

## Henry Clay High School Comprehensive School Improvement Plan (CSIP) 2022-2025

[HCHS Year 1 Focus Areas \(2022-2023\)](#)

[HCHS Year 2 Focus Areas \(2023-2024\)](#)

[HCHS Year 3 Focus Areas \(2024-2025\)](#)

### Goal 1 (Reading and Math):

- By 2025, Henry Clay High School will increase **Reading** proficient and distinguished level to 58% as measured by KSA. Current level is 49%.
- By 2025, *Henry Clay High School* will increase **Math** proficient and distinguished level to 58% as measured by KSA. Current level is 42%.

### Goal 2 (Science, Social Studies, Combined Writing):

- By 2025, *Henry Clay High School* will increase **Science** proficient and distinguished level to 32% as measured by KSA. Current level is 19%.
- By 2025, *Henry Clay High School* will increase **Social Studies** proficient and distinguished level to 51% as measured by KSA. Current level is 48%.
- By 2025, *Henry Clay High School* will increase **Combined Writing** proficient and distinguished level to 51% as measured by KSA. Current level is 44%.

### Goal 3 (Achievement Gap):

- By 2025, Henry Clay will increase **Reading** proficiency for students in the following subgroups by 5 points: African American Students to 41%; English Learners to 22%; Students with Disabilities to 20%; Hispanic Students to 31%
- By 2025, Henry Clay will increase **Math** proficiency for students in the following subgroups by 5 points: African American Students to 31%; English Learners to 19%; Students with Disabilities to 12%; Hispanic Students to 26%
- By 2025, Henry Clay will increase **Science** proficiency for students in the following subgroups by 5 points: African American Students to 16%; English Learners to 13%; Students with Disabilities to 10%; Hispanic Students to 17%
- By 2025, Henry Clay will increase **Social Studies** proficiency for students in the following subgroups by 5 points: African American Students to 32%; English Learners to 16%; Students with Disabilities to 10%; Hispanic Students to 35%
- By 2025, Henry Clay will increase **Combined Writing** proficiency for students in the following subgroups by 5 points: African American Students to 28%; English Learners to 16%; Students with Disabilities to 16%; Hispanic Students to 36%

Goal 4 (English Learner Progress):

- By 2025, Henry Clay High School will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

Goal 5 (Quality of School Climate and Safety):

- By 2025, Henry Clay High School will increase the Quality of School Climate and Safety status to 74.7. The current level is 59.7.

Goal 6 (Postsecondary Readiness):

- By 2025, Henry Clay High School will increase Postsecondary Readiness Status to 90.6. The current level is 75.6

Goal 7 (Graduation Rate):

- By 2025, Henry Clay High School will increase the graduation rate status to 98 as measured by the combined 4-year and 5-year rate. Current rate is 94.5

## Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

### Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

- Statistically significant discrepancies exist in the achievement results for Reading, Writing, Math, Science, and Social Studies between White students and the following subgroups: African American students, English Learners, Hispanic students, and Students with disabilities
- Survey results show that only 61.8% of students rate the school's climate favorably. African American students rate the school's climate lower than all other subgroups.
- Measures of postsecondary readiness show that only 40.2% of English Learners and 27.2% of Students with disabilities meet criteria.

### Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

- Ensure congruence is present between standards, learning targets, and assessment measures.
- Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.
- Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.
- Create and monitor a "Watch (Cusp) List" for students performing below proficiency
- Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.

## Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	63.5	+4.9
State Assessment Results in science, social studies and writing	56.0	+8.9
English Learner Progress	27.4	+9.6
Quality of School Climate and Safety	59.7	-0.4
Postsecondary Readiness (high schools and districts only)	75.6	+2.4
Graduation Rate (high schools and districts only)	94.5	+1.1

## 1: State Assessment Results in Reading and Mathematics

Reading and Math Objectives		
Year 1	Year 2	Year 3
<ul style="list-style-type: none"><li>• By 2023, <i>Henry Clay High School</i> will increase P/D in Reading to 48%. (current level is 43%)</li><li>• By 2023, Henry Clay High School will increase P/D in Math to 48%. (current level is 43%)</li></ul>	<ul style="list-style-type: none"><li>• By 2024, Henry Clay High School will increase Reading P/D to 54% (current level is 49%)</li><li>• By 2024, Henry Clay High School will increase Math P/D to 48% (current level is 42%)</li></ul>	<ul style="list-style-type: none"><li>• By 2025, Henry Clay High School will increase Reading proficient and distinguished level to 58% as measured by KSA. Current level is 49%.</li><li>• By 2025, Henry Clay High School will increase Math proficient and distinguished level to 58% as measured by KSA. Current level is 42%.</li></ul>

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

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>By 2023, Henry Clay High School will increase P/D in Science to 22%. (current level is 17%)</li> <li>By 2023, Henry Clay High School will increase P/D in Social Studies to 41%. (current level is 36%)</li> <li>By 2023, <i>Henry Clay High School</i> will increase P/D in Combined Writing to 41%. (current level is 36%)</li> </ul>	<ul style="list-style-type: none"> <li>By 2024, Henry Clay High School will increase Science P/D to 24% (current level is 19%).</li> <li>By 2024, Henry Clay High School will increase Social Studies P/D to 53% (current level is 48%)</li> <li>By 2024, Henry Clay High School will increase Combined Writing P/D to 49% (current level is 44%)</li> </ul>	<ul style="list-style-type: none"> <li>By 2025, Henry Clay High School will increase Science proficient and distinguished level to 32% as measured by KSA. Current level is 19%.</li> <li>By 2025, Henry Clay High School will increase Social Studies proficient and distinguished level to 51% as measured by KSA. Current level is 48%.</li> <li>By 2025, Henry Clay High School will increase Combined Writing proficient and distinguished level to 51% as measured by KSA. Current level is 44%.</li> </ul>

### 3: Achievement Gap

Achievement Gap Objectives		
Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>• By 2023, <i>Henry Clay High School</i> will decrease novice in Reading to 33%.</li> <li>• By 2023, <i>Henry Clay High School</i> will decrease novice in Math to 27%</li> </ul>	<ul style="list-style-type: none"> <li>• By 2024, Henry Clay will increase <b>Reading</b> proficiency for students in the following subgroups by 5 points               <ul style="list-style-type: none"> <li>o African American Students to 36%</li> <li>o English Learners to 17%</li> <li>o Students with Disabilities to 15%</li> <li>o Hispanic Students to 26%</li> </ul> </li> <li>• By 2024, Henry Clay will increase <b>Math</b> proficiency for students in the following subgroups by 5 points               <ul style="list-style-type: none"> <li>o African American Students to 26%</li> <li>o English Learners to 14%</li> <li>o Students with Disabilities to 7%</li> <li>o Hispanic Students to 21%</li> </ul> </li> <li>• By 2024, Henry Clay will increase <b>Science</b> proficiency for students in the following subgroups by 5 points               <ul style="list-style-type: none"> <li>o African American Students to 11%</li> <li>o English Learners to 8%</li> <li>o Students with Disabilities to 5%</li> <li>o Hispanic Students to 12%</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• By 2025, Henry Clay will increase <b>Reading</b> proficiency for students in the following subgroups by 5 points               <ul style="list-style-type: none"> <li>o African American Students to 41%</li> <li>o English Learners to 22%</li> <li>o Students with Disabilities to 20%</li> <li>o Hispanic Students to 31%</li> </ul> </li> <li>• By 2025, Henry Clay will increase <b>Math</b> proficiency for students in the following subgroups by 5 points               <ul style="list-style-type: none"> <li>o African American Students to 31%</li> <li>o English Learners to 19%</li> <li>o Students with Disabilities to 12%</li> <li>o Hispanic Students to 26%</li> </ul> </li> <li>• By 2025, Henry Clay will increase <b>Science</b> proficiency for students in the following subgroups by 5 points               <ul style="list-style-type: none"> <li>o African American Students to 16%</li> <li>o English Learners to 13%</li> <li>o Students with Disabilities to 10%</li> <li>o Hispanic Students to 17%</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>● By 2024, Henry Clay will increase <b>Social Studies</b> proficiency for students in the following subgroups by 5 points<ul style="list-style-type: none"><li>○ African American Students to 27%</li><li>○ English Learners to 11%</li><li>○ Students with Disabilities to 5%</li><li>○ Hispanic Students to 30%</li></ul></li> <li>● By 2024, Henry Clay will increase <b>Combined Writing</b> proficiency for students in the following subgroups by 5 points<ul style="list-style-type: none"><li>○ African American Students to 23%</li><li>○ English Learners to 11%</li><li>○ Students with Disabilities to 11%</li><li>○ Hispanic Students to 31%</li></ul></li></ul>	<ul style="list-style-type: none"><li>● By 2025, Henry Clay will increase <b>Social Studies</b> proficiency for students in the following subgroups by 5 points<ul style="list-style-type: none"><li>○ African American Students to 32%</li><li>○ English Learners to 16%</li><li>○ Students with Disabilities to 10%</li><li>○ Hispanic Students to 35%</li></ul></li> <li>● By 2025, Henry Clay will increase <b>Combined Writing</b> proficiency for students in the following subgroups by 5 points<ul style="list-style-type: none"><li>○ African American Students to 28%</li><li>○ English Learners to 16%</li><li>○ Students with Disabilities to 16%</li><li>○ Hispanic Students to 36%</li></ul></li></ul>
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4: English Learner Progress

English Learner Progress Objectives		
Year 1	Year 2	Year 3
<ul style="list-style-type: none"><li>By 2023, 100% of EL students will grow by at least .5 in their composite score.</li></ul>	<ul style="list-style-type: none"><li>By 2024, 100% of EL students will grow by at least .5 in their composite score.</li></ul>	<ul style="list-style-type: none"><li>By 2025, 100% of EL students will grow by at least .5 in their composite score.</li></ul>

5: Quality of School Climate and Safety

Quality of School Climate and Safety		
Year 1	Year 2	Year 3
<ul style="list-style-type: none"><li>By 2023, Henry Clay High School will increase the quality of school climate and safety index to 65 as measured by KSA. (current level is 60.1)</li></ul>	<ul style="list-style-type: none"><li>By 2024, Henry Clay High School will increase the quality of school climate and safety index to 65 as measured by KSA. (current level is 59.7)</li></ul>	<ul style="list-style-type: none"><li>By 2025, Henry Clay High School will increase the quality of school climate and safety index to 75 as measured by KSA. Current level is 59.7.</li></ul>

## 6: Postsecondary Readiness (High School Only)

Post-Secondary Readiness Objectives (High School only)		
Year 1	Year 2	Year 3
<ul style="list-style-type: none"><li>By 2023, Henry Clay High School will increase the percentage of students who are post secondary ready to 78.5%. (current level is 73.5%)</li></ul>	<ul style="list-style-type: none"><li>By 2024, Henry Clay High School will increase Postsecondary Readiness Status from to 80.6. (current level is 75.6%)</li></ul>	<ul style="list-style-type: none"><li>By 2025, Henry Clay High School will increase the percentage of students who are post secondary ready to 83%. (current level is 75.6%)</li></ul>

## 7: Graduation Rate (High School Only)

Graduation Rate Objectives		
Year 1	Year 2	Year 3
<ul style="list-style-type: none"><li>By 2023, Henry Clay High School will increase the graduation rate to 94.1% as measured by the combined 4-year and 5-year rate. (current rate is 93.1%)</li></ul>	<ul style="list-style-type: none"><li>By 2024, Fayette County Public Schools will increase the graduation rate to 95.5% as measured by the combined 4-year and 5-year rate. (current rate is 94.5%)</li></ul>	<ul style="list-style-type: none"><li>By 2025, Henry Clay High School will increase the graduation rate status to 96.5% as measured by the combined 4-year and 5-year rate. (current rate is 94.5%)</li></ul>

## Year 1 Focus Areas

<b>Visible Learning/Teacher Clarity: to ensure the instructional program is intentional and aligned to Kentucky Academic Standards and current research.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 2	<p><b>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 _____.”):</b></p> <p>Provide teachers with professional learning on Visible Learning/Teacher Clarity</p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> <li>● PLC Minutes and/or PLC Products</li> <li>● Walkthrough/Observation Data</li> <li>● MAP and KSA Results</li> </ul>	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 2	<p><b>Develop assignments and activities that reflect the learning targets students have had the opportunity to learn:</b></p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> <li>● PLC Minutes and/or PLC Products</li> <li>● Walkthrough/Observation Data</li> <li>● MAP and KSA Results</li> </ul>	n/a
<b><u>Progress Monitoring</u></b>				

Balanced Assessment System: Using a variety of assessments to identify students who need intervention/support				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 5	<p><b>Create and monitor a “Watch/Cusp List” for students performing below proficiency:</b></p> <p>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.</p> <p>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.</p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> <li>● PLC Minutes and/or PLC Products</li> <li>● Walkthrough/Observation Data</li> <li>● MAP and KSA Reading Results</li> </ul>	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 5	<p><b>Utilize daily formative data collection tools, benchmark data, summative data to ensure high levels of student achievement:</b></p> <p>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.</p> <p>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</p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> <li>● PLC Minutes and/or PLC Products</li> <li>● Walkthrough/Observation Data</li> <li>● MAP and KSA Reading Results</li> </ul>	n/a

		<p>multiple in-class opportunities to demonstrate mastery of all anchor standards.</p> <p>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.</p>		
<b><u>Progress Monitoring</u></b>				

Instruction: Evidence Based Practices				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 2	<p><b>Core/Tier 1: Plan strategically in the selection of high yield instructional strategy usage within lessons:</b></p> <p>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.</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> <p>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>Measures of Success:</p> <ul style="list-style-type: none"> <li>● PLC Minutes and/or PLC Products</li> <li>● Walkthrough/Observation Data</li> <li>● MAP and KSA Reading Results</li> </ul>	



<p>Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap</p>	<p>KCWP 2</p>	<p><b>Develop assignments and activities that reflect the learning targets students have had the opportunity to learn.</b></p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> <li>● PLC Minutes and/or PLC Products</li> <li>● Walkthrough/Observation Data</li> <li>● MAP and KSA Reading Results</li> </ul>	
<p>Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap</p>	<p>KCWP 5</p>	<p><b>Tier 2/Tier 3: Identify curricular modification needs using pre- assessment strategies and data results to provide intervention:</b></p> <p>Students whose reading skills are below the 50th percentile on a universal screener (i.e. MAP) receive intensive support using evidence-based practices to accelerate their mastery of standards.</p> <p>Provide specific academic support in reading and math through our interventionist positions. Pull students from advisory periods to allow additional monitoring and instruction using evidence-based practices.</p> <p>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.</p> <p>Students who show risk will be provided with multiple in-class opportunities to demonstrate mastery of all anchor standards.</p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> <li>● PLC Minutes and/or PLC Products</li> <li>● Walkthrough/Observation Data</li> <li>● MAP and KSA Reading Results</li> </ul>	<p>n/a</p>
<p><b><u>Progress Monitoring</u></b></p>				

<b>Culture/Climate: Provide support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap, Graduation Rate	KCWP 6	<p><b>Prior to beginning instruction Fall Semester 2023, create a process/practice to increase student engagement and develop a sense of belonging and inclusion.</b></p> <p>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.</p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> <li>•</li> </ul>	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 6	<p><b>Ensure academic and behavioral expectations are actively modeled and are an existing part of the school culture.</b></p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> <li>• Academic and Behavior data</li> <li>• Increase in graduation rate or progress toward graduation</li> </ul>	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Graduation Rate	KCWP 6	<p><b>Create and promote additional pathways and Dual Credit courses that are available to students:</b></p> <p>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.</p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> <li>• Increase in the number of students eligible to take End of Program assessments in pathways offered</li> <li>• CCR Coach and Counselor data</li> </ul>	n/a

Post-Secondary Readiness, Graduation Rate	KCWP 6	<p><b>Monitor student progress through pathways:</b></p> <p>Schedule changes that do not support participation in either of these college or career readiness pathways will not be permitted.</p>	Measures of Success: <ul style="list-style-type: none"> <li>• Increase in the number of students eligible to take End of Program assessments in pathways offered</li> <li>• CCR Coach and Counselor data</li> </ul>	n/a
<p><b><u>Progress Monitoring</u></b></p>				

## Year 2 Focus Areas

<b>PLC: PLCs will use a PDSA model effectively to improve student learning. (Focus on Results - Study- Act)</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 6	School leadership and PLC leads will collaborate with district instructional coaches to develop and monitor the effectiveness of PLC practices.	Measures of success: <ul style="list-style-type: none"> <li>● Fall and Spring Self-Assessment (as stated in PLC Framework)</li> <li>● PLC Efficacy Rubric</li> </ul>	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 3	Refine and Implement with fidelity PLC protocol (ORID protocol) with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	Measures of success: <ul style="list-style-type: none"> <li>● Learning Walk</li> <li>● Common Unit Assessments</li> </ul> Progress Monitoring: <ul style="list-style-type: none"> <li>● PLC Documentation</li> </ul>	n/a
Achievement Gap, English Learner Progress	KCWP 5	Add a section to the existing PLC protocol that outlines how PLCs will plan to support EL and SPED students during each unit including strategies for differentiation, accommodations, and modifications to ensure that all students have access to the curriculum and are supported in their learning.	Measures of success: <ul style="list-style-type: none"> <li>● PLC protocol (ORID) document revised and implemented</li> </ul> Progress Monitoring: <ul style="list-style-type: none"> <li>● PLC Documentation</li> </ul>	n/a

Assessment: Develop a balanced assessment system.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 5	<p><b>Create and monitor a “Watch/Cusp List” for students performing below proficiency:</b></p> <p>Using MAP data from 8th and 9th grade years, identify students on track to score at Novice or Apprentice on KSA Reading &amp; Math for targeted interventions using evidence-based practices.</p> <p>Using MAP data from 8th and 9th grade years, identify students on the cusp of reaching the next proficiency level on KSA Reading &amp; Math for targeted interventions using evidence-based practices.</p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> <li>● PLC Minutes and/or PLC Products</li> <li>● Walkthrough/Observation Data</li> <li>● MAP and KSA Reading Results</li> </ul>	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 5	<p><b>Utilize daily formative data collection tools, benchmark data, summative data to ensure high levels of student achievement:</b></p> <p>PLCs 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.</p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> <li>● PLC Minutes and/or PLC Products</li> <li>● Walkthrough/Observation Data</li> <li>● MAP and KSA Reading Results</li> </ul>	n/a

<p>Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress</p>	<p>KCWP 4</p>	<p><b>Utilize daily formative data collection tools, benchmark data, summative data to ensure high levels of student achievement:</b></p> <p>PLCs will develop common formative assessments to be administered at regular intervals that monitor student learning of essential standards for each unit and determine next steps and “just in time” supports.</p>	<p>Measures of success:</p> <ul style="list-style-type: none"> <li>● Mastery of essential standards for each unit framework</li> </ul> <p>Progress Monitoring:</p> <ul style="list-style-type: none"> <li>● PLC Documentation</li> </ul>	<p>n/a</p>
<p><b><u>Progress Monitoring</u></b></p>				

<b>Instruction/Acceleration: Develop and implement standard-based instruction to accelerate learning.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 2	Utilize the district developed frameworks, based on the state standards leveraging the PLC implementation processes to plan for responsive Tier 1 instruction.	Measures of success: <ul style="list-style-type: none"> <li>Walkthrough observation data documenting Standards-based Instruction in classrooms</li> <li>PLC Minutes and/or PLC Products</li> </ul>	n/a
Reading, Math, Achievement Gap, English Learner Progress	KCWP 5	Engage in professional learning with instructional personnel on the components of the FCPS Acceleration Process including: pre-assessment, pre-teaching, responsive Tier 1 instruction, data monitoring, and re-teaching.	Measures of success: <ul style="list-style-type: none"> <li>Walkthrough observation data documenting implementation of components of Acceleration Process</li> <li>PLC Minutes and/or PLC Products</li> </ul> Progress Monitoring: <ul style="list-style-type: none"> <li>Feedback survey following Professional Learning</li> <li>Professional learning attendance documents</li> </ul>	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Measures of success: <ul style="list-style-type: none"> <li>Walkthrough observation data documenting high-yield instructional strategies in classrooms to look for use of tools and strategies</li> </ul> Progress Monitoring: <ul style="list-style-type: none"> <li></li> </ul>	n/a

English Learner Progress		Provide professional learning to support teachers in using strategies for sheltered instruction strategies, accommodations, and modifications for English Learners	Measures of success: Progress Monitoring:	n/a
Post-Secondary Readiness, Graduation Rate	KCWP 6	Continue to create and promote pathways, AP courses, and dual credit courses that are available to students	Measures of Success: <ul style="list-style-type: none"> <li>AP and Dual Credit enrollment completion data</li> <li>Pathway enrollment/completion data</li> </ul> Progress Monitoring:	n/a
Reading, Math, Achievement Gap		The Special Education department will receive professional learning to implement Thinking Maps' brain-based approach to teaching and learning designed to build foundational critical thinking, problem-solving, comprehension, and communication skills necessary for academic success.	Measures of Success: <ul style="list-style-type: none"> <li>PLC/Teacher planning showing implementation of Thinking Maps</li> <li>Student products using Thinking Maps</li> </ul> Progress Monitoring:	District
Reading, Achievement Gap		The Special Education department will implement Achieve 3000 to support students in improving Reading (phonemic awareness, fluency, comprehension) and Writing skills.	Measures of Success: <ul style="list-style-type: none"> <li>Improvement shown on Achieve 3000 platform and student progress monitoring data</li> </ul> Progress Monitoring:	District
Math, Achievement Gap		The Special Education department will implement Moving with Algebra to support students in improving critical skills for success in Algebra through scaffolded instruction.	Measures of Success: <ul style="list-style-type: none"> <li>Improvement shown in student progress monitoring data</li> </ul> Progress Monitoring:	District
<b><u>Progress Monitoring</u></b>				



<b>Culture/Climate: Provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Quality of School Climate and Safety, Graduation Rate	KCWP 5	<p><b>Develop school culture supports, both academic and behavioral, to promote and support learning for all:</b></p> <p>Associate Principals will use Advisory period to collect data pertaining to conditions that impact feelings of belonging and inclusion, particularly for African American students.</p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> <li>• Survey results</li> <li>• Activity responses</li> </ul> <p>Progress Monitoring:</p> <ul style="list-style-type: none"> <li>•</li> </ul>	n/a
Quality of School Climate and Safety, Graduation Rate	KCWP 5	<p><b>Develop school culture supports, both academic and behavioral, to promote and support learning for all:</b></p> <p>Establish a student advisory group to meet at regular intervals with school leadership to share perspectives, collaboratively address student concerns, and propose constructive solutions.</p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> <li>• Meeting documents, notes (minutes?)</li> <li>• Student-led/developed solutions to schoolwide concerns</li> </ul> <p>Progress Monitoring:</p> <ul style="list-style-type: none"> <li>•</li> </ul>	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Graduation Rate	KCWP 6	<p><b>Create and promote additional pathways and Dual Credit courses that are available to students:</b></p> <p>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.</p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> <li>• Increase in the number of students eligible to take End of Program assessments in pathways offered</li> <li>• CCR Coach and Counselor data</li> </ul>	n/a

Post-Secondary Readiness, Graduation Rate	KCWP 6	<b>Monitor student progress through pathways:</b>  Schedule changes that do not support participation in either of these college or career readiness pathways will not be permitted.	Measures of Success: <ul style="list-style-type: none"><li>• Increase in the number of students eligible to take End of Program assessments in pathways offered</li><li>• CCR Coach and Counselor data</li></ul>	n/a
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### Year 3 Focus Areas

<b>PLC: All school PLCs will use a PDSA model effectively to improve student learning. (PLC Networks - Opportunities to Grow)</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 6	School leadership and PLC leads will continue to collaborate with district instructional coaches to develop and monitor the effectiveness of PLC practices.	Measures of success: <ul style="list-style-type: none"> <li>● Fall and Spring Self-Assessment (as stated in PLC Framework)</li> <li>● PLC Efficacy Rubric</li> </ul> Progress Monitoring: <ul style="list-style-type: none"> <li>●</li> </ul>	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 3	Continue to refine and implement with fidelity PLC protocol (ORID protocol) with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	Measures of success: <ul style="list-style-type: none"> <li>● Learning Walk</li> <li>● Common Unit Assessments</li> </ul> Progress Monitoring: <ul style="list-style-type: none"> <li>●</li> </ul>	n/a
English Learner Progress	KCWP 5	Refine the process that outlines how PLCs will plan to support EL and SPED students during each unit including strategies for differentiation, accommodations, and modifications to ensure that all students have access to the curriculum and are supported in their learning.	Measures of success: <ul style="list-style-type: none"> <li>● PLC protocol (ORID) document revised and implemented</li> </ul> Progress Monitoring: <ul style="list-style-type: none"> <li>●</li> </ul>	n/a

<b>Assessment: Develop a balanced assessment system.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 5	<p><b>Create and monitor a “Watch/Cusp List” for students performing below proficiency:</b></p> <p>Using MAP data from 8th and 9th grade years, identify students on track to score at Novice or Apprentice on KSA Reading &amp; Math for targeted interventions using evidence-based practices.</p> <p>Using MAP data from 8th and 9th grade years, identify students on the cusp of reaching the next proficiency level on KSA Reading &amp; Math for targeted interventions using evidence-based practices.</p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> <li>● PLC Minutes and/or PLC Products</li> <li>● Walkthrough/Observation Data</li> <li>● MAP and KSA Reading Results</li> </ul>	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 5	<p><b>Utilize daily formative data collection tools, benchmark data, summative data to ensure high levels of student achievement:</b></p> <p>PLCs 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.</p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> <li>● PLC Minutes and/or PLC Products</li> <li>● Walkthrough/Observation Data</li> <li>● MAP and KSA Reading Results</li> </ul>	n/a

<p>Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress</p>	<p>KCWP 4</p>	<p><b>Utilize daily formative data collection tools, benchmark data, summative data to ensure high levels of student achievement:</b></p> <p>PLCs will develop common formative assessments to be administered at regular intervals that monitor student learning of essential standards for each unit and determine next steps and “just in time” supports.</p>	<p>Measures of success:</p> <ul style="list-style-type: none"> <li>● Mastery of essential standards for each unit framework</li> </ul> <p>Progress Monitoring:</p> <ul style="list-style-type: none"> <li>●</li> </ul>	<p>n/a</p>
<p><b><u>Progress Monitoring</u></b></p>				

<b>Instruction/Acceleration: Develop and implement standard-based instruction to accelerate learning.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Achievement Gap, English Learner Progress	KCWP 5	Implement components of the FCPS Acceleration Process including: pre-assessment, pre-teaching, responsive Tier 1 instruction, data monitoring, and re-teaching.	Measures of success: <ul style="list-style-type: none"> <li>• Increase Proficient and Distinguished within MAP data</li> <li>• Achievement Gap reduction within MAP data</li> </ul> Progress Monitoring: <ul style="list-style-type: none"> <li>• Common Unit Assessments</li> </ul>	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 2	Utilize the district developed frameworks, based on the state standards leveraging the PLC implementation processes to plan for responsive Tier 1 instruction.	Measures of success: <ul style="list-style-type: none"> <li>• Walkthrough observation data documenting Standards-based Instruction in classrooms</li> <li>• PLC Minutes and/or PLC Products</li> </ul> Progress Monitoring:	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	Implement best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Measures of success: <ul style="list-style-type: none"> <li>• Walkthrough observation data documenting high-yield instructional strategies in classrooms to look for use of tools and strategies</li> </ul> Progress Monitoring: <ul style="list-style-type: none"> <li>•</li> </ul>	n/a

English Learner Progress		Implement strategies for sheltered instruction,, accommodations, and modifications for English Learners	Measures of success: Progress Monitoring:	n/a
Post-Secondary Readiness, Graduation Rate	KCWP 6	Continue to create and promote pathways, AP courses, and dual credit courses that are available to students	Measures of Success: <ul style="list-style-type: none"> <li>• AP and Dual Credit enrollment completion data</li> <li>• Pathway enrollment/completion data</li> </ul> Progress Monitoring: <ul style="list-style-type: none"> <li>• Student schedules/Class counts</li> </ul>	n/a
Reading, Math, Achievement Gap	KCWP 2	The Special Education department will implement Thinking Maps' brain-based approach to teaching and learning designed to build foundational critical thinking, problem-solving, comprehension, and communication skills necessary for academic success.	Measures of Success: <ul style="list-style-type: none"> <li>• Students' independent use of Thinking Maps</li> </ul> Progress Monitoring: <ul style="list-style-type: none"> <li>• Teacher or PLC documentation</li> </ul>	District
Reading, Achievement Gap	KCWP 2	The Special Education department will implement Achieve 3000 to support students in improving Reading (phonemic awareness, fluency, comprehension) and Writing skills.	Measures of Success: <ul style="list-style-type: none"> <li>• Student progress on IEP goals</li> <li>• Student progress on Achieve 3000</li> </ul>	District
Math, Achievement Gap	KCWP 2	The Special Education department will implement Moving with Algebra to support students in improving critical skills for success in Algebra through scaffolded instruction.	<ul style="list-style-type: none"> <li>• Student progress on IEP goals</li> <li>• Student progress on Moving with Algebra</li> </ul>	District

<b>Culture/Climate: All schools will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Quality of School Climate and Safety, Graduation Rate	KCWP 5	<p><b>Develop school culture supports, both academic and behavioral, to promote and support learning for all:</b></p> <p>School leadership will address concerns based on data pertaining to conditions that impact feelings of belonging and inclusion, particularly for African American students.</p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> <li>• Survey results</li> <li>• Activity responses</li> </ul> <p>Progress Monitoring:</p> <ul style="list-style-type: none"> <li>•</li> </ul>	n/a
Quality of School Climate and Safety, Graduation Rate	KCWP 5	<p><b>Develop school culture supports, both academic and behavioral, to promote and support learning for all:</b></p> <p>A student advisory council will continue to meet at regular intervals with school leadership to share perspectives, collaboratively address student concerns, and propose constructive solutions.</p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> <li>• Meeting documents, notes (minutes?)</li> <li>• Student-led/developed solutions to schoolwide concerns</li> </ul> <p>Progress Monitoring:</p> <ul style="list-style-type: none"> <li>•</li> </ul>	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Graduation Rate	KCWP 6	<p><b>Create and promote additional pathways and Dual Credit courses that are available to students:</b></p> <p>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.</p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> <li>• Increase in the number of students eligible to take End of Program assessments in pathways offered</li> <li>• CCR Coach and Counselor data</li> </ul>	n/a



Post-Secondary Readiness, Graduation Rate	KCWP 6	<p><b>Monitor student progress through pathways:</b></p> <p>Schedule changes that do not support participation in either of these college or career readiness pathways will not be permitted.</p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> <li>• Increase in the number of students eligible to take End of Program assessments in pathways offered</li> <li>• CCR Coach and Counselor data</li> </ul>	n/a
Graduation Rate	KCWP 4	<p>Increase the use of supportive/restorative discipline consequences</p> <p>Decrease the percentage of students missing school due to out of school suspensions</p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> <li>• 10% increase in use of supportive/restorative discipline consequences</li> <li>• Decrease by at least 2% in percentage of students missing school due to out of school suspension</li> </ul> <p>Progress Monitoring:</p> <ul style="list-style-type: none"> <li>• Regular review of supportive/restorative discipline consequences, out of school suspension days, and % of students suspended one or more times.</li> </ul>	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Graduation Rate, Postsecondary Readiness	KCWP 5 & 6	<p>Engage families in supporting their students' academic progress.</p> <p>Identify and increase opportunities for students to engage with business/industry partners.</p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Progress Monitoring:</p> <ul style="list-style-type: none"> <li>•</li> </ul>	n/a

## Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

## 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:

<b>Components of Turnaround Leadership Development and Support:</b>
<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? <b>Response:</b> School leadership will monitor progress for these underperforming subgroups, 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.
<b>Identification of Critical Resources Inequities:</b>
<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. <b>Response:</b> 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.  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 an appropriate/effective environment for co-teaching classes and ensure co-teaching teams are adequately trained in best practices and high yield instructional strategies.

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.

**Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students**

**Consider:** 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.

**Response:**

**Targeted Subgroups and Evidence-Based Interventions:**

**Consider:** 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?

**Response:**

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

## 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 (EBP) 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 the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

**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 CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.	<input checked="" type="checkbox"/>
Train Special Education staff to implement Thinking Maps with fidelity	Thinking Maps Hyerle, D. (2004). <i>Thinking Maps® as a Transformational Language for Learning</i> . In D. Hyerle, S. Curtis (Eds.) & L. Alper, <i>Student successes with thinking maps: School-based research, results, and models for achievement using visual tools</i> (pp. 1–16). Corwin Press.	<input type="checkbox"/>
Train Special Education staff to implement Achieve 3000 with fidelity	How Achieve3000® Literacy Uses Research to Prepare Students for College and Career Success <a href="https://www.achieve3000.com/wp-content/uploads/2022/12/Achieve3000_ResearchtoPractice-Whitepaper_V9_8-31-21_1.pdf">https://www.achieve3000.com/wp-content/uploads/2022/12/Achieve3000_ResearchtoPractice-Whitepaper_V9_8-31-21_1.pdf</a>  Borman, G. D., Park, S. J., & Min, S. (2015). <i>The district-wide effectiveness of the Achieve3000 program: A quasi experimental study</i> . Madison: Measured Decisions, Inc. and the University of Wisconsin-Madison. Retrieved from <a href="https://eric.ed.gov/?id=ED558845">https://eric.ed.gov/?id=ED558845</a>  Hill, D. V., & Lenard, M. A. (2016). <i>The impact of Achieve3000 on elementary literacy outcomes: Randomized control trial evidence, 2013-14 to 2014-15</i> . (DRA Report No. 16.02). Cary, NC: Wake County Public School System, Data and Accountability Department.  Additional source: Hill, D. V., Lenard, M. A., & Page, L. C. (2016, March). <i>The impact of Achieve3000 on elementary literacy outcomes: Evidence from a two-year randomized control trial</i> . Paper presented at the Society for Research on Educational Effectiveness (SREE) Spring Conference, Washington, DC. Retrieved from <a href="https://eric.ed.gov/?id=ED567483">https://eric.ed.gov/?id=ED567483</a>	<input type="checkbox"/>

Evidence-based Activity	Evidence Citation	Uploaded in CIP
	<p>Tracey, D. H., &amp; Young, J. W. (2004). Evaluation of KidBiz3000: Bayonne study final report. Lakewood, NJ: Achieve3000</p> <p>Additional source: Tracey, D. H., &amp; Young, J. W. (2005). Bayonne, NJ schools 2003-2004. Lakewood, NJ: Achieve3000.</p>	
Train staff to implement strategies to engage English Learners	Levine, L. N., Lukens, L., & Smallwood, B. A. (2013). The GO TO strategies: Scaffolding options for teachers of English language learners, K-12. For Project EXCELL, a partnership between the University of Missouri- Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316.	<input type="checkbox"/>
Train Staff to implement Co-Teaching/High-Yield Instructional Strategies	Jim Shipley and Associates--there are trainers available within the district <a href="https://www.jimshipley.net/materials/high-yield-instructional-strategies-2nd-edition/">https://www.jimshipley.net/materials/high-yield-instructional-strategies-2nd-edition/</a>	<input type="checkbox"/>



2023-2024 Phase One: Executive Summary for  
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2023-2024 Phase One: Executive Summary for Schools

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

## 2023-2024 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?

Our school was named in honor of the great Kentuckian and national statesman Henry Clay. Originally established on Main Street in 1928, Henry Clay High School is the oldest public high school in Lexington. In 1970, the school relocated to its current Fontaine Road facility, which underwent a comprehensive renovation in 2005. Henry Clay boasts a culturally diverse student body, hailing from over 50 different countries, and offers a rigorous and inclusive curriculum to all students. Notably, we are honored to host the district's sole Army Junior Reserve Officers' Training Corps (JROTC) program and a wide array of Advanced Placement courses.

Currently, Henry Clay High School is home to approximately 2,255 students, reflecting a richly diverse student population that mirrors the dynamics of our global society. The diversity of our student body contributes to a vibrant and inclusive learning environment. The most recent demographic breakdown of our students is as follows: 53.5% White, 19.8% African American, 14.2% Hispanic, 6.6% Asian, 5.3% Two or more races, with less than 1% each for American Indian/Alaska Native and Native Hawaiian or Pacific Islander. Furthermore, 46.8% of our students qualify for free or reduced-price meals, 8.9% are English language learners, and 8.3% receive Special Education services. Our school maintains an impressive average daily attendance rate of 92.9%.

### School Stakeholders

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

Henry Clay's stakeholder groups include students, parents/guardians, administrators/teachers/staff, the local board of education, community members, local business partners, and alumni. To ensure stakeholder involvement and engagement in the improvement planning process, our school makes an effort to maintain open lines of communication with stakeholders through meetings, newsletters, emails, and social media updates. We also work to create avenues for stakeholders to provide feedback, suggestions, and concerns. Stakeholders are invited to serve as representatives and participate in planning committees and on the site based decision-making council. We share improvement plans, goals, and progress reports with stakeholders to keep them informed and engaged. Our school works to ensure that diverse perspectives are represented in the planning process, considering the unique needs and interests of each stakeholder group. We also encourage collaboration between the school and external partners, such as

businesses, government agencies, and community organizations, to leverage resources and expertise.

### 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 mission of Henry Clay High School is clear: to educate and prepare our students for a life of productive citizenship. To achieve this mission, we dedicate our fiscal and human resources to providing the best possible education. At Henry Clay, every decision, program, and initiative is carefully designed to align with and advance our mission. Our commitment to excellence is in harmony with the mission of Fayette County Public Schools, where we are part of a collaborative community dedicated to ensuring that all students achieve at high levels and graduate prepared to excel in a global society. We offer a wide range of rigorous coursework, including Advanced Placement, Dual Credit, and Career Pathways programs. In our daily interactions with students, we expect them to embody the values of Determination, Engagement, Value, Inspiration, and Leadership, or what we fondly refer to as 'D.E.V.I.Ls.'

### 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.

Henry Clay High School has earned recognition for its commitment to academic excellence. According to U.S. News and World Report, our school has ranked as high as #6 among the Best High Schools in Kentucky. Additionally, our Liberal Arts Academy has been recognized as one of the Top 100 magnet school programs in the nation.

One of our notable achievements is the significant growth in our Advanced Placement (AP) program. Since 2009-10, we have increased AP course enrollment by a remarkable 171%, even as our school population grew by 14%. In 2015, Henry Clay accounted for an impressive 13% of Kentucky's overall AP growth.

Our success is built on the strong academic performance of our students, evident in a variety of assessments. Since 2014, our AP student body has grown from 654 to 739 students, with 1,371 AP exams administered in 2018 (compared to 1,128 in 2014). We are proud to have piloted the AP Capstone program, which includes courses like AP Seminar and AP Research, providing students with essential skills in research, teamwork, and effective communication. This program complements and enhances our other AP offerings.



Furthermore, our Equity in Advanced Placement (EAP) program has been successful in recruiting and mentoring promising minority and at-risk freshmen for AP classes. It provides them with the support and resources needed to succeed in these challenging courses.

#### Additional Information

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

N/A



2023-2024 Phase Two: The Needs Assessment for  
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2023-2024 Phase Two: The Needs Assessment for Schools

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

## **2023-24 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.

Site-Based Decision Making Council (SBDM) meets monthly to review school policies, achievement data budget and staffing, discipline, scheduling, and other school governance responsibilities. SBDM committees are charged with helping the school enhance student achievement and reach its accountability goals. These committees review school policies, relevant achievement data, budget, professional development, school climate, and other areas related to school needs. Professional Learning Communities (PLCs) meet two (2) times each month to: review classroom formative and summative assessment data, deconstruct standards, plan instruction. Departments meet one (1) time each month to review relevant achievement data, set departmental goals, review information from the Administrative team, and make departmental decisions. Multi-Tiered Systems of Support Team (MTSS) meets weekly to review student achievement data, discipline data, failure reports, and plan supports for students. The Administrative Team meets weekly to review student achievement data, budget and staffing, student discipline data, scheduling, school climate, etc. The Instructional Leadership Team

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(ILT)/Department Chairs meets one (1) time each month to review achievement data, discipline data, failure reports, etc. All meetings are documented by agendas, minutes, and other related documents.

### 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?

All student achievement scores increased in all areas except for Math which maintained from the previous year. Thus, there were no decreases in achievement for all students. The Reading and Math Indicator rose from 58.6 to 68.4 which indicates a Green Rating. We saw a 10% reduction in novice scores in Reading. The strategies intended to focus on literacy have had a positive impact on student achievement. The Science, Social Studies, and Writing indicator saw an increase from 47.1 to 56.0 for all students, and all subgroups showed an increase. Achievement remains low for English Learners and Students with disabilities across all indicators. There was a slight decline for students with disabilities in Reading (from 14% P/D to 10% P/D) and Math (from 4% P/D to 2% P/D). When taken as a whole, the data shows that last year's plan showed some growth in the achievement data. However, we are continuing to fall short of our expectations for improvement for subgroups identified for targeted support. This year's plan will need to focus efforts on supporting students in math while continuing to implement the successful strategies that have supported student achievement in other areas.

### 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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
  - From 2020/21 to 2021/22, African American students' Reading performance has improved by 9% over the past two school years.
  - From 2020/21 to 2021/22, Novice scores in Reading were reduced in all subgroups except for Hispanic students.
  - All student performance in math has been maintained at the same level over the past 3 school years.
  - From 2020/21 to 2021/22, the percentage of Proficient/Distinguished increased across all but two subgroups (Hispanic, Disability)
  - All student percentage of Proficient/Distinguished in social studies increased 12% from 2020/2021 to 2021/2022. Four subgroups showed double digit gains

in percentage of Proficient/Distinguished (African American, Asian, Economically Disadvantaged, White)

- The percent of students scoring Proficient or Distinguished rose from 37% in 2021 to 44% in 2022, and writing performance showed an increase across all subgroups.
- From 2020/21 to 2021/22, Post-Secondary Readiness increased from 73.2% in 2021 to 75.6% in 2022 for All Students. Significant increases were shown in 2022 for African American (41.9% in 2021 to 53.2% 2022) students and English Learners (30.8% in 2021 to 40.2% in 2022)
- From 2021 to 2022, HCHS Graduation Rate increased across all subgroups.

### 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 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

#### **Current Academic State:**

49% of students are Proficient/Distinguished in Reading; 42% of students are Proficient/Distinguished in Math; 19% of students are Proficient/Distinguished in Science; 48% of students are Proficient/Distinguished in Social Studies; 44% of students are Proficient/Distinguished in Combined Writing. Achievement gaps persist for African American students, English Learners, Hispanic students, and Students with disabilities.

#### **Current Non-Academic State:**

- Survey results show that only 61.8% of students rate the school's climate favorably. African American students rate the school's climate lower than all other subgroups.

- Survey results show that only 57.6% of students rate school safety at HCHS favorably. African American students rate school safety lower than all other subgroups.

### 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.

- Reading scores reflect that only 21% of Hispanic students, 12% of English Learners, and 10% of Students with disabilities scored Proficient/Distinguished.
- Math scores reflect that only 21% of African American students, 16% of Hispanic students, 9% of English Learners, and 2% of Students with disabilities scored Proficient/Distinguished.
- Although Science scores showed an increase (+2%), the All Students percentage of Proficient/Distinguished remained below 20% (19%)
- Social Studies scores reflect that only 6% of English Learners and 0% of Students with disabilities scored Proficient/Distinguished.
- Although every subgroup showed gains, Writing scores reflect that 18% of African American students, 6% of English Learners, and 6% of Students with disabilities scored Proficient/Distinguished.
- Statistically significant discrepancies exist in the achievement results for Reading, Writing, Math, Science, and Social Studies between White students and the following subgroups: African American students, English Learners, Hispanic students, and Students with disabilities
- Survey results show that only 61.8% of students rate the school's climate favorably. African American students rate the school's climate lower than all other subgroups.
- Survey results show that only 57.6% of students rate school safety at HCHS favorably. African American students rate school safety lower than all other subgroups.
- Measures of post-secondary readiness show that only 40.2% of English Learners and 27.2% of Students with disabilities meet criteria.

### Strengths/Leverages

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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.

- HCHS was able to meet the 3 year novice reduction goal in reading for all students and in nearly all subgroups. Additionally, all students and subgroups increased in combined writing. Over the past year, the school has placed a particular focus on literacy. This increase in reading and writing show that intentional and focused interventions will translate to student achievement gains.
- English Learner Progress Indicator increased from 9.8% in 2021 to 37% in 2022. More district resources have been allocated for English Learners, and this has had a positive impact on student progress.
- All students and subgroups increased in graduation rate. This shows that efforts to support students who are failing classes and/or are in danger of not graduating have been successful.

#### 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](#)

[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**

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23-24\_Henry Clay\_School Key Elements

8. 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 District Improvement Plan (CSIP) diagnostic and template.

Over the course of the 23-24 school year HCHS will focus on providing highly effective, culturally responsive, evidence-based core instruction, provided to all students in every classroom (KWCP 2). We will also focus on collecting evidence of student learning and using the results to inform instructional decision making and drive continuous improvement (KWCP 4).





2023-2024 Phase Two: School Assurances\_09252023\_09:43

2023-2024 Phase Two: School Assurances

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

## 2023-24 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 assistance 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

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 assistance 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 under section 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**

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

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116(c)(4)).

Yes

No

**N/A**

**COMMENTS**

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

Yes

No

**N/A**

**COMMENTS**

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

Yes

No

**N/A**

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

11. The school educates teachers, specialized instructional support personnel, principals, 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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**

**FCPS Professional Learning Plan 2023-2024**  
*ENSURING A SHIFT IN PARADIGM FROM EVENT TO PROCESS*  
**2022-2023 Phase 4**  
**FCPS District Professional Learning Plan**  
**High-Quality Professional Learning**

School Name: Henry Clay

**District Mission**

The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

**School Mission** **The mission of Henry Clay High School is to educate and prepare our students for a life of productive citizenship.**

**Focus Area 1 PLC:** All school PLCs will use a PDSA model effectively to improve student learning with a focus on grading for learning.

**Focus Area 2 MTSS:** All school PLCs and departments will collaborate with the MTSS team to ensure the MTSS process is facilitated with fidelity.

How do the identified top two focus areas requiring professional learning relate to district goals? **Both directly and significantly have an impact on student achievement.**

**Strategic Plan Priority Areas are:**

- Student Achievement
- Diversity, Equity, Inclusion and Belonging
- Highly Effective and Culturally Responsive Workforce
- Stakeholder Engagement and Outreach
- Organizational Health and Efficiency

**Describe Strategic Plan Priority Areas: Student Achievement**

The Fayette County Public Schools CDIP goals include:

- Reading
- Math
- Science
- Social Studies
- Combined Writing
- Achievement Gap
- English Learner Progress
- Post-secondary Readiness
- Graduation Rate.

**Describe CDIP alignment:**The identified focus areas are aligned with the Fayette County Public Schools CDIP goals including Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress, Post-secondary Readiness, and Graduation Rate.

**Professional Learning Development Tools**

[FCPS Professional Learning Timeline Brief 2023-2024](#)

[FCPS Professional Learning Timeline 2023-2024 At-A-Glance](#)

[FCPS Logic Model](#)

[FCPS Monitoring and Evaluation Framework](#)

[Core Elements of a Professional Learning Plan](#)

## Focus Area 1

### Focus Area 1 Objectives

**Short-Term Changes:** Teachers and school leaders will increase their knowledge and understanding of the PLC process. Teachers and school leaders will develop a better understanding of the connection between the PLC four questions and teacher clarity, and use that connection to improve instruction and assessment for all students. Teachers and school leaders will increase their knowledge in the big three ideas of standards based instruction, grading for learning, and providing students with multiple opportunities to demonstrate learning.

**Long-Term Changes:** Teachers and school leaders will become accomplished/exemplary in their knowledge and use of the PLC process. The PLC process will be established as a mainstay in the instructional culture of Henry Clay High School.

### Focus Area 1 Intended Results

**Student Outcomes:** Student academic achievement will show growth in all demographic areas. All students will receive quality instruction derived from the PLC process and teacher clarity. All students will receive the opportunity to be assessed based on learning and will consistently have multiple opportunities in all classes to demonstrate learning. The goals set in the school improvement plan will be met.

**Educator Beliefs:** Teachers and school leaders will believe in working collaboratively and taking collective responsibility for the success of each student ensuring all students learn at high levels.

**Educator Practices:** Teachers will employ standards based instruction using teacher clarity and the PLC process to ensure all students receive quality instruction. Teachers will consistently provide all students with multiple opportunities to demonstrate learning. School leaders will monitor the PLC process school-wide to ensure the PLC is being implemented with fidelity.

### Focus Area 1 Monitoring

**What data will be considered and gathered?** Student grades. Failure rates. KSA and ACT scores. District and PLC common assessments.

Who is responsible for gathering data? PLC leaders, department chairs, school leaders.

How frequently will it be analyzed? It depends on which data is being analyzed. Some data analysis will be more frequent such as student grades and failures. District common assessments and PLC common assessments will be analyzed in a timely manner immediately following the assessments. KSA and ACT data is subject to be analyzed throughout the school year depending on the purpose of the analysis.

### **Focus Area 1 Indicators of Success** (Please describe in detail.)

#### **Clarifying What Students Must Learn**

- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are essential for students to learn.
- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are “nice to know,” but don’t deserve priority attention.
- The PLC team consistently implements a system to write learning intentions and success criteria in language that everyone-teachers, parents, students, peers working in other grade levels-can understand.
- The PLC team consistently implements a system to develop teacher pacing guidelines that include tentative starting dates, ending dates, and dates for common assessments for each unit.
- The PLC team consistently implements a system to use the team’s expertise to identify critical skills and work behaviors that students must master in order to be successful learners.
- The PLC team consistently implements a system for sharing two or three promising instructional strategies to each objective, skill, or work behavior we identify as essential.

#### **Monitoring Each Student’s Learning**

- The PLC team implements a system to identify level of mastery before beginning to teach.
- The PLC team implements a system to develop common formative assessments for every essential outcome.
- The PLC team implements a system for organizing, reflecting on, and acting around common formative assessment data.
- The PLC team implements a system for using evidence of student learning to determine the effectiveness of instructional strategies.
- The PLC team implements a system to develop rubrics for proficiency scales that define different levels of performance on each essential outcome.
- The PLC team implements a system to develop exemplars of subjective tasks representing different levels of performance to standardize grading.
- The PLC team implements a system to utilize digital tools for assessing and reporting on student learning.

### **Turning Data Into Information**

- The PLC team implements a system to frequently analyze multiple sources of data to inform decisions about curriculum and instruction.
- The PLC team analyzes trends within and between student groups to inform decisions about equitable teaching and learning practices.
- The PLC team implements a system for using data to identify professional learning needs.
- The PLC team implements a system for using data to inform MTSS decisions and practices.

### **Providing Students with Systematic Interventions and Extensions**

- The school has a highly coordinated system of interventions in place.
- The system is very fluid. Students move into intervention and enrichment easily and remain only as long as they benefit from it.
- The achievement of each student is monitored on a timely basis.

### **Interventions**

- The PLC team consistently implements a system to maintain lists of students who have yet to master each essential outcome in a unit of study.
- The PLC team consistently implements a system to maintain lists of common misconceptions or mistakes for each essential outcome.
- The PLC team consistently implements a system to share one promising instructional strategy for reteaching essential outcomes.
- The PLC team consistently implements a system to identify one instructional strategy for teaching concepts that was ineffective.
- The PLC team consistently implements a system to develop additional assessments to monitor progress after interventions have been delivered.
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short remedial lessons to struggling students.

### **Extensions**

- The PLC team consistently implements a system to maintain lists of students who demonstrate mastery of essential outcomes on unit pretests.
- The PLC team consistently implements a system to maintain lists of additional concepts that can extend student thinking for each essential outcome.
- The PLC team consistently implements a system to share one promising instructional strategy for providing extension of essential outcomes.
- The PLC team consistently implements a system to develop sets of challenge tasks for each essential outcome that students who are working beyond the required curriculum can complete independently.
- The PLC team consistently implements a system to develop additional assessment to measure progress after extensions have been delivered.
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short extension lessons for excelling students.





**Focus Area 1 Targeted Audience** teachers and school leaders

**Focus Area 1 Resources** **Staff:** chiefs, directors, specialists, principals, assistant principals, teachers. **Technology:** PLC Shared Drive, FCPS Professional Learning Website, PLC Professional Learning Hub.

**Focus Area 1 Ongoing Supports for Implementation** PLC leaders, department chairs, and school leaders will continue to ensure all staff has the opportunity to participate in ongoing professional learning regarding the PLC process. School leaders will meet regularly with PLC leaders and department chairs to provide PLC monitoring feedback and provide any needed supports.

## Focus Area 2

**Focus Area 2 Objectives** Teachers and school leaders will increase their knowledge and understanding of the three tiers of MTSS. Teachers and school leaders will increase their knowledge and understanding of the connection between MTSS and the FCPS instructional process of plan, do, study, act.

### **Focus Area 2 Intended Results**

**Student Outcomes:** All students will receive appropriate interventions and supports (within each tier) in a timely manner. Student academic achievement and appropriate behavior will increase school-wide. SIP goals will be met.

**Educator Beliefs:** Teachers and school leaders believe all students will receive the necessary interventions and supports that lead to student academic and behavioral success. Teachers and school leaders believe all students can perform at high levels when provided with the necessary interventions and supports.

**Educator Practices:** Teachers and school leaders will work collaboratively with the MTSS interventionists and MTSS team to ensure the MTSS process is being implemented with fidelity. PLC leaders, department chairs, school leaders, MTSS interventionist and team will regularly analyze data to ensure students are receiving tier appropriate interventions

and supports. Teachers and school leaders will continue to participate in professional development regarding MTSS to continue to increase their knowledge and understanding of the process.

### **Focus Area 2 Monitoring**

What data will be considered and gathered? Student grades. Failure rates. KSA and ACT scores. District and PLC common assessments. Student behavior and attendance reports.

Who is responsible for gathering data? MTSS interventionist and team, PLC leaders, department chairs, school leaders.

How frequently will it be analyzed? Data analysis will be ongoing throughout the school year.

### **Focus Area 2 Indicators of Success**

- The school has a highly coordinated system of interventions in place.
- The system is very fluid. Students move into intervention and enrichment easily and remain only as long as they benefit from it.
- The achievement of each student is monitored on a timely basis.
- The MTSS team implements a system for using data to identify professional learning needs.
- The MTSS team implements a system for using data to inform MTSS decisions and practices.

**Focus Area 2 Targeted Audience** MTSS interventionist and team, PLC leaders, department chairs, school leaders.

**Focus Area 2 Resources** **Staff:** chiefs, directors, specialists, principals, assistant principals, teachers. **Technology:** FCPS Professional Learning Website, PLC Professional Learning Hub.

**Focus Area 2 Ongoing Supports for Implementation** MTSS interventionist and team, department chairs, and school leaders will continue to ensure all staff has the opportunity to participate in ongoing professional learning regarding the MTSS process. School leaders will meet regularly with MTSS interventionist and team, PLC leaders, and department chairs to provide feedback and provide any needed supports.

**Optional Extension**