

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 56%.
- 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 10%.
- By 2025, *Henry Clay High School* will increase **Social Studies** proficient and distinguished level to 51% as measured by KSA. Current level is 44%.
- By 2025, *Henry Clay High School* will increase **Combined Writing** proficient and distinguished level to 51% as measured by KSA. Current level is 47%.

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 61.7.

Goal 6 (Postsecondary Readiness):

- By 2025, Henry Clay High School will increase Postsecondary Readiness Status to 90.6. The current level is 74.9.

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.

- 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 62.8% of students rate the school's climate favorably. African American students and Students of Two or More Races rate the school's climate lower than all other subgroups.
- Measures of postsecondary readiness show that only 8.8% of English Learners and 22.8% 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 Rtl 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	70.9	+3.7
State Assessment Results in science, social studies and writing	49.0	-3.5
English Learner Progress	32.8	+5.4
Quality of School Climate and Safety	61.7	+1.0
Postsecondary Readiness (high schools and districts only)	75.3	-0.4
Graduation Rate (high schools and districts only)	94.5	+/- 0.0

1: State Assessment Results in Reading and Mathematics

Reading and Math Objectives		
Year 1	Year 2	Year 3
<ul style="list-style-type: none">• By 2023, <i>Henry Clay High School</i> will increase P/D in Reading to 48%. (current level is 43%)• By 2023, Henry Clay High School will increase P/D in Math to 48%. (current level is 43%)	<ul style="list-style-type: none">• By 2024, Henry Clay High School will increase Reading P/D to 54% (current level is 49%)• By 2024, Henry Clay High School will increase Math P/D to 48% (current level is 42%)	<ul style="list-style-type: none">• By 2025, Henry Clay High School will increase Reading proficient and distinguished level to 58% as measured by KSA. Current level is 56%.• By 2025, Henry Clay High School will increase Math proficient and distinguished level to 58% as measured by KSA. Current level is 42%.

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"> By 2023, Henry Clay High School will increase P/D in Science to 22%. (current level is 17%) By 2023, Henry Clay High School will increase P/D in Social Studies to 41%. (current level is 36%) By 2023, <i>Henry Clay High School</i> will increase P/D in Combined Writing to 41%. (current level is 36%) 	<ul style="list-style-type: none"> By 2024, Henry Clay High School will increase Science P/D to 24% (current level is 19%). By 2024, Henry Clay High School will increase Social Studies P/D to 53% (current level is 48%) By 2024, Henry Clay High School will increase Combined Writing P/D to 49% (current level is 44%) 	<ul style="list-style-type: none"> By 2025, Henry Clay High School will increase Science proficient and distinguished level to 32% as measured by KSA. Current level is 10%. By 2025, Henry Clay High School will increase Social Studies proficient and distinguished level to 51% as measured by KSA. Current level is 44%. By 2025, Henry Clay High School will increase Combined Writing proficient and distinguished level to 51% as measured by KSA. Current level is 47%.

3: Achievement Gap

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

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

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

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">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)	<ul style="list-style-type: none">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)	<ul style="list-style-type: none">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 61.7.

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">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%)	<ul style="list-style-type: none">By 2024, Henry Clay High School will increase Postsecondary Readiness Status from to 80.6. (current level is 75.6%)	<ul style="list-style-type: none">By 2025, Henry Clay High School will increase the percentage of students who are post secondary ready to 83%. (current level is 75.3%)

7: Graduation Rate (High School Only)

Graduation Rate Objectives		
Year 1	Year 2	Year 3
<ul style="list-style-type: none">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%)	<ul style="list-style-type: none">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%)	<ul style="list-style-type: none">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%)

Year 1 Focus Areas

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

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>Create and monitor a “Watch/Cusp List” for students performing below proficiency:</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"> • PLC Minutes and/or PLC Products • Walkthrough/Observation Data • MAP and KSA Reading Results 	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 5	<p>Utilize daily formative data collection tools, benchmark data, summative data to ensure high levels of student achievement:</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"> • PLC Minutes and/or PLC Products • Walkthrough/Observation Data • MAP and KSA Reading Results 	

		<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>		
<u>Progress Monitoring</u>				

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>Core/Tier 1: Plan strategically in the selection of high yield instructional strategy usage within lessons:</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"> ● PLC Minutes and/or PLC Products ● Walkthrough/Observation Data ● MAP and KSA Reading Results 	

<p>Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap</p>	<p>KCWP 2</p>	<p>Develop assignments and activities that reflect the learning targets students have had the opportunity to learn.</p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> ● PLC Minutes and/or PLC Products ● Walkthrough/Observation Data ● MAP and KSA Reading Results 	
<p>Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap</p>	<p>KCWP 5</p>	<p>Tier 2/Tier 3: Identify curricular modification needs using pre- assessment strategies and data results to provide intervention:</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"> ● PLC Minutes and/or PLC Products ● Walkthrough/Observation Data ● MAP and KSA Reading Results 	
<p><u>Progress Monitoring</u></p>				

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

Post-Secondary Readiness, Graduation Rate	KCWP 6	<p>Monitor student progress through pathways:</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"> • Increase in the number of students eligible to take End of Program assessments in pathways offered • CCR Coach and Counselor data 	
<p><u>Progress Monitoring</u></p>				

Year 2 Focus Areas

PLC: PLCs will use a PDSA model effectively to improve student learning. (Focus on Results - Study- Act)				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
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"> ● Fall and Spring Self-Assessment (as stated in PLC Framework) ● PLC Efficacy Rubric 	
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"> ● Learning Walk ● Common Unit Assessments Progress Monitoring: <ul style="list-style-type: none"> ● PLC Documentation 	
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"> ● PLC protocol (ORID) document revised and implemented Progress Monitoring: <ul style="list-style-type: none"> ● PLC Documentation 	

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>Create and monitor a “Watch/Cusp List” for students performing below proficiency:</p> <p>Using MAP data from 8th and 9th grade years, identify students on track to score at Novice or Apprentice on KSA Reading & 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 & Math for targeted interventions using evidence-based practices.</p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> ● PLC Minutes and/or PLC Products ● Walkthrough/Observation Data ● MAP and KSA Reading Results 	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 5	<p>Utilize daily formative data collection tools, benchmark data, summative data to ensure high levels of student achievement:</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"> ● PLC Minutes and/or PLC Products ● Walkthrough/Observation Data ● MAP and KSA Reading Results 	

<p>Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress</p>	<p>KCWP 4</p>	<p>Utilize daily formative data collection tools, benchmark data, summative data to ensure high levels of student achievement:</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"> ● Mastery of essential standards for each unit framework <p>Progress Monitoring:</p> <ul style="list-style-type: none"> ● PLC Documentation 	
<p><u>Progress Monitoring</u></p>				

Instruction/Acceleration: Develop and implement standard-based instruction to accelerate learning.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
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"> • Walkthrough observation data documenting Standards-based Instruction in classrooms • PLC Minutes and/or PLC Products 	
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"> • Walkthrough observation data documenting implementation of components of Acceleration Process • PLC Minutes and/or PLC Products Progress Monitoring: <ul style="list-style-type: none"> • Feedback survey following Professional Learning • Professional learning attendance documents 	
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"> • Walkthrough observation data documenting high-yield instructional strategies in classrooms to look for use of tools and strategies Progress Monitoring: <ul style="list-style-type: none"> • 	

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:	
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"> • AP and Dual Credit enrollment completion data • Pathway enrollment/completion data Progress Monitoring:	
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"> • PLC/Teacher planning showing implementation of Thinking Maps • Student products using Thinking Maps 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"> • Improvement shown on Achieve 3000 platform and student progress monitoring data 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"> • Improvement shown in student progress monitoring data Progress Monitoring:	District
<u>Progress Monitoring</u>				

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.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Quality of School Climate and Safety, Graduation Rate	KCWP 5	<p>Develop school culture supports, both academic and behavioral, to promote and support learning for all:</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"> • Survey results • Activity responses <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • 	
Quality of School Climate and Safety, Graduation Rate	KCWP 5	<p>Develop school culture supports, both academic and behavioral, to promote and support learning for all:</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"> • Meeting documents, notes (minutes?) • Student-led/developed solutions to schoolwide concerns <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • 	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Graduation Rate	KCWP 6	<p>Create and promote additional pathways and Dual Credit courses that are available to students:</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"> • Increase in the number of students eligible to take End of Program assessments in pathways offered • CCR Coach and Counselor data 	

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

PLC: All school PLCs will use a PDSA model effectively to improve student learning. (PLC Networks - Opportunities to Grow)				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
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"> ● Fall and Spring Self-Assessment (as stated in PLC Framework) ● PLC Efficacy Rubric Progress Monitoring: <ul style="list-style-type: none"> ● Regular/Scheduled reports to SBDM starting fall 2025 ● Bi-directional feedback systems 	
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"> ● Learning Walk ● Common Unit Assessments Progress Monitoring: <ul style="list-style-type: none"> ● Regular/Scheduled reports to SBDM starting fall 2025 ● Bi-directional feedback systems 	
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"> ● PLC protocol (ORID) document revised and implemented Progress Monitoring: <ul style="list-style-type: none"> ● Regular/Scheduled reports to SBDM starting fall 2025 ● Bi-directional feedback systems 	

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>Create and monitor a “Watch/Cusp List” for students performing below proficiency:</p> <p>Using MAP data from 8th and 9th grade years, identify students on track to score at Novice or Apprentice, or students on the cusp of reaching the next proficiency level on KSA Reading & Math for targeted interventions using evidence-based practices.</p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> ● PLC Minutes and/or PLC Products ● Walkthrough/Observation Data ● MAP and KSA Reading Results <p>Progress Monitoring:</p> <ul style="list-style-type: none"> ● Regular/Scheduled reports to SBDM starting fall 2025 ● Bi-directional feedback systems 	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 5	<p>Utilize daily formative data collection tools, benchmark data, summative data to ensure high levels of student achievement:</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"> ● PLC Minutes and/or PLC Products ● Walkthrough/Observation Data ● MAP and KSA Reading Results <p>Progress Monitoring:</p> <ul style="list-style-type: none"> ● Regular/Scheduled reports to SBDM starting fall 2025 ● Bi-directional feedback systems 	

<p>Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress</p>	<p>KCWP 4</p>	<p>Utilize daily formative data collection tools, benchmark data, summative data to ensure high levels of student achievement:</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"> • Mastery of essential standards for each unit framework <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Regular/Scheduled reports to SBDM starting fall 2025 • Bi-directional feedback systems 	
<p><u>Progress Monitoring</u></p>				

Instruction/Acceleration: Develop and implement standard-based instruction to accelerate learning.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
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"> • Increase Proficient and Distinguished within MAP data • Achievement Gap reduction within MAP data Progress Monitoring: <ul style="list-style-type: none"> • Common Unit Assessments 	
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"> • Walkthrough observation data documenting Standards-based Instruction in classrooms • PLC Minutes and/or PLC Products Progress Monitoring: <ul style="list-style-type: none"> • Regular/Scheduled reports to SBDM starting fall 2025 • Bi-directional feedback systems 	
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"> • Walkthrough observation data documenting high-yield instructional strategies in classrooms to look for use of tools and strategies; PLC products Progress Monitoring: <ul style="list-style-type: none"> • Regular/Scheduled reports to SBDM starting fall 2025 • Bi-directional feedback systems 	

English Learner Progress		Implement strategies for sheltered instruction, accommodations, and modifications for English Learners	Measures of success: <ul style="list-style-type: none"> Walkthrough observation data documenting use of tools and strategies in classrooms Progress Monitoring: <ul style="list-style-type: none"> Walkthrough Data 	
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"> AP and Dual Credit enrollment completion data Pathway enrollment/completion data Progress Monitoring: <ul style="list-style-type: none"> Student schedules/Class counts 	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 4	Provide training for staff to implement flexible grouping strategies to support core instruction (Tier 1) and targeted interventions in the classroom (Tier 2 & 3)	Measures of Success: <ul style="list-style-type: none"> Walkthrough data documenting use of flexible grouping strategies Progress Monitoring: <ul style="list-style-type: none"> Teacher or PLC documentation 	
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"> Student progress on IEP goals Student progress on Achieve 3000 	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"> Student progress on IEP goals Student progress on Moving with Algebra 	District

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.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Quality of School Climate and Safety, Graduation Rate	KCWP 5	<p>Develop school culture supports, both academic and behavioral, to promote and support learning for all:</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"> • Survey results • Activity responses <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • 	
Quality of School Climate and Safety, Graduation Rate	KCWP 5	<p>Develop school culture supports, both academic and behavioral, to promote and support learning for all:</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"> • Meeting documents, notes • Student-led/developed solutions to schoolwide concerns <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • 	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Graduation Rate	KCWP 6	<p>Create and promote additional pathways and Dual Credit courses that are available to students:</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"> • Increase in the number of students eligible to take End of Program assessments in pathways offered • CCR Coach and Counselor data 	

<p>Post-Secondary Readiness, Graduation Rate</p>	<p>KCWP 6</p>	<p>Monitor student progress through pathways:</p> <p>Schedule changes that do not support participation in either a college or career readiness pathways will not be permitted.</p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> ● Increase in the number of students eligible to take End of Program assessments in pathways offered ● CCR Coach and Counselor data 	
<p>Graduation Rate</p>	<p>KCWP 4</p>	<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"> ● 10% increase in use of supportive/restorative discipline consequences ● Decrease by at least 2% in percentage of students missing school due to out of school suspension <p>Progress Monitoring:</p> <ul style="list-style-type: none"> ● Regular review of supportive/restorative discipline consequences, out of school suspension days, and % of students suspended one or more times. 	
<p>Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Graduation Rate, Postsecondary Readiness</p>	<p>KCWP 5 & 6</p>	<p>Engage families in supporting their students' academic progress.</p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> ● Increased family contacts using various tools (email, phone call, direct message app/communication platform) <p>Progress Monitoring:</p> <ul style="list-style-type: none"> ● PLP, SPED Contact Log 	

<p><i>Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Graduation Rate, Postsecondary Readiness</i></p>	<p><i>KCWP 5 & 6</i></p>	<p><i>Identify and increase opportunities for students to engage with business/industry partners.</i></p>	<p><i>Measures of Success:</i></p> <ul style="list-style-type: none"> ● <i>Increase in number of partnerships established with local businesses/ industries</i> ● <i>Increased student participation in job shadowing, internships, mentorships, etc.</i> ● <i>Increased enrollment in CTE programs aligned with business/industry needs</i> <p><i>Progress Monitoring:</i></p> <ul style="list-style-type: none"> ● <i>Participation data</i> ● <i>Feedback survey results</i> 	
<p>Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap</p>	<p>KCWP 4</p>	<p>Special Education department will implement a "Name and Claim" system for students, using individual data to identify and address specific needs for tiered support within ELA and Math standards.</p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> ● Increased proficiency rates for students with disabilities on state and district benchmark assessments ● Positive trends in individual student growth data on ELA and Math standards <p>Progress Monitoring:</p> <ul style="list-style-type: none"> ● Regular data reviews ● Tracking interventions implemented and the outcomes of those interventions ● Pre- and Post-assessments to measure growth 	

<p>Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap</p>	<p>KCWP 6</p>	<p>Students with disabilities will be scheduled into an advisory class with their case manager in order to facilitate “Name and Claim” and/or check and connect protocols</p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> ● Improved attendance and engagement in core instructional classes ● Increased proficiency rates for students with disabilities on state and district benchmark assessments ● Positive trends in individual student growth data on ELA and Math standards <p>Progress Monitoring:</p> <ul style="list-style-type: none"> ● Weekly check-ins with students to review individual data ● Student self-reflections ● Documentation of SDI delivered 	

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:

Components of Turnaround Leadership Development and Support:
<p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response: 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.</p>
Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response: The school leadership team will need to ensure that current resources are allocated in the most efficient and effective way and these resources (people, time, money) are directed to areas of highest need.</p> <p>For students with disabilities the leadership team should ensure efficient and effective use of SPED 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.</p>

For English Learners the leadership team should ensure resources are in place to provide students with academic support they can access (language, time, etc), ensure that teachers/PLCs have adequate resources to determine student mastery of content standards, ensure Tier 1 and Tier 2 interventions are taking place as needed during instructional time, and ensure the MTSS team has adequate time and resources to provide targeted interventions to identified students.

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:

The school will implement targeted strategies to support English Learners and Students with Disabilities. The school will work with district instructional specialists for both English Learners and Students with Disabilities to support teachers in acquiring and developing strategies to support these students.

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"/>
Implement a “Name and Claim” system for students, using individual data to identify and address specific needs for tiered support within ELA and/or Math standards.	Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). <i>Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement</i> . The Carnegie Foundation for the Advancement of Teaching (2019). <i>Personalizing Learning: How Schools Are Using Data to Improve Student Outcomes</i> .	<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 https://www.achieve3000.com/wp-content/uploads/2022/12/Achieve3000_ResearchtoPractice-Whitepaper_V9_8-31-21_1.pdf Borman, G. D., Park, S. J., & Min, S. (2015). The district-wide effectiveness of the Achieve3000 program: A quasi experimental study. Madison: Measured Decisions, Inc. and the University of Wisconsin-Madison. Retrieved from https://eric.ed.gov/?id=ED558845 Hill, D. V., & Lenard, M. A. (2016). The impact of Achieve3000 on elementary literacy outcomes: Randomized control trial evidence, 2013-14 to 2014-15. (DRA Report No. 16.02). Cary, NC: Wake County Public School System, Data and Accountability Department.	<input type="checkbox"/>

Evidence-based Activity	Evidence Citation	Uploaded in CIP
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 https://www.jimshipley.net/materials/high-yield-instructional-strategies-2nd-edition/	<input type="checkbox"/>



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

Henry Clay High School
Antonio Blackman
2100 Fontaine Rd
Lexington, Kentucky, 40502
United States of America

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2024-2025 Phase One: Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

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 1,990 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: 50.7% White, 20.1% African American, 16.2% Hispanic, 7% Asian, 6% Two or more races, with less than 1% each for American Indian/Alaska Native and Native Hawaiian or Pacific Islander. Furthermore, 53.9% of our students qualify for free or reduced-price meals, 12.3% are English language learners, and 9.3% receive Special Education services. Our school maintains an average daily attendance rate of 90.9%.

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. We believe that Henry Clay should be an effective learning environment, requiring responsible cooperation and involvement of our faculty, students, and parents. By fostering this collaboration, we create opportunities for learning experiences that challenge students' intellectual potential and equip them with the skills necessary for a productive life.

At Henry Clay, every decision, program, and initiative is designed to help students thrive both academically and personally. We believe that practical situations—where students develop interpersonal communication, interaction skills, and self-discipline—are vital for their growth. Moreover, we are committed to assisting our students in developing a set of values that will enable them to live effectively in a pluralistic society, recognizing and appreciating the diversity of perspectives they will encounter.

Our belief in the importance of valuing one's accomplishments and contributions, as well as those of others, is reflected in the community responsibilities our students are encouraged to embrace. This 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. Through our wide range of rigorous coursework, including Advanced Placement, Dual Credit, and Career Pathways programs, we strive to offer our students the best educational experience. 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.

Henry Clay's school improvement plan was created collaboratively by a committee made up of administrators, teachers, and school support personnel. The committee used the most current data to identify strengths and areas for growth in student achievement. The areas identified for improvement were used to develop school improvement goals.

Henry Clay is committed to using the PLC framework to foster a culture of continuous improvement that will ensure all students have access to high-quality instruction and produce ongoing improvement in student achievement. School improvement efforts will focus around the development of teacher capacity to design and deliver instruction that incorporates high-yield instructional strategies. For reading, high-yield instructional strategies may include such things as providing purposeful fluency-building activities to help students read effortlessly and routinely using a set of comprehension-building practices to help students make sense of text. For math, high-yield instructional strategies may include using solved problems to engage students in analyzing algebraic reasoning and strategies; teaching students to utilize the structure of algebraic representations, and teaching students to intentionally choose from alternative algebraic strategies when solving problems. For writing, high-yield instructional strategies may include explicitly teaching appropriate writing strategies using a Model-Practice-Reflect instructional cycle, integrating writing and reading to emphasize key writing features, and using assessments of student writing to inform instruction and feedback. Professional development will support and monitor teacher use of high-yield instructional strategies as well as the implementation of appropriate scaffolds to support students in reaching high levels of student learning.

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Two: The Needs Assessment for
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2024-2025 Phase Two: The Needs Assessment for Schools

Henry Clay High School
Antonio Blackman
2100 Fontaine Rd
Lexington, Kentucky, 40502
United States of America

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2024-2025 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

SBDM

Meets monthly to review School policies; review achievement data; budget and staffing; discipline; scheduling; etc.

Documentation: Monthly Agendas, minutes, and other documents are available

SBDM Committees

Meets monthly to review School Policies; relevant achievement data; budget; professional development; school climate; etc

Documentation: Agendas, minutes, and other documents are available

PLCs

Meets twice a month to review Classroom formative and summative assessment data; standards deconstruction; instructional planning; etc

Documentation: Agendas, minutes, and other documents are available

Departments

Meets monthly to review Relevant achievement data; instructional planning

Documentation: Agendas, minutes, and other documents are available

MTSS

Meets weekly to review Achievement data; discipline data; failure reports

Documentation: Agendas, minutes, and other documents are available

Administrative Team

Meets weekly to review Achievement data; budget and staffing; discipline; scheduling; school climate

Documentation: Agendas, minutes, and other documents are available

Instructional Leadership Team

Meets monthly to review Achievement data; discipline data; failure reports

Documentation: Agenda, minutes, and other documents are available

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?

In implementing the goals and strategies from the previous year's Comprehensive School Improvement Plan (CSIP), the school made progress in several areas, although some initiatives remain incomplete. School leadership, along with PLC leads and district instructional coaches, have been collaborating to enhance PLC practices. Professional development for teachers, particularly in sheltered instruction strategies and accommodations for English Learners and SPED students, is actively happening in faculty meetings. Pathways, AP, and dual-credit course offerings have been developed, with specific supports to guide students toward career or college readiness. The CCR Coach and BAC continue to review data to align student schedules with these goals. Special Education completed initiatives including implementing Achieve 3000 and Moving with Algebra, supporting critical reading and math skills for students with disabilities. With regard to school culture and belonging, Associate Principals collected data on belonging for African

American students, and a Principal Advisory Council now meets regularly to address student concerns, helping to build a more inclusive environment.

Informing This Year's Plan:

This year's CSIP can build on the ongoing success in PLC practices and student pathways, while focusing on completing the initiatives left unfinished, particularly those related to differentiated support, targeted student interventions, and essential professional development. A focus on fully integrating supports for EL/SPED students and refining PLC protocols for all units will likely yield improvements in student access and achievement across the board

Trends

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

Example of Trends

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

Reading

Trend: Overall increase, with notable improvements for students with disabilities and Hispanic Students

Areas for Improvement: English Learners and African American students declined. English Learners and Students with disabilities remain significantly lower than other subgroups.

Math

Trend: Stagnant or declining proficiency in key subgroups.

Areas for Improvement: African American students decreased by 5% (21% to 16%), and students with disabilities decreased by 5% (9% to 4%). English Learners and Students with disabilities remain significantly lower than other subgroups.

Science

Trend: Decline in proficiency across almost all groups. Overall, science proficiency dropped from 19% to 10%.

Areas for Improvement: All students and subgroups

Social Studies

Trend: Decline in proficiency across almost all groups. Overall, social studies proficiency dropped from 48% to 44%.

Areas for Improvement: Proficiency for African American students and Economically Disadvantaged students are behind most other subgroups. English Learners and Students with disabilities remain significantly lower than all other subgroups with 0% of either subgroup reaching proficiency.

Writing

Trend: Overall increase, with notable improvements for students with disabilities and Hispanic Students

Areas for Improvement: Hispanic students and students with disabilities declined. Proficiency for African American students and Economically Disadvantaged students are behind most other subgroups. English Learners and Students with disabilities remain significantly lower than other subgroups.

Post Secondary Readiness

Trend: Data shows increases for most subgroups but a sharp decline for English Learners students with disabilities.

Areas for Improvement: There is a significant gap between White and Asian students and all other subgroups. English Learners and Students with disabilities remain significantly lower than other subgroups.

Quality of School Climate and Safety

Trend: Mostly stable or slightly improved, with some subgroups experiencing declines.

Areas for Improvement: Students of two or more races rate the school's climate and safety lower than all other subgroups. Economically disadvantaged students saw a decline in the Climate Index by 6.9% (57.9 to 51.0).

Graduation Rate

Trend: Graduation Rate generally maintained from previous year. Most subgroups maintained or saw modest increases.

Areas for Improvement: Hispanic students, English Learners, and Students with disabilities remain significantly lower than other subgroups.

Current State

4. Describe in narrative form the current state of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data

used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

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

Current Academic State:

56% of students are Proficient/Distinguished in Reading; 42% of students are Proficient/Distinguished in Math; 10% of students are Proficient/Distinguished in Science; 44% of students are Proficient/Distinguished in Social Studies; 47% 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 62.8% of students rate the school's climate favorably. Students of two or more races rate the school's climate lower than all other subgroups.

Survey results show that 58.5% of students rate school safety at HCHS favorably. Students of two or more races rate school safety lower than all other subgroups.

74.9% of students are transition-ready. Students with Disabilities demonstrate the lowest transition readiness at 8.8%.

The graduation rate remains high at 94.5%. Students with Disabilities and English Learners have the lowest graduation rate at 86.1% and 86.2% respectively.

37.0% of English Learners demonstrate progress, showing an increase over previous years.

Priorities/Concerns

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

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

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

State Assessment Results in reading and mathematics

Reading scores reflect that only 26% of African American students, 2% of English Learners, and 14% of Students with disabilities scored Proficient/Distinguished.

Math scores reflect that only 16% of African American students, 21% of Hispanic students, 4% of English Learners, and 6% of Students with disabilities scored Proficient/ Distinguished.

State Assessment Results in science, social studies and writing

Science scores showed a significant decline (-9%), the All Students percentage of Proficient/Distinguished is just 10%

Social Studies scores reflect that only 15% of Hispanic students, 0% of English Learners, and 0% of Students with disabilities scored Proficient/Distinguished.

Writing scores reflect that 18% of Hispanic students, 9% of English Learners, and 3% of Students with disabilities scored Proficient/Distinguished.

Achievement Gap

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.

Quality of School Climate and Safety

Survey results show that only 62.8% of students rate the school's climate favorably. Students of two or more races rate the school's climate lower than all other subgroups.

Survey results show that only 58.5% of students rate school safety at HCHS favorably. Students of two or more races rate school safety lower than all other subgroups.

Post-secondary Readiness (high schools and districts only)

Priority/Concern-Measures of post-secondary readiness show that only 54.8% of African American students, 8.8% of English Learners and 22.8% of Students with disabilities meet criteria.

Graduation Rate (high schools and districts only)

Priority/Concern-Graduation rates show that only 86.2% of English Learners and 86.1% of Students with disabilities graduated on time.

Strengths/Leverages

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

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

A recent survey of school departments indicates that the HCHS faculty feel that the strengths/leverages for our school include: a supportive staff (82%), a variety of extracurricular opportunities for students (91%), and strong leadership from the new school administration (64%). These items were commonly highlighted as strengths across multiple departments. Overall, the staff rates the school culture as positive. Many responses also emphasize academic rigor and a safe learning environment as strengths.

HCHS has made gains in each of the last 3 years in reading. Now, nearly 60% of our students meet proficiency in this area. Of note, reading proficiency for students with disabilities increased by 4%. Overall writing scores increased, with notable improvements for students with disabilities and Hispanic Students. The school has placed a particular focus on literacy. This increase in reading and writing proficiency shows that intentional and focused interventions will continue to translate to student achievement gains.

English Learner Progress Indicator increased from 27.4 to 32.8. More district resources have been allocated for English Learners, and this has had a positive impact on student progress.

The graduation rate for All Students remained steady and most subgroups saw an increase 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 Processes

KCWP 6: Establish Learning Environment and Culture

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

- **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name



24-25_HenryClay_KeyElements


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

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

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

Over the course of the 24-25 school year HCHS will continue to focus on providing highly effective, culturally responsive, evidence-based core instruction, provided to all students in every classroom (KWCP 2). We will also continue to focus on collecting evidence of student learning and using the results to inform instructional decision making and drive continuous improvement (KWCP 4).

Attachment Summary

Attachment Name	Description	Associated Item(s)
 24-25_HenryClay_KeyElements		• 7



2024-2025 Phase Two: School Assurances_01132025_13:19

2024-2025 Phase Two: School Assurances

Henry Clay High School
Antonio Blackman
2100 Fontaine Rd
Lexington, Kentucky, 40502
United States of America

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2024-2025 Phase Two: School Assurances

Introduction

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

Federal Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted 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 in a targeted assistance program, or all children in a schoolwide program—

A. timely information about programs under Title I;

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

20. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents

how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Targeted Assistance School Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement in the previous year, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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FCPS Professional Learning Plan 2024-2025
ENSURING A SHIFT IN PARADIGM FROM EVENT TO PROCESS
2023-2024 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 English Learner Students: Staff will continue receiving training on English learner techniques throughout the year in order to lift this targeted population according to the goals in the CSIP.

Focus Area 2 Special education: Staff will continue receiving training on English learner techniques throughout the year in order to lift this targeted population according to the goals in the CSIP.

How do the identified top two focus areas requiring professional learning relate to district goals? These focus areas seek to increase student achievement, which promotes diversity, equity, inclusion, and belonging as well as enhancing a highly effective and culturally responsive workforce.

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; diversity, equity, inclusion and belonging; highly effective and culturally responsive workforce; and organizational health and efficiency are all encompassed in this professional learning.

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 areas that align with the CDIP are reading, writing, science, social studies, combined writing, achievement gap, English learner progress. Post-secondary readiness, and graduation rate. Our targeted populations are English learners and special education students. By training our staff in the best way to reach those populations, we touch on all CDIP goals.

Professional Learning Development Tools



[FCPS Professional Learning Timeline Brief 2024-2025](#)

[FCPS Professional Learning Timeline 2024-2025 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 of the best techniques to improve our EL students' capacities and success rates.

Long-Term Changes: Teachers and school leaders will become accomplished/exemplary in utilizing good pedagogical techniques when working with EL students.

[Focus Area 1 Intended Results](#)

Student Outcomes: EL students will feel a stronger sense of belonging and will show growth on standardized assessments such as KSA and ACT. In turn, graduation rates should go up.

Educator Beliefs: Teachers and school leaders believe in creating a welcoming atmosphere for our EL students and learning the most modern and best ways to teach them toward a growth mindset.

Educator Practices: Teachers will use the techniques provided in professional learning to enhance their pedagogy and outreach toward EL students.



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.)

- **Teachers will report more confidence in their ability to build relationships with EL students.**
- **Teachers will report more confidence in their ability to teach EL students.**
- **PLCs will report data that shows continual growth throughout the year.**
- **EL students will show growth on Common Assessments, MAP, ACT, KSA, and other standardized tests.**
- **Henry Clay's targeted population will show growth in the annual school report card.**

Focus Area 1 Targeted Audience **Teachers and school leaders as well as students**

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 **The administration will provide ongoing professional learning throughout the academic year. Staff and specialists will provide this learning. PLC leaders will provide data that shows improvement. The Building Assessment Coordinator will provide an explanation of ACT, KSA, and other standardized test scores that show growth.**



Focus Area 2

Focus Area 2 Objectives

Short-Term Changes: Teachers and school leaders will increase their knowledge of the best techniques to improve our special education students' capacities and success rates.

Long-Term Changes: Teachers and school leaders will become accomplished/exemplary in utilizing good pedagogical techniques when working with special education students.

Focus Area 2 Intended Results

Student Outcomes: Special education students will feel a stronger sense of belonging and will show growth on standardized assessments such as KSA and ACT. In turn, graduation rates should go up.

Educator Beliefs: Teachers and school leaders believe in creating a welcoming atmosphere for our special education students and learning the most modern and best ways to teach them toward a growth mindset.

Educator Practices: Teachers will use the techniques provided in professional learning to enhance their pedagogy and outreach toward special education students.

Focus Area 2 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 2 Indicators of Success (Please describe in detail.)

- Teachers will report more confidence in their ability to build relationships with special education students.
- Teachers will report more confidence in their ability to teach special education students.
- PLCs will report data that shows continual growth throughout the year.
- Special education students will show growth on Common Assessments, MAP, ACT, KSA, and other standardized tests.
- Henry Clay's targeted population will show growth in the annual school report card.

Focus Area 2 Targeted Audience Teachers and school leaders as well as students

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

Focus Area 2 Ongoing Supports for Implementation The administration will provide ongoing professional learning throughout the academic year. Staff and specialists will provide this learning. PLC leaders will provide data that shows improvement. The Building Assessment Coordinator will provide an explanation of ACT, KSA, and other standardized test scores that show growth.



[Optional Extension](#)