common assessments to provide differentiated small group reading and math instruction.	PLC Observations Classroom Observations PLC Evidence	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4 Review, Analyze, Apply Data Results	Develop and utilize assessment analysis/reflection tools to monitor student learning by grade level and by standard to determine next steps.	Common Unit Assessments Grave Level Meetings and products	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1 Design and Deploy Standards	Develop a school-wide practice for vertical content area PLC teams for communication to determine areas of need and consistent application of content and instruction through the grades.	Vertical PLC Plan Vertical PLC Agendas/minutes	
Progress Monitoring				

Student Engagement: CME Staff will learn and provide effective high yield strategies for student engagement

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 2 Design and Deliver Instruction	Teachers will participate in professional learning around culturally responsive high yield engagement strategies (including, but not limited to, total participation techniques, higher level questioning, deeper learning, and discussion techniques) and embed in daily instruction.	Classroom walkthroughs and observations	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 2 Design and Deliver Instruction	Develop school/grade level practices for enhancing student involvement in learning including goal-setting, self-assessments, and communicating progress	Grade Level Unit Lesson Plans Goal Setting Charts	
Reading, Math, Science, Social Studies, Writing, EL, Achievement GAP Quality of School Climate and Culture	KCWP 6 Establish Learning Culture and Environment	Develop a process to enhance student voice in the classroom and school.	Written Plan to increase student voice opportunities Student Voice Surveys Student Leadership Team	

Learning Culture and Community

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Writing, EL, Achievement GAP Quality of School Climate and Culture	KCWP 5 Design, Align, Deliver Support Processes	Continue to learn, develop, and improve design and implementation of multi-tiered systems of support (MTSS) for academics and behavior.	Classroom walkthroughs and observations	n/a
Reading, Math, Science, Social Studies, Writing, EL, Achievement GAP Quality of School Climate and Culture	KCWP 5 Design, Align, Deliver Support Processes	Design and develop evidenced-based practices for special education programming with focus on scheduling and professional learning on effective instructional practices and co-teaching	Master Schedule Co-Teaching Training IEP Goal Development Plan	
Reading, Math, Science, Social Studies, Writing, EL, Achievement GAP Quality of School Climate and Culture	KCWP 6 Establish Learning Culture and Environment	Design and develop effective FACE (Family and Community Engagement) processes for increased engagement and communication of families and community partners.	FACE Committee Survey Data Volunteer Hours/Logs	

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Clays Mill Elementary School
Grant Davis
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 Diagnostics

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The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in <u>KRS 158.6451</u> and the local needs assessment. The basis of the professional development plan aligns to <u>704 KAR 3:035,</u> which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in <u>KRS 158.6451</u> and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?
The mission of Clays Mill Elementary is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

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Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Utilizing school level academic and non-academic day, including staff survey, Clays Mill Elementary has identified professional learning communities and high yield instructional student engagement strategies.

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

The two identified professional goals directly align with our school improvement plan focus goals. Both focus areas will

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

To provide professional learning and support to leverage highly effective professional learning communities to advance student achievement

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

To meet CSIP goals and annual objectives

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

Student Achievement Data (MAP, FAST, NSGRA, common assessment data, etc); PLC effectiveness rubric, meeting agendas and minutes of grade level/content teams and Instructional Leadership Team.

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved. **Please describe in detail.**

Student Achievement Data (MAP, FAST, NSGRA, common assessment data, etc); PLC effectiveness rubric, meeting agendas and minutes of grade level/content teams and Instructional Leadership Team

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4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)
    Classroom and content area teachers

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)
    Fayette County Public Schools PLC Handbook, Learning By Doing, 3rd edition, PLC+

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.
    .

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.
    To provide professional learning and support around evidence-based high yield instructional and student engagement strategies.

5b. What are the intended results of the professional development as related to the specific objectives in (a)?
    Implementing and promoting evidence-based practices and opportunities for students to engage and respond in all classrooms daily to advance student learning and achievement

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

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ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
iii. How frequently will data be analyzed? (monthly, quarterly, etc.)
    Walk through data, student and teacher feedback

    5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved. **Please describe in detail.**
    Student Achievement Data (MAP, FAST, NSGRA, common assessment data, etc); walkthrough/observation data

    5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)
    All Teachers

    5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)
    .

    5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.
    .

    6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.
    See Clays Mill Elementary professional learning plan attachment.

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Attachment Summary

Attachment Name	Description	Associated Item(s)