2025 Clays Mill Elementary Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Focus Area 1: Professional Learning Communities (PLCs) Focus Area 2: Student Engagement Focus Area 3: Learning Culture and Environment

Needs Assessment: Processes, Practices, or Conditions

KCWP 1 -Design and Deploy Standards - Goals 1, 2, 3 KCWP 2 - Design and Deliver Instruction - Goals 1, 2, 3, 4, 5 KCWP 3 - Design and Deliver Assessment Literacy - Goals 1, 2 KCWP 4 - Review, Analyze, Apply Data Results - Goal 1 KCWP 5 - Design, Align, Deliver Support Processes - Goals 3, 4, 5 KCWP 6 - Establish Learning Culture and Environment - Goals 4, 5, 6

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	94.4	+5.2
State Assessment Results in science, social studies, and writing	91.3	+3.6
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	81.0	+1.5

1: State Assessment Results in Reading and Mathematics

By October 2027, Clays Mill Elementary will increase the Reading and Math combined status from 94.4 (2024) to 99.4.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, *Clays Mill Elementary* will increase P/D in Reading to **83%.** By 2025, *Clays Mill Elementary* will increase P/D in Math to **72%.**	KCWP 2 Design and Deliver Instruction	Continue to develop,, implement and monitor strong, effective PLCs utilizing the district PLC framework, protocol and non-negotiables. Continue training grade level leads in facilitating effective PLCs utilizing the PDSA model.	PLC observations ITL Monthly Meetings and rubric self-assessments		
	KCWP 3 Design and Deliver Assessment Literacy	Develop/revise grade level common formative and unit assessments aligned to FCPS unit frameworks	ELA and Math common unit assessments		
	KCWP 2 Design and Deliver Instruction	Utilize student learning data to provide differentiated instruction in reading and math	PLC Observations Classroom Observations PLC Evidence		
	KCWP 4 Review, Analyze, Apply Data Results	Implement evidence-based vocabulary, grammar, and writing instruction that aligns to Kentucky Academic Standards.	Common Unit Assessments Grave Level Meetings and products		
	KCWP 1 Design and Deploy Standards	Implement vertical professional learning communities to align instruction and learning K-5 in reading, math, science/social studies, and writing	Vertical PLC Plan Vertical PLC Agendas/minutes		

2: State Assessment Results in Science, Social Studies, and Combined Writing

By October 2028, Clays Mill Elementary will increase the Science, Social Studies and Combined Writing status from 91.3 (2024) to 96.3.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, *Clays Mill Elementary* will increase P/D in Science to **66%.** By 2025, *Clays Mill Elementary* will increase P/D in Social Studies to **81%.** By 2025, *Clays Mill Elementary* will increase P/D in Combined Writing to **76%.**	KCWP 1 Design and Deploy Standards	Implement vertical professional learning communities to align instruction and learning K-5 in reading, math, science/social studies, and writing	Vertical PLC Plan Vertical PLC Agendas/minutes		
	KCWP 2 Design and Deliver Instruction	Intentionally embed writing practices across all disciplines	PLC Agenda/Minutes Lesson Plans		
	KCWP 3 Design and Deliver Assessment Literacy	Leverage Professional Learning Communities to create writing exemplars across content areas	PLC Agenda/Minutes Created exemplars for instruction and assessment		
	KCWP 3 Design and Deliver Assessment Literacy	Develop/revise grade level common formative and unit assessments aligned to FCPS unit frameworks	ELA and Math common unit assessments		

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, Fayette County Public Schools will decrease Reading Novice by 5% with Students with Disabilities and English Learners.	KCWP 2 Design and Deliver Instruction	Refine and implement high-yield instructional strategies and strategies for student engagement	Classroom walkthroughs and observations Professional Learning agendas, feedback Lesson plans		
By May 2025, Fayette County Public Schools will decrease Math Novice by 5% with Students with Disabilities and English Learners.	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		
	KCWP 6 Establish Learning Culture and Environment	Develop a process to enhance student voice in the classroom and school.	Written Plan Student Voice Surveys Student Leadership Team		
	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		

4: English Learner Progress

By April 2028, 80% of EL students will grow by at least .5 in their ACCESS composite score.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
By 2025, *Clays Mill Elementary* will increase English Learner Progress 80% growing 0.5 points or higher on the ACCESS assessment	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		
	KCWP 2 Design and Deliver Instruction	Refine and implement high-yield instructional strategies and strategies for student engagement	Classroom walkthroughs and observations Professional Learning agendas, feedback Lesson plans		

5: Quality of School Climate and Safety

By October 2028, Clays Mill Elementary will increase the Quality of School Climate and Safety status from 81 (2024) to 86.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
By 2025, *Clays Mill Elementary* will increase the Quality of Climate and Safety Index to 82.7.	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		
	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		
	KCWP 6 Establish Learning Culture and Environment	Develop a process to enhance student voice in the classroom and school.	Written Plan Student Voice Surveys Student Leadership Team		

6: Family Engagement

By May 2025, Clays Mill Elementary Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February Clays Mill Elementary will have implemented and activated the 2024-2025 CME FACE (Family and Community Engagement Plan)	Implement and monitor the strategies developed in the plan.	FACE committee with support from the district FACE liaisons will develop the focus for the year	- Copy of FACE plan - Family Surveys - Evidence of completion of FACE Plan Goals - Parent/Community participation in committees/FRC advisory council/volunteer opportunities	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	- Section 6 - FRC - PTA
		Execute the expectations established on the FACE action plan	- Pre-Post action plan data/reflection - Participation data	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	- Section 6 - FRC - PTA
		Offer a variety of events, activities and supports for families per the FACE plan.	- Participation at events - List of resources provided- and # or families accessing the resources	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	- Section 6 - FRC - PTA

2024-2025 Phase One: Executive Summary for Schools_09242024_19:56

2024-2025 Phase One: Executive Summary for Schools

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

2024-2025 Phase One: Executive Summary for Schools - 2024-2025 Phase One: Executive Summary for Schools_09242024_19:56 -

Generated on 01/11/2025

Clays Mill Elementary School

Table of Contents

2024-2025 Phase One: Executive Summary for Schools - 2024-2025 Phase One: Executive Summary for Schools_09242024_19:56 - Generated on 01/11/2025

Clays Mill Elementary School

2024-2025 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 1,000 hours for the school each year. There are 527 students enrolled in grades K-5. The current racial demography is 77% White, 7% Hispanic, 4% Black, 3% Asian, and 9.8% Two or More Races. Around 33% of students qualify for free or reduced lunch. 9% of students are English learners and 13% 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 the highest achievable 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 Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Clays Mill Elementary 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 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.

2024-2025 Phase One: Executive Summary for Schools - 2024-2025 Phase One: Executive Summary for Schools_09242024_19:56 -

Generated on 01/11/2025

Clays Mill Elementary School

The Clays Mill PTA plays a vital role in supporting schools through fundraising, community engagement, advocacy, and communication. The PTA enhances educational experiences, fosters a sense of community, and ultimately contributes to better student outcomes.

Clays Mill Elementary strives to partner with parents and community members to not only help make the school the best it can be, but to help grow the community around Clays Mill to be an excellent place to live and learn.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

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, we focus on collaboration among staff at school and with parents as partners. We strive to build community partnerships to help provide support and resources to help our students and families.

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 is focused on continuous improvement. The school has progressively improved every year over the last ten years. Recently the state of Kentucky went to a color system (2022-2023) where schools are given a score and a color for their achievement. Clays Mill Elementary has achieved the top status level of "Blue" in both 2021-2022 and 2022-2023. The first overall score was 85.7 with an increase to 90.3 in year two.

Additional Information

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

NA

2024-2025 Phase One: Executive Summary for Schools - 2024-2025 Phase One: Executive Summary for Schools_09242024_19:56 -

Generated on 01/11/2025

Clays Mill Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase Two: The Needs Assessment for Schools_10172024_12:39

2024-2025 Phase Two: The Needs Assessment for Schools

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

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Phase Two: The Needs Assessment for Schools_10172024_12:39 - Generated on 01/11/2025

Clays Mill Elementary School

Table of Contents

2024-2025 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 they will address 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 as you conducted 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 were documented.

For the 2025 school improvement plan development, 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 for reading and iReady for math. Upon completion of assessments and availability of data, the information is reviewed and analyzed with the Clays Mill Elementary Staff, families, the SBDM council and PTA. Clays Mill Elementary has four standing 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 instructional team leaders, 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

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Phase Two: The Needs Assessment for Schools_10172024_12:39 - Generated on 01/11/2025

Clays Mill Elementary School

Behavior, Interventions and Supports) committee reviews the School Climate and Safety data.

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?

Over the previous year's CSIP, we concentrated on three focus areas:

- Professional Learning Communities
- Student Engagement:
- Learning Culture and Community

We were able to develop and implement professional learning communities with each grade level. Each team was led by a grade level facilitator that planned and ran meetings. Most teams met 1-2 times weekly for planning instruction and analyzing data. Training was provided monthly to grade level leaders to effectively facilitate their PLC meetings. Each PLC also completed a mid-year and end-of-year self-assessment to determine the efficacy of their PLC. Common formative and summative assessments were developed with each grade and utilized as formative assessments during instructional units tied to the FCPS curriculum frameworks as well as common end of unit assessments. While we have fully functioning grade level teams that engage in professional learning together, we continue to focus on continuous growth through resources, time, and training to utilize our PLC's as a lynchpin to student learning success.

We have engaged in individual, grade level, and specific area learning on student engagement strategies. Feedback for teachers on engagement was provided on regular walkthroughs. As a school, we focused on active engagement strategies through Total Participation Techniques or other strategies that elicit opportunities for students to respond to questions and activities 100% of the time. To start the 2024-2025 school year, we further engaged in Kagan cooperative learning training to add more tools to our student engagement experience. We will continue to focus on these efforts to ensure students have as many opportunities to engage in classroom instruction as possible.

We will continue with most parts of our CSIP that are ongoing efforts to build the capacity of our professional staff as well as provide authentic experiences for our students to continue to raise student proficiency and performance in all core areas.

Trends

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

Example of Trends

• The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
• From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

<u>Academic Trends</u>

Our school-wide performance on KSA has had an upper trajectory since the first year of the assessment in 2022. Our overall index has grown from 86.0-90.3-96.9. We have improved each area (reading/math, science/social studies/writing, and Quality of School Climate Survey each of the three years KSA has been implemented. In content areas, reading, math, and science have improved each of the last three years, and social studies maintained high level performance. Writing has maintained high level performance, but not as high as the other five subjects and saw a slight decrease in percentage of proficiency, despite the overall index improving in 2024. The MAP assessment mirrors KSA with consistent improvement in reading and math over each of the last five years school-wide. The students who score above the 60th percentile has increased with the percentage scoring below the 25th percentile decreasing each year.

<u>Behavior Trends</u>

2021-2022 - Students with 0-1 ODR: 98.03%, 12.43 ODR per 100 students

2022-2023 - Students with 0-1 ODR: 97.97%, 13.86 ODR per 100 students

2023-2024 - Students with 0-1 ODR: 99.45%, 11.65 ODR per 100 students

<u>Attendance Trends</u>

  Current State
     4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
• Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Phase Two: The Needs Assessment for Schools_10172024_12:39 - Generated on 01/11/2025

Clays Mill Elementary School

• Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Academic

- 2024 KSA Overall Index 96.6
  - Reading/Writing Index 99.6 - Very High (Blue)
  - Science/Social Studies/Writing: 94.9 - Very High (Blue)
  - Quality of School Climate and Safety: 82.5 - Very High (Blue)
- 2024 KSA Content Proficiency Percentages
  - Reading proficiency was 81% (up from 76% in 2023 and 73% in 2022)
  - Math proficiency was 70% (up from 64% in 2023 and 62% in 2022)
  - Science proficiency was 73% (up from 59% in 2023 and 2022)
  - Social Studies proficiency was 75% (down from 79% in 2023 and up from 73% in 2022)
  - Writing proficiency was 62% (down from 69% in 2023 and 2022)

Behavior

- 2023-2024 - Students with 0-1 Discipline Referrals: 99.45%. improved from 2022 and 2023
- 11.65 ODR per 100 students improved from both 2022-2023

Attendance

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

- Writing proficiency (62%) is down from 2022 and 2023 slightly. Overall it has remained flat with little growth. The overall index did improve in 2024 because the number of distinguished increased from 2023-2024.

- Math proficiency (70%) has improved each of the last three years, but lags behind reading (81%)

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Phase Two: The Needs Assessment for Schools_10172024_12:39 - Generated on 01/11/2025

Clays Mill Elementary School

- Special Education proficiency in reading (44%) and math (38%) are down slightly from 2023.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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.

- Reading continues to improve with 81% proficient
- Science improved 14% in 2024 to 73% proficient
- Social Studies remains consistent
- Reading, science, social studies, math all very high and all improving or at the top of schools in district

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 Results
KCWP 5: Design, Align and Deliver Support Processes
KCWP 6: Establish Learning Environment and Culture

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 directly below.**
  ATTACHMENTS

  Attachment Name

  📄 CME Key Elements

8. After analyzing the Key Elements of your teaching and learning environment, which two or three processes, practices or conditions will the school focus its resources and

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Phase Two: The Needs Assessment for Schools_10172024_12:39 - Generated on 01/11/2025

Clays Mill Elementary School

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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

KCWP 2 and 3 - Instruction and Assessment

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Phase Two: The Needs Assessment for Schools_10172024_12:39 - Generated on 01/11/2025

Clays Mill Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 CME Key Elements	CME Key Elements	• 7

2024-2025 Phase Two: School Assurances_10312024_13:26

2024-2025 Phase Two: School Assurances

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

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_10312024_13:26 - Generated on 01/11/2025

Clays Mill Elementary School

Table of Contents

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_10312024_13:26 - Generated on 01/11/2025

Clays Mill Elementary School

2024-2025 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 in a targeted assisstance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_10312024_13:26 - Generated on 01/11/2025

Clays Mill Elementary School

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 in a targeted assisstance program, 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. This includes 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). 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

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_10312024_13:26 - Generated on 01/11/2025

Clays Mill Elementary School

7. The school provides parents of participating children in a targeted assistance program, 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

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_10312024_13:26 - Generated on 01/11/2025

Clays Mill Elementary School

- **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, 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

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_10312024_13:26 - Generated on 01/11/2025

Clays Mill Elementary School

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. In 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. In 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

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_10312024_13:26 - Generated on 01/11/2025

Clays Mill Elementary School

17. In 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. In 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. In 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. In 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

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_10312024_13:26 - Generated on 01/11/2025

Clays Mill Elementary School

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. In 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**

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_10312024_13:26 - Generated on 01/11/2025

Clays Mill Elementary School

COMMENTS

Title I Targeted Assistance School Programs

23. In 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. In 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. In 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. In 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.

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_10312024_13:26 - Generated on 01/11/2025

Clays Mill Elementary School

○ Yes

○ No

● **N/A**

COMMENTS

27. In 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. In 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. In 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

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_10312024_13:26 - Generated on 01/11/2025

Clays Mill Elementary School

30. In 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 in the previous year, 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 this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

    ○ Yes

    ○ No

    ● **N/A**

    COMMENTS

33. If identified in the previous year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_10312024_13:26 - Generated on 01/11/2025

Clays Mill Elementary School

a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

○ Yes

○ No

● **N/A**

COMMENTS

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

○ Yes

○ No

● **N/A**

COMMENTS

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_10312024_13:26 - Generated on 01/11/2025

Clays Mill Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04172024_06:53

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025

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

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04172024_06:53 - Generated on 01/11/2025

Clays Mill Elementary School

Table of Contents

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04172024_06:53 - Generated on 01/11/2025

Clays Mill Elementary School

2023-24 Phase Four: Professional Development Plan for Schools for School Year 2024-2025

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),

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04172024_06:53 - Generated on 01/11/2025

Clays Mill Elementary School

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.

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.

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,

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04172024_06:53 - Generated on 01/11/2025

Clays Mill Elementary School

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

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.

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04172024_06:53 - Generated on 01/11/2025

Clays Mill Elementary School

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?
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

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04172024_06:53 - Generated on 01/11/2025

Clays Mill Elementary School

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.

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04172024_06:53 - Generated on 01/11/2025

Clays Mill Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)