

Clays Mill Elementary Comprehensive School Improvement Plan 2022-25 (Year 2)

State Assessment Results in Reading

- By 2025, **Clays Mill Elementary** will increase Reading proficient and distinguished level to **80%** as measured by KSA. Current level (2023) is 76%.

State Assessment Results in Math

- By 2025, **Clays Mill Elementary** will increase Math proficient and distinguished level to **70%** as measured by KSA. Current level (2023) is 62%.

State Assessment Results in Science

- By 2025, **Clays Mill Elementary** will increase Science proficient and distinguished level to **66%** as measured by KSA. Current level (2023) is 59%.

State Assessment Results in Social Studies

- By 2025, **Clays Mill Elementary** will increase Social Studies proficient and distinguished level to **81%** as measured by KSA. Current level is (2023) 79%.

State Assessment Results in Combined Writing

- By 2025, **Clays Mill Elementary** will increase Combined Writing proficient and distinguished level to **76%** as measured by KSA. Current level (2023) is 69%.

English Learner Progress

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

Achievement GAP Goal

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

Quality of School Climate and Safety

- By 2025, **Clays Mill Elementary** will increase the quality of school climate and safety index to **82.7** as measured by KSA. Current level (2023) 83.3

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Clays Mill Elementary will increase P/D in Reading to 75.4% .	By 2024, Clays Mill Elementary will increase P/D in Reading to 77.7% . Current level (2023) is 76%.	By 2025, Clays Mill Elementary will increase P/D in Reading to 80% .
By 2023, Clays Mill Elementary will increase P/D in Math to 65.4% .	By 2024, Clays Mill Elementary will increase P/D in Math to 67.7% . Current level (2023) is 62%	By 2025, Clays Mill Elementary will increase P/D in Math to 70% .

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, Clays Mill Elementary will increase P/D in Science to 61.4% .	By 2024, Clays Mill Elementary will increase P/D in Science to 63.7% . Current level (2023) is 59%.	By 2025, Clays Mill Elementary will increase P/D in Science to 66% .
By 2023, Clays Mill Elementary will increase P/D in Social Studies to 76.4% .	By 2024, Clays Mill Elementary will increase P/D in Social Studies to 78.7% . Current level (2023) is 79%.	By 2025, Clays Mill Elementary will increase P/D in Social Studies to 81% .
By 2023, Clays Mill Elementary will increase P/D in Combined Writing to 71.4% .	By 2024 Clays Mill Elementary will increase P/D in Combined Writing to 73.7% . Current level (2023) is 69%	By 2025, Clays Mill Elementary will increase P/D in Combined Writing to 76% .

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

Achievement Gap Objectives		
Year 1	Year 2	Year 3
<p>By May 2023, Clays Mill Elementary will decrease Reading Novice</p> <ul style="list-style-type: none"> Students with Disabilities to 29% Economically Disadvantaged to 10.7% <p>By May 2023, Clays Mill Elementary will decrease Math Novice</p> <ul style="list-style-type: none"> Students with Disabilities to 39.7% Economically Disadvantaged to 23.7% <p>By May 2023, Clays Mill Elementary will decrease Science Novice</p> <ul style="list-style-type: none"> Students with Disabilities to <21% Economically Disadvantaged to 6% <p>By May 2023, Clays Mill Elementary will decrease Social Studies Novice in</p> <ul style="list-style-type: none"> Students with Disabilities to <23% Economically Disadvantaged to 18.1% <p>By May 2023, Clays Mill Elementary will decrease Writing Novice</p> <ul style="list-style-type: none"> Students with Disabilities to <10% Economically Disadvantaged to 7% 	<p>By May 2024, Clays Mill Elementary will decrease Reading Novice</p> <ul style="list-style-type: none"> Students with Disabilities to 22%. Current level (2023) is 16%. Economically Disadvantaged to 8.4% Current level (2023) is 12% <p>By May 2024, Clays Mill Elementary will decrease Math Novice</p> <ul style="list-style-type: none"> Students with Disabilities to 27.4% Current level (2023) is 41%. Economically Disadvantaged to 19.4%. Current level (2023) is 12%. <p>By May 2024, Clays Mill Elementary will decrease Science Novice</p> <ul style="list-style-type: none"> Students with Disabilities to <21% Economically Disadvantaged to 5% <p>By May 2024, Clays Mill Elementary will decrease Social Studies Novice in</p> <ul style="list-style-type: none"> Students with Disabilities to <23% Economically Disadvantaged to 15.8% Current level (2023) is 15%. <p>By May 2024, Clays Mill Elementary will decrease Writing Novice</p> <ul style="list-style-type: none"> Students with Disabilities to <10% Economically Disadvantaged to 6% 	<p>By May 2025, Clays Mill Elementary will decrease Reading Novice</p> <ul style="list-style-type: none"> Students with Disabilities to 15% Economically Disadvantaged to 6% <p>By May 2025, Clays Mill Elementary will decrease Math Novice</p> <ul style="list-style-type: none"> Students with Disabilities to 15% Economically Disadvantaged to 15% <p>By May 2025, Clays Mill Elementary will decrease Science Novice</p> <ul style="list-style-type: none"> Students with Disabilities to <21% Economically Disadvantaged to 4% <p>By May 2025, Clays Mill Elementary will decrease Social Studies Novice in</p> <ul style="list-style-type: none"> Students with Disabilities to <23% Economically Disadvantaged to 13.4% <p>By May 2025, Clays Mill Elementary will decrease Writing Novice</p> <ul style="list-style-type: none"> Students with Disabilities to <10% Economically Disadvantaged to 5%

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

Focus Areas - Year 2

Professional Learning Communities: PLCs will use a PDSA model effectively to improve student learning				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	<u>KCWP 2</u> Design and Deliver Instruction	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	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	<u>KCWP 1</u> Design and Deploy Standards	Provide ongoing training to teachers on the district PLC framework and resources of PLCs, emphasizing a focus on instruction for all core content areas as essential standards including learning intentions, success criteria, vocabulary, and high quality grade appropriate instructional activities.	PLC Observations Classroom Observations PLC Evidence (minutes, agenda, district PLC framework components, etc) Professional Learning Artifacts	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	<u>KCWP 3</u> Design and Deliver Assessment Literacy	Develop/deliver school and district-created grade level common formative and unit assessments aligned to FCPS unit frameworks	ELA and Math common unit assessments	N/A
Reading, Math	<u>KCWP 2</u> Design and Deliver Instruction	Collect and use student learning data from benchmarks and common assessments to provide differentiated small group reading and math instruction.	PLC Observations Classroom Observations PLC Evidence	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	<u>KCWP 4</u> Review, Analyze, Apply Data Results	Develop and utilize assessment analysis/reflection tools to monitor student learning by grade level and by standard to determine next steps.	Common Unit Assessments Grade Level Meetings and products	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	<u>KCWP 1</u> Design and Deploy Standards	Develop a school-wide practice for vertical content area PLC teams for communication to determine areas of need and consistent application of content and instruction through the grades.	Vertical PLC Plan Vertical PLC Agendas/minutes	N/A
Progress Monitoring				

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

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	<u>KCWP 2</u> Design and Deliver Instruction	Teachers will participate in professional learning around culturally responsive high yield engagement strategies (including, but not limited to, total participation techniques, higher level questioning, deeper learning, and discussion techniques) and embed in daily instruction.	Classroom walkthroughs and observations	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	<u>KCWP 2</u> 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	N/A
Reading, Math, Science, Social Studies, Writing, EL, Achievement GAP Quality of School Climate and Culture	<u>KCWP 6</u> Establish Learning Culture and Environment	Develop a process to enhance student voice in the classroom and school.	Written Plan to increase student voice opportunities Student Voice Surveys Student Leadership Team	N/A

Learning Culture and Community

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Writing, EL, Achievement GAP Quality of School Climate and Culture	<u>KCWP 5</u> Design, Align, Deliver Support Processes	Continue to learn, develop, and improve design and implementation of multi-tiered systems of support (MTSS) for academics and behavior.	Classroom walkthroughs and observations	N/A
Reading, Math, Science, Social Studies, Writing, EL, Achievement GAP Quality of School Climate and Culture	<u>KCWP 5</u> Design, Align, Deliver Support Processes	Design and develop evidenced-based practices for special education programming with focus on scheduling and professional learning on effective instructional practices and co-teaching	Master Schedule Co-Teaching Training IEP Goal Development Plan	N/A

Reading, Math, Science, Social Studies, Writing, EL, Achievement GAP Quality of School Climate and Culture	<u>KCWP 6</u> Establish Learning Culture and Environment	Design and develop effective FACE (Family and Community Engagement) processes for increased engagement and communication of families and community partners.	FACE Committee Survey Data Volunteer Hours/Logs	N/A
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2022-23 Phase Four: Professional Development Plan for Schools
for School Year 2023-2024_10052022_09:18

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

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

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 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. Both focus areas will

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

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

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

To meet CSIP goals and annual objectives

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

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

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

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

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

Please describe in detail.

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

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

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

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

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

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

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

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

- 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.)

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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.

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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.