



Henry Clay High School  
2022-23 Phase One:  
Continuous Improvement Diagnostic for Schools

**Henry Clay High School**  
**Paul Little**  
2100 Fontaine Rd  
Lexington, Kentucky, 40502  
United States of America

## 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.***

Please enter your name and date below to certify.

Robert Paul Little

September 26, 2022



Henry Clay High School  
2022-23 Phase One: Executive Summary for Schools

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2100 Fontaine Rd  
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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?

Henry Clay High School's current enrollment is approximately 2035 students, which is a decrease of approximately 25 students from a year ago, and a continuation of the gradual decrease that began in 2016-2017 as a result of the opening of a new high school in Lexington. The school demographics indicate a richly diverse student population replicating an interactive global society. The most current racial breakdown of students is: 52% white; 20% African American; 15% Hispanic; 7% Asian; 6% other. The free-and-reduced student total is 46%; English language learners are 8%; Special Education is 8%. The average daily attendance rate is 92.9%.

### 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 school mission statement is "the community of Henry Clay High School supports and empowers our students so that they graduate ready for college or a career." The school allocates fiscal and human resources to achieve the vision of Henry Clay High School. In essence, every decision is made to achieve the vision statement. Fayette County Public Schools collaboratively adopted the following vision statements: All students will graduate from high school prepared for college and careers, ready to excel in a global society. In order to achieve this, we will...

- Student Achievement - Foster rich and diverse learning experiences that challenge and inspire
- Community Engagement - Foster collaborative community partnerships
- Family Engagement - Foster collaborative family partnerships
- Student Engagement - Foster a student-centered school system
- Staff Engagement - Foster a culture of caring and mutual respect that supports lifelong learning

### 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.

U.S. News and World Report has reported Henry Clay High School as #6 of the Best High Schools in Kentucky. The Liberal Arts Academy ranked in the Top 100 of magnet school programs in the nation. The foundation of Henry Clay's success lies within the academic performance of our students on a variety of assessments.

Henry Clay provides the AP Capstone program for students through AP Seminar and AP Research. The program is providing students with the necessary skills to conduct research, work in teams, and to effectively communicate with others. AP Capstone complements and enhances the other AP courses taught at Henry Clay, which include AP Computer Science A, AP Computer Science Principles, AP French Language & Culture, AP German Language & Culture, AP English Language, AP English Literature, AP Calculus AB, AP Calculus BC, AP Statistics, AP Biology, AP Chemistry, AP Physics 1, AP Human Geography, AP US History, AP European History, AP World History: Modern, AP US Govt & Politics, AP Psychology, AP Studio Art, and AP Art History, which makes 22 courses offered, including the Capstone classes. Enrollment in these classes for 2022-2023 is a total of 1,243. The continuous success of the Equity in Advanced Placement (EAP) program actively recruits and mentors promising minority and at-risk freshmen for AP classes while providing support and resources needed to succeed in the challenging courses. The school will continue to support the EAP program to continue and expand the vision of providing equity for all students. The school will continue to provide ongoing professional learning to meet the specific needs of teachers. Collaboratively, the faculty and staff monitor the work of the PLCs and provide meaningful feedback and accountability to increase student achievement while reducing novice performance. The school's improvement plan is focused on creating a systemic PLC foundation that centers the work on data analysis to drive instructional change. The next step in improvement is the implementation of a solid transformational MTSS plan. This will lead to closing the achievement gaps and novice reduction of struggling students.

#### 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.

Our high school was named in honor of the great Kentuckian and national statesman Henry Clay. The oldest public high school in Lexington, Henry Clay High originally opened on Main Street in 1928. The school moved to its current Fontaine Road facility in 1970 and underwent a complete renovation in 2005. Home to a richly diverse student population representing more than 50 countries, Henry Clay High offers a comprehensive and challenging curriculum for all students. We are proud to host the district's only Army JROTC program as well as a range of Advanced Placement courses.



Henry Clay High School  
2022-23 Phase Two:  
The Needs Assessment for Schools

**Henry Clay High School**  
**Paul Little**  
2100 Fontaine Rd  
Lexington, Kentucky, 40502  
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.

Multiple teams work with our data. Under typical circumstances, SBDM, SBDM committees, the faculty as a whole, departments, PLC groups, and the administrative team all review and analyze data results. These teams meet monthly or semi-monthly and are documented through agendas and minutes. As data is generated and delivered through state assessments, common assessments, and other district-mandated assessments, the data is reviewed to identify students who are not achieving at proficiency. Specific areas of weakness are noted so that interventions can be delivered to meet students at their current levels and help drive them toward proficiency.

#### **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?

We see modest growth in our 2021-2022 Career Readiness numbers, and that is due to the improved focus on getting students into pathways and administration of career assessments. The graduation rate goal for Special Education students was exceeded, with an indicator of 92.2. The intended improvement in the overall student proficiency rating was not met, our goal for improvement in Combined Writing was not met, and our goal for a decrease in the student achievement gap was not met. These factors inform this year's School Improvement Plan by very clearly outlining the areas in which we are falling short of our expectations and indicating the areas where we must achieve significant improvement in order to come out of TSI.

### 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.

Henry Clay saw persistence in the achievement gaps for African American, English Learners plus Monitored, and Disability-with IEP. In the Reading & Mathematics Indicator Score, we are in the Very Low range for students in all three areas.

### 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.

Among African American students, 22% scored P/D in Reading, 21% in Math, and 11% in Combined Writing. For English Learner plus Monitored, 11% scored P/D in Reading, 7% in Math, and 3% in Combined Writing. In Disability-With IEP, students scored 12% P/D in Reading, 6% in Math, and 3% in Combined Writing. All of this data comes from the State Accountability data sets provided by the Kentucky Department of Education.

### 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.

The weaknesses cited above are the areas of greatest concern for Henry Clay High School. The academic performance of our Asian and White (non-Hispanic) students is ranked High, but no student subpopulation ranks Medium or Very High. Our Hispanic or Latin, Two or More Races, and Economically Disadvantaged student groups rank Low, and African American, Students with Disabilities (IEP), and English Learner including Monitored are ranked Very Low.

### 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.

The focused attention that our faculty brought to addressing the graduation rate of our students with Disabilities-With IEP resulted in a significant improvement from 85.1 to 92.2. This targeted delivery of supports and attention to data is a strength that we can leverage to deliver targeted instruction and supports to students in our Very Low group.

### 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.

We will focus on KCWP 4 and KCWP 5.



# Henry Clay High School 2022-23 Phase Two: School Assurances\_10192022\_11:05

2022-23 Phase Two: School Assurances

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**Paul Little**  
2100 Fontaine Rd  
Lexington, null, 40502

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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 under section 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



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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)
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## Henry Clay High's Comprehensive School Improvement Plan (CSIP) for 2022-25

### Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

### Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  
- The required goals for high schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

## Explanations/Directions

**Goal:** Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma</i> , <i>Shipley</i> , <i>Baldrige</i> , etc.).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in reading and mathematics

<div>Goal 1 (State your reading and math goal.):<ul style="list-style-type: none"><li>By 2025, <i>Henry Clay High School</i> will increase Reading proficient and distinguished level to 58% as measured by KSA. Current level is 43%.</li><li>By 2025, <i>Henry Clay High School</i> will increase Math proficient and distinguished level to 58% as measured by KSA. Current level is 43%.</li></ul></div>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  By 2023, <i>Henry Clay High School</i> will increase P/D in Reading to 48%.	Utilize daily formative data collection tools, benchmark data, summative data to ensure high levels of student achievement	9th and 10th Grade English teachers will review all student performances on district common assessments to identify students who are at risk of underperforming on upcoming state accountability assessments. Students who show risk will be provided with multiple in-class opportunities to demonstrate mastery of all anchor standards.  For Reading, teachers or interventionists in English, Social Studies and Science will utilize Recommendations 2 (Provide purposeful fluency-building activities to help students read effortlessly) and 3 (Routinely use a set of comprehension-building practices to help students make sense of the text) from Providing Reading Interventions for Students in Grades 4-9.	Increased student achievement on MAP Reading and KSA Reading	-PLC Minutes and/or PLC Products - Walkthrough/Observation Data - MAP and KSA Reading Results	District provides seat licenses for universal screener at no cost to school
		Provide after-school tutoring opportunities, including transportation, snacks, and a Zoom option for students who are unable to remain after school hours.	Increased student achievement on MAP Reading and KSA Reading	Documentation of tutoring opportunities and the number of students who participate.	ESS Funds

Goal 1 (State your reading and math goal.):

- By 2025, *Henry Clay High School* will increase Reading proficient and distinguished level to 58% as measured by KSA. Current level is 43%.
- By 2025, *Henry Clay High School* will increase Math proficient and distinguished level to 58% as measured by KSA. Current level is 43%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  By 2023, <i>Henry Clay High School</i> will increase P/D in Reading to 48%.	Identify curricular modification needs using pre- assessment strategies and data results to provide intervention where high levels of below proficient prerequisite skills are identified	Students whose reading skills are below the <b>50th percentile</b> on a universal screener (i.e. MAP) receive intensive support using evidence-based practices to accelerate their mastery of standards.	Increased student achievement on MAP Reading and KSA Reading	-PLC Minutes and/or PLC Products - Walkthrough/Observation Data - MAP and KSA Reading Results	District provides seat licenses for universal screener at no cost to school
		Provide specific academic support in reading through our interventionist positions. Pull students from advisory periods to allow additional monitoring and instruction using evidence-based practices.	Increased student achievement on MAP Reading and KSA Reading	-PLC Minutes and/or PLC Products - Walkthrough/Observation Data - MAP and KSA Reading Results	N/A
	Create and monitor a “Watch/Cusp List” for students performing below proficiency	Teachers of English 1 and 2 will work together to provide targeted interventions using evidence-based practices for students on track to score at Novice or Apprentice in 2023 or 2024 KSA in Reading.	Increased student achievement on MAP Reading and KSA Reading	-PLC Minutes and/or PLC Products - Walkthrough/Observation Data - MAP and KSA Reading Results	N/A
	Ensure that students understand the success criteria within each learning target. (“Our learning target for today is _____, and we will know we are successful when we _____.”)	Teacher Clarity Training	Increased student achievement on MAP Reading and KSA Reading	-PLC Minutes and/or PLC Products - Walkthrough/Observation Data - MAP and KSA Reading Results	District personnel provide training at no cost to school

<div>Goal 1 (State your reading and math goal.):<ul style="list-style-type: none"><li>By 2025, <i>Henry Clay High School</i> will increase Reading proficient and distinguished level to 58% as measured by KSA. Current level is 43%.</li><li>By 2025, <i>Henry Clay High School</i> will increase Math proficient and distinguished level to 58% as measured by KSA. Current level is 43%.</li></ul></div>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<div>Objective 2</div> <div>By 2023, <i>Henry Clay High School</i> will increase P/D in Math to 48%.</div>	Utilize daily formative data collection tools, benchmark data, summative data to ensure high levels of student achievement	<div>Math teachers of 9th and 10th grade students will review all student performances on common assessments to identify students who are at risk of underperforming on upcoming state accountability assessments. Students who show risk will be provided with multiple in-class opportunities to demonstrate mastery of all anchor standards.</div> <div>For Mathematics, teachers or interventionists in Mathematics will utilize Recommendations 1 (Use solved problems to engage students in analyzing algebraic reasoning and strategies), 2 (Teach students to utilize the structure of algebraic representations) and 3 (Teach students to intentionally choose from alternative algebraic strategies when solving problems) from Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students.</div>	Increased student achievement on Universal Screener and KSA Math	<div>-PLC Minutes and/or PLC Products</div> <div>- Walkthrough/Observation Data</div> <div>- Universal Screener and KSA Math Results</div>	District provides seat licenses for universal screener at no cost to school

Goal 1 (State your reading and math goal.):

- By 2025, *Henry Clay High School* will increase Reading proficient and distinguished level to 58% as measured by KSA. Current level is 43%.
- By 2025, *Henry Clay High School* will increase Math proficient and distinguished level to 58% as measured by KSA. Current level is 43%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2  By 2023, <i>Henry Clay High School</i> will increase P/D in Math to 48%.	Identify curricular modification needs using pre- assessment strategies and data results to provide intervention where high levels of below proficient prerequisite skills are identified	Provide specific academic support in math using evidence-based practices through our interventionist positions. Pull students from advisory periods to allow additional monitoring and instruction opportunities. Provide after-school tutoring opportunities, including transportation, snacks, and a Zoom option for students who are unable to remain after school hours	Increased student achievement on Universal Screener and KSA Math	-PLC Minutes and/or PLC Products - Walkthrough/Observation Data - Universal Screener and KSA Math Results	N/A
		Students who show risk will be provided with multiple in-class opportunities to demonstrate mastery of all anchor standards.	Increased student achievement on Universal Screener and KSA Math	-PLC Minutes and/or PLC Products - Walkthrough/Observation Data - Universal Screener and KSA Math Results	N/A
	Create and monitor a “Watch/Cusp List” for students performing below proficiency	Teachers of Algebra 1 and Geometry will work together to provide targeted interventions using evidence-based practices for students on track to score at Novice or Apprentice in 2023 or 2024 KSA in Math.	Increased student achievement on Universal Screener and KSA Math	-PLC Minutes and/or PLC Products - Walkthrough/Observation Data - Universal Screener and KSA Math Results	N/A
	Ensure that students understand the success criteria within each learning target. (“Our learning target for today is _____, and we will know we are successful when we _____.”)	Teacher Clarity PD	Increased student achievement on Universal Screener and KSA Math	-PLC Minutes and/or PLC Products - Walkthrough/Observation Data - Universal Screener and KSA Math Results	District personnel provide training at no cost to school

2: State Assessment Results in science, social studies and writing

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <ul style="list-style-type: none"> <li>By 2025, <i>Henry Clay High School</i> will increase Science proficient and distinguished level to 32% as measured by KSA. Current level is 17%.</li> <li>By 2025, <i>Henry Clay High School</i> will increase Social Studies proficient and distinguished level to 51% as measured by KSA. Current level is 36%.</li> <li>By 2025, <i>Henry Clay High School</i> will increase Combined Writing proficient and distinguished level to 51% as measured by KSA. Current level is 36%.</li> </ul>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By 2023, <i>Henry Clay High School</i> will increase P/D in Science to 22%.</p>	<p>Develop assignments and activities that reflect the learning targets students have had the opportunity to learn.</p>	<p>PLCs will review student performance on common assessments to identify students who are at risk of underperforming on upcoming state accountability assessments. Students who show risk will be provided with multiple in-class opportunities to demonstrate mastery of all anchor standards.</p> <p>For Reading, teachers or interventionists in Science will utilize Recommendations 2 (Provide purposeful fluency-building activities to help students read effortlessly) and 3 (Routinely use a set of comprehension-building practices to help students make sense of the text) from Providing Reading Interventions for Students in Grades 4-9.</p>	Increased student achievement on KSA Science	<p>-PLC Minutes and/or PLC Products</p> <p>- Walkthrough/Observation Data</p> <p>- KSA Science Results</p>	N/A
		<p>Students who show risk will be provided with multiple in-class opportunities to demonstrate mastery of all anchor standards.</p>	Increased student achievement on KSA Science	<p>-PLC Minutes and/or PLC Products</p> <p>- Walkthrough/Observation Data</p> <p>- KSA Science Results</p>	N/A

Goal 2 (State your science, social studies, and writing goal.):

- By 2025, *Henry Clay High School* will increase Science proficient and distinguished level to 32% as measured by KSA. Current level is 17%.
- By 2025, *Henry Clay High School* will increase Social Studies proficient and distinguished level to 51% as measured by KSA. Current level is 36%.
- By 2025, *Henry Clay High School* will increase Combined Writing proficient and distinguished level to 51% as measured by KSA. Current level is 36%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  By 2023, <i>Henry Clay High School</i> will increase P/D in Science to 22%.	Ensure that students understand the success criteria within each learning target. ("Our learning target for today is _____, and we will know we are successful when we _____.")	Teacher Clarity PD	Increased student achievement on KSA Science	-PLC Minutes and/or PLC Products - Walkthrough/Observation Data - KSA Science Results	District personnel provide training at no cost to school
	Plan strategically in the selection of high yield instructional strategy usage within lessons.	For Reading, teachers or interventionists in Science will utilize Recommendations 2 (Provide purposeful fluency-building activities to help students read effortlessly) and 3 (Routinely use a set of comprehension-building practices to help students make sense of the text) from Providing Reading Interventions for Students in Grades 4-9.	Increased student achievement on KSA Science	-PLC Minutes and/or PLC Products - Walkthrough/Observation Data - KSA Science Results	N/A
Objective 2  By 2023, <i>Henry Clay High School</i> will increase P/D in Social Studies to 41%.	Ensure that students understand the success criteria within each learning target. ("Our learning target for today is _____, and we will know we are successful when we _____.")	Teacher Clarity PD	Increased student achievement on KSA Social Studies	-PLC Minutes and/or PLC Products - Walkthrough/Observation Data - KSA Social Studies Results	District personnel provides training at no cost to school



Goal 2 (State your science, social studies, and writing goal.):

- By 2025, *Henry Clay High School* will increase Science proficient and distinguished level to 32% as measured by KSA. Current level is 17%.
- By 2025, *Henry Clay High School* will increase Social Studies proficient and distinguished level to 51% as measured by KSA. Current level is 36%.
- By 2025, *Henry Clay High School* will increase Combined Writing proficient and distinguished level to 51% as measured by KSA. Current level is 36%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2</p> <p>By 2023, <i>Henry Clay High School</i> will increase P/D in Social Studies to 41%.</p>	Plan strategically in the selection of high yield instructional strategy usage within lessons.	For Writing, teachers or interventionists in Social Studies will implement Recommendations 1 (Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle), 2 (Integrate writing and reading to emphasize key writing features) and 3 (Use assessments of student writing to inform instruction and feedback) from Teaching Secondary Students to Write Effectively.	Increased student achievement on KSA Social Studies	-PLC Minutes and/or PLC Products - Walkthrough/Observation Data - KSA Social Studies Results	N/A
<p>Objective 3</p> <p>By 2023, <i>Henry Clay High School</i> will increase P/D in Combined Writing to 41%.</p>	Develop assignments and activities that reflect the learning targets students have had the opportunity to learn.	<p>1. Engaging in the three categories of writing: writing to learn, writing to demonstrate learning to the teacher and writing for publication.</p> <ul style="list-style-type: none"> <li>• Routine writing to learn (student-generated notes, journaling, etc)</li> <li>• At least two writing to demonstrate learning to the teacher (written responses for formative or summative assessments including on-demand and timed writing)</li> <li>• At least one writing for publication piece through English classes, and other courses as appropriate, that goes through the writing process of</li> </ul>	Increased student achievement on KSA Combined Writing	-PLC Minutes and/or PLC Products - Walkthrough/Observation Data - KSA Combined Writing Results	N/A

Goal 2 (State your science, social studies, and writing goal.): <ul style="list-style-type: none"><li>By 2025, <i>Henry Clay High School</i> will increase Science proficient and distinguished level to 32% as measured by KSA. Current level is 17%.</li><li>By 2025, <i>Henry Clay High School</i> will increase Social Studies proficient and distinguished level to 51% as measured by KSA. Current level is 36%.</li><li>By 2025, <i>Henry Clay High School</i> will increase Combined Writing proficient and distinguished level to 51% as measured by KSA. Current level is 36%.</li></ul>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3  By 2023, <i>Henry Clay High School</i> will increase P/D in Combined Writing to 41%.		planning, drafting, revising, editing, publishing and reflecting upon the writing  Experience writing in both on-demand and writing-over-time situations.  For Writing, teachers or interventionists in English, Social Studies and Science will implement Recommendations 1 (Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle), 2 (Integrate writing and reading to emphasize key writing features) and 3 (Use assessments of student writing to inform instruction and feedback) from Teaching Secondary Students to Write Effectively.			
	Ensure that students understand the success criteria within each learning target. ("Our learning target for today is _____, and we will know we are successful when we _____.")	Teacher Clarity PD	Increased student achievement on KSA Combined Writing	-PLC Minutes and/or PLC Products - Walkthrough/Observation Data - KSA Combined Writing Results	District personnel provide training at no cost to school

Goal 2 (State your science, social studies, and writing goal.): <ul style="list-style-type: none"><li>By 2025, <i>Henry Clay High School</i> will increase Science proficient and distinguished level to 32% as measured by KSA. Current level is 17%.</li><li>By 2025, <i>Henry Clay High School</i> will increase Social Studies proficient and distinguished level to 51% as measured by KSA. Current level is 36%.</li><li>By 2025, <i>Henry Clay High School</i> will increase Combined Writing proficient and distinguished level to 51% as measured by KSA. Current level is 36%.</li></ul>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3  By 2023, <i>Henry Clay High School</i> will increase P/D in Combined Writing to 41%.	Plan strategically in the selection of high yield instructional strategy usage within lessons.	For Writing, teachers or interventionists in English, Social Studies and Science will implement Recommendations 1 (Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle), 2 (Integrate writing and reading to emphasize key writing features) and 3 (Use assessments of student writing to inform instruction and feedback) from Teaching Secondary Students to Write Effectively.	Increased student achievement on KSA Combined Writing	-PLC Minutes and/or PLC Products - Walkthrough/Observation Data - KSA Combined Writing Results	N/A

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school’s underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school’s climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Goal 3 (State your Achievement Gap goal.): <ul style="list-style-type: none"><li>By 2025, <i>Henry Clay High School</i> will decrease novice in Reading to 33%.</li><li>By 2025, <i>Henry Clay High School</i> will decrease novice in Math to 27%</li></ul>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  By 2023, <i>Henry Clay High School</i> will decrease novice in Reading to 33%.	Utilize daily formative data collection tools, benchmark data, summative data to ensure high levels of student achievement	Special Education Case Managers will use the Advisory period for pulling students for mentoring and interventions using evidence-based practices in mastery of reading standards.  For Reading, teachers or interventionists in English, Social Studies and Science will utilize Recommendations 2 (Provide purposeful fluency-building activities to help students read effortlessly) and 3 (Routinely use a set of comprehension-building practices to help students make sense of the text) from Providing Reading Interventions for Students in Grades 4-9.	Reduction of novice scores in reading on KSA for students receiving Special Education services	-PLC Minutes and/or PLC Products - Walkthrough/Observation Data - KSA Reading Results	N/A

<p>Goal 3 (State your Achievement Gap goal.):</p> <ul style="list-style-type: none"> <li>By 2025, <i>Henry Clay High School</i> will decrease novice in Reading to 33%.</li> <li>By 2025, <i>Henry Clay High School</i> will decrease novice in Math to 27%</li> </ul>					
<p>Objective 1</p> <p>By 2023, <i>Henry Clay High School</i> will decrease novice in Reading to 33%.</p>	Identify curricular modification needs using pre- assessment strategies and data results to provide intervention where high levels of below proficient prerequisite skills are identified	Provide specific academic support in reading through our interventionist positions. Pull students from advisory periods to allow additional monitoring and instruction using evidence-based practices.	Reduction of novice scores in reading on KSA	-PLC Minutes and/or PLC Products - Walkthrough/Observation Data - KSA Reading Results	N/A
	Create and monitor a “Watch/Cusp List” for students performing below proficiency	Teachers of English 1 and 2 will work together to provide targeted interventions using evidence-based practices for students on track to score at Novice in 2023 or 2024 KSA in Reading.	Reduction of novice scores in reading on KSA	-PLC Minutes and/or PLC Products - Walkthrough/Observation Data - KSA Reading Results	N/A
<p>Objective 2</p> <p>By 2023, <i>Henry Clay High School</i> will decrease novice in Math to 27%.</p>	Utilize daily formative data collection tools, benchmark data, summative data to ensure high levels of student achievement	<p>Special Education Case Managers will use the Advisory period for pulling students for mentoring and interventions using evidence-based practices in mastery of math standards.</p> <p>For Mathematics, teachers or interventionists in Mathematics will utilize Recommendations 1 (Use solved problems to engage students in analyzing algebraic reasoning and strategies), 2 (Teach students to utilize the structure of algebraic representations) and 3 (Teach students to intentionally choose from alternative algebraic strategies when solving problems) from Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students.</p>	Reduction of novice scores in math on KSA for students receiving Special Education services	-PLC Minutes and/or PLC Products - Walkthrough/Observation Data - KSA Math Results	N/A

Goal 3 (State your Achievement Gap goal.): <ul style="list-style-type: none"> <li>By 2025, <i>Henry Clay High School</i> will decrease novice in Reading to 33%.</li> <li>By 2025, <i>Henry Clay High School</i> will decrease novice in Math to 27%</li> </ul>					
Objective 2  By 2023, <i>Henry Clay High School</i> will decrease novice in Math to 27%.	Identify curricular modification needs using pre- assessment strategies and data results to provide intervention where high levels of below proficient prerequisite skills are identified	Provide specific academic support using evidence-based practices in math through our interventionist positions. Pull students from advisory periods to allow additional monitoring and instruction opportunities	Reduction of novice scores in math on KSA	-PLC Minutes and/or PLC Products - Walkthrough/Observation Data - KSA Math Results	N/A
	Create and monitor a “Watch/Cusp List” for students performing below proficiency	Teachers of Algebra 1, and Geometry will provide targeted interventions to students on the “Watch/Cusp List” using evidence-based practices for students on track to score at Novice in 2023 or 2024 KSA in Math.	Reduction of novice scores in math on KSA	-PLC Minutes and/or PLC Products - Walkthrough/Observation Data - KSA Math Results	N/A

4: English Learner Progress

Goal 4 (State your English Learner goal.): <ul style="list-style-type: none"><li>By 2025, <i>Henry Clay High School</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 17.8%.</li></ul>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  By 2023, <i>Henry Clay High School</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 17.8%	Identify curricular modification needs using pre- assessment strategies and data results to provide intervention where high levels of below proficient prerequisite skills are identified	Increase participation in after school tutoring sessions for EL students. Utilize bilingual educators to provide this instruction. Provide transportation for participating students. Provide snacks and a Zoom option for students who are unable to remain in the building after school hours.	Increased growth of all EL students on ACCESS	Documentation of tutoring opportunities and the number of students who participate.	ESS, District EL Funds

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):					
Quality of School Climate and Safety					
<ul style="list-style-type: none"><li>By 2025, <i>Henry Clay High School</i> will increase the quality of school climate and safety index to 75% as measured by KSA. Current level is 60.1%.</li></ul>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  By 2023, <i>Henry Clay High School</i> will increase the quality of school climate and safety index to 65% as measured by KSA.	Prior to beginning instruction Fall Semester 2023, create a process/practice to increase student engagement and develop a sense of belonging and inclusion	High-Yield Instructional Strategies	KSA School Climate and Safety Index		
		Model class/team-building activities in teacher trainings			
		Implement class/team-building activities within each classroom			
		Use research validated measure to quantitatively assess baseline student engagement data			
Objective 2					



6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.):					
Post-Secondary Readiness					
<ul style="list-style-type: none"><li>By 2025, <i>Henry Clay High School</i> will increase the percentage of students who are post secondary ready to 83%. 2019 level was 73.5%.</li></ul>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  By 2023, <i>Henry Clay High School</i> will increase the percentage of students who are post secondary ready to 78.5%.	1. Create and promote additional pathways and Dual Credit courses that are available to students	Student schedules must reflect participation in either a career or college readiness pathway. Career readiness will be reflected by enrollment in a course that is within an identified career-readiness pathway. College readiness will be reflected by enrollment in either a world language sequence or AP/Dual Credit course.	Increase in the number of students eligible to take End of Program assessments in pathways offered	CCR Coach and Counselor data	N/A
	2. Monitor student progress through pathways	Schedule changes that do not support participation in either of these college or career readiness pathways will not be permitted.	Increase in the number of students eligible to take End of Program assessments in pathways offered	CCR Coach and Counselor data	N/A

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.):					
Graduation Rate					
<ul style="list-style-type: none"><li>By 2025, <i>Henry Clay High School</i> will increase the graduation rate to 96% as measured by the combined 4-year and 5-year rate. Current rate is 93.1%.</li></ul>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  By 2023, <i>Henry Clay High School</i> will increase the graduation rate to 94.1% as measured by the combined 4-year and 5-year rate.	Use available data to create a identify students not on track to graduate on time	Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.	Increase in student graduation rate		
		Ensure academic and behavioral expectations are actively modeled and are an existing part of the school culture.	Increase in student graduation rate		

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
<p><b>Consider:</b> How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p><b>Response:</b></p> <p>School leadership will monitor progress for these underperforming subgroups by the implementation of normed assessments that align with the Kentucky Academic Standards, followed by Tier 1, 2 and 3 strategies and interventions that utilize evidence-based practices. Leadership will meet with PLCs in Social Studies, Science, Mathematics and English to review baseline assessment results, plans for interventions, and analysis of data.</p>
Identification of Critical Resources Inequities:
<p><b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>No glaring resource inequities have been identified. The school leadership team will need to ensure that current resources are allocated in the most efficient and effective way and these resources (people, time, money) are directed to areas of highest need.</p> <p>For students with disabilities the leadership team should ensure efficient and effective use of SPED/ECE faculty and staff resources, ensure scheduling practices are in place to provide appropriate/effective environment for co-teaching classes, ensure co-teaching teams are adequately trained in best practices and high yield instructional strategies, and ensure that SPED/ECE faculty and staff have adequate time to complete all required duties.</p> <p>For African American students the leadership team should ensure that teachers/PLCs have adequate resources to determine student mastery of content standards, ensure Tier 1 and Tier 2 interventions are taking place as needed during instructional time, and ensure the MTSS team has adequate time and resources to provide targeted interventions to identified students.</p> <p>For English Learners the leadership team should ensure resources are in place to provide students with academic support they can access (language, time, etc), ensure that teachers/PLCs have adequate resources to determine student mastery of content standards, ensure Tier 1 and Tier 2 interventions are taking place as needed during instructional time, and ensure the MTSS team has adequate time and resources to provide targeted interventions to identified students.</p>

<b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b>
<p><b>Consider:</b> Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p><b>Response:</b>One area related to the learning culture that has been determined to be a cause of the underperformance of these subgroups is Student Engagement. To address this, the leadership team should ensure staff are trained in the use of high-yield instructional strategies and the Continuous Classroom Improvement model. The leadership team should also use a quantitative assessment of student engagement to periodically monitor progress and/or trends.</p>
<b>Targeted Subgroups and Evidence-Based Interventions:</b>
<p><b>Consider:</b> Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?</p> <p><b>Response:</b> For Reading, teachers or interventionists in English, Social Studies and Science will utilize Recommendations 2 (Provide purposeful fluency-building activities to help students read effortlessly) and 3 (Routinely use a set of comprehension-building practices to help students make sense of the text) from Providing Reading Interventions for Students in Grades 4-9. For Mathematics, teachers or interventionists in Mathematics will utilize Recommendations 1 (Use solved problems to engage students in analyzing algebraic reasoning and strategies), 2 (Teach students to utilize the structure of algebraic representations) and 3 (Teach students to intentionally choose from alternative algebraic strategies when solving problems) from Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students. For Writing, teachers or interventionists in English, Social Studies and Science will implement Recommendations 1 (Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle), 2 (Integrate writing and reading to emphasize key writing features) and 3 (Use assessments of student writing to inform instruction and feedback) from Teaching Secondary Students to Write Effectively.</p> <p><b>Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.</b></p>

### TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the ["Compliance Requirements"](#) resource available on KDE's [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Provide staff in English, Social Studies and Science with resources to implement Recommendations 2 (Provide purposeful fluency-building activities to help students read effortlessly) and 3 (Routinely use a set of comprehension-building practices to help students make sense of the text.)	Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="https://whatworks.ed.gov/">https://whatworks.ed.gov/</a> .	X
Provide staff in Mathematics with resources to implement Recommendations 1 (Use solved problems to engage students in analyzing algebraic reasoning and strategies), 2 (Teach students to utilize the structure of algebraic representations) and 3 (Teach students to intentionally choose from alternative algebraic strategies when solving problems).	Star, J. R., Caronongan, P., Foegen, A., Furgeson, J., Keating, B., Larson, M. R., Lyskawa, J., McCallum, W. G., Porath, J., & Zbiek, R. M. (2015). Teaching strategies for improving algebra knowledge in middle and high school students (NCEE 2014-4333). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <a href="http://whatworks.ed.gov">http://whatworks.ed.gov</a> .	X
Provide staff in English, Social Studies and Science with resources to implement Recommendation 1 (Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle), 2 (Integrate writing and reading to emphasize key writing features) and 3 (Use assessments of student writing to inform instruction and feedback).	Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., & Smither Wulsin, C. (2016). Teaching secondary students to write effectively (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <a href="http://whatworks.ed.gov">http://whatworks.ed.gov</a> .	X



Henry Clay High School 2022-23 Phase Four: Professional  
Development Plan for Schools for School Year  
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2022-23 Phase Four: Professional Development Plan for Schools for School Year  
2023-2024

**Henry Clay High School**  
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## 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

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 [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), 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 [KRS 158.6451](#) 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 Henry Clay High School is to educate and prepare our students for a life of productive citizenship.

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.



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.

see attachment

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

see attachment

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.

see attachment

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

see attachment

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.)

see attachment

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.**

see attachment

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

see attachment

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.)  
see attachment

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.  
see attachment

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.  
see attachment

5b. What are the intended results of the professional development as related to the specific objectives in (a)?  
see attachment

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?
- ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
- iii. How frequently will data be analyzed? (monthly, quarterly, etc.)  
see attachment

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.**

see attachment

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

see attachment

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.)

see attachment


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.

see attachment

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 attachment

# Attachment Summary

Attachment Name	Description	Associated Item(s)
<div> Henry Clay Professional Learning Plan for 2023-2024</div>		.