Comprehensive Improvement Plan for Schools

Rationale
School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization’s workforce and relate to its core competencies. These are the factors that determine an organization’s success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
  - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
  - For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.
1: Proficiency Goal

Goal 1 (State your proficiency goal):
By 2023, Clays Mill Elementary will increase the combined proficiency (reading and math) percentage of proficient/distinguished from 71.2 to 85.6%.

Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)
- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)
- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
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- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

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| Objective 1  
By 2019, Clays Mill Elementary will increase the combined proficiency (reading and math) percentage of proficient/distinguished from 71.2 to 74.0% | KCWP 4: Improve the process for reviewing, analyzing, and applying data in order to determine priorities for individual student success. | PROCESS  
Principal and grade level teams will collaborate on a process to ensure reading and math common assessments are designed to best evaluate student learning (i.e. standard/assessment match). | Common Assessments  
Team Meeting Agendas utilizing PDSA (Plan Do Study Act) process  
Common Assessment Data | 1st Quarter Notes: Principal met with grade level teams most Thursdays for the purpose of reviewing common assessments. Several common assessments for math were reviewed and modified in Kindergarten, 2nd and 3rd grades.  
No funding required |
| | KCWP 2: Improve process for designing and delivering instruction that provides opportunities for all students to be engaged in learning to | PROCESS  
School leadership will implement formal and informal processes that teachers and students utilize to | Tune Up Tuesday training agendas and reflective questions will be collected. | 1st Quarter Notes: Staff “Tune Up Tuesdays” provided on January 22, 2019 and February 26, 2019. Plus/Delta feedback from staff from training was positive and evidence of participation techniques noted in daily walk-throughs and observations. Training and sharing of ideas will continue during Tune Up Tuesdays in April and May | No funding required |
promote student achievement of all students.
gather evidence to directly improve the learning of students assessed using active participation techniques.
Participation data will be collected using ELEOT walkthroughs tool

**PRACTICE**

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<tr>
<th>Establish a practice to identify the most appropriate high yield instructional strategies among teachers to aid in curricular adjustments for standard mastery. Resource: Visible Learning for Literacy (Fisher, Frey, Hattie 2016)</th>
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<tr>
<td>Team Meeting agendas (utilizing PDSA - Plan Do Study Act process)</td>
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<tr>
<td>Faculty Meeting/Tune Up Tuesday training agendas</td>
</tr>
<tr>
<td>Principal weekly newsletter to staff incorporating best practices</td>
</tr>
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</table>

**1st Quarter Status**

- High Yield Strategies discussed and evaluated during grade level team meetings as noted in team meeting minutes.
- New K-2 and 3-5 math strategy books were just published. These books will be purchased and a plan will be created to use and implement these strategies upon arrival and Fall 2019

No funding required
Goal 2 (State your separate academic indicator goal):
By 2023, Clays Mill Elementary will increase the combined proficiency (science, social studies, and writing) percentage of proficient/distinguished from 68.2 to 84.1%.

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<tr>
<td>Objective 1&lt;br&gt;By 2019, Clays Mill Elementary will increase the combined proficiency (science, social studies, and writing) percentage of proficient/distinguished from 68.2% to 71.4%.</td>
<td>KCWP 4: Improve the process for reviewing, analyzing, and applying data in order to determine priorities for individual student success.</td>
<td>PROCESS&lt;br&gt;Principal and grade level teams will collaborate on a process to ensure reading and math common assessments are designed to best evaluate student learning (i.e. standard/assessment match).&lt;br&gt;PRACTICE&lt;br&gt;The school leadership team will research and implement best practices to enable student voice opportunities for instructional improvements through integrating the usage of Quality Tools (such as Plus/Delta, student voice surveys, student conference, etc.)</td>
<td>Common Assessments&lt;br&gt;Team Meeting Agendas utilizing PDSA (Plan Do Study Act) process&lt;br&gt;Common Assessment Data&lt;br&gt;Selection of quality tools and training to staff.&lt;br&gt;Leadership Team agenda/minutes, Faculty meeting, Tune Up Tuesday agendas, student voice data/feedback.</td>
<td>3rd Quarter Notes: Principal met with grade level teams most Thursdays for the purpose of reviewing common assessments. Several common assessments for math were reviewed and modified in Kindergarten, 2nd and 3rd grades. 1st Quarter Notes - Plus/Delta system modeled for faculty during Tune Up Tuesday trainings - use of Quality Tools will be implemented in individual classrooms spring 2019 with full school implementation Fall 2019.</td>
<td>No funding required</td>
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<td>KCWP 1: Continue to refine our system to assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success</td>
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<td>PROCESS&lt;br&gt;Content Rep Meetings and Curriculum Revision Meeting Notes&lt;br&gt;Team Meeting Agendas utilizing PDSA (Plan Do Study Act) process</td>
<td></td>
<td>3rd Quarter Notes: Representatives attended district meetings in January, February, and March. Social Studies representative shared information regarding upcoming new standards, science representative shared information on Through Course Tasks, and 5th grade writing teacher provided opportunity to spend a release day learning about writing and writing assessment using the Wonders program.</td>
<td>No funding required</td>
</tr>
</tbody>
</table>
3: Gap
Goal 3 (State your Gap goal):
By 2023, the combined reading and math proficiency of students that qualify for free or reduced lunch will increase from 50% to 74.5%. By 2023, the combined proficiency of students with disabilities in reading and math will increase from 34.1% to 67.1%.

Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

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<td>Objective 1</td>
<td>By 2019, the combined reading and math proficiency of students that qualify for free or reduced lunch will increase from 50% to 55.0%.</td>
<td>KCWP 6: Improve and sustain learning culture and environmental systems of the school in order to ensure an optimal and safe learning environment to reduce adverse barriers to learning</td>
<td>School-wide behavior data (Class Dojo and Office Discipline Referral data shared with staff monthly - Faculty Meeting Agendas)</td>
<td>1st Quarter Notes - PBIS Team met in January and February. Office Discipline Referral Data and Dojo data shared with faculty at February and March faculty meetings. Team developed Dojo survey that will be sent to families in April.</td>
<td>No funding required</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PROCESS</td>
<td>The school PBIS Team will collaborate monthly to develop process measures for monitoring and celebrating school-wide behavior.</td>
<td>Documentation of tiered interventions and meeting minutes reflecting discussion.</td>
<td>1st Quarter Notes - SPS meetings occur every Tuesday with rotating calendar for grade levels. A process exists for teachers and parents to request SPS meetings. Most meetings have follow-ups within four weeks and process exists for documentation and monitoring.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PROCESS</td>
<td>Principal will collaborate with the MTSS Team to establish a Systematic Problem Solving protocol and monitoring/documentation tool for academic and behavioral tiered intervention movement considerations.</td>
<td>Training Agendas and Reflective Questions</td>
<td>1st Quarter Notes - No progress to update (planned for Summer 2019)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PRACTICE</td>
<td>Principal will coordinate with district support specialists to provide training for staff to ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4: Growth

Goal 5 (State your Growth goal):
By 2023, the combined reading and math percentage of students with disabilities meeting or exceeding growth targets will increase from 48.9% to 74.5%

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)
- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
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Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)
- KCWP1: Design and Deploy Standards Classroom Activities
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<th>KCWP 2: Develop an approach in order to design and deliver core instruction to ensure students with disabilities meet proficiency goals in math and reading.</th>
<th>District external and school internal coaches will collaborate to provide support and training for Co-teaching for GAP closure and provide training for teachers on the four models of co-teaching.</th>
<th>Observation records, ELEOT walk-through data, Training materials and follow-up support for staff.</th>
<th>1st Quarter Notes - District external coach visited co-teaching team in January - will return again in April. Our plan is to expand co-teaching Fall 2019 to more classrooms</th>
<th>No funding required</th>
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<td>Objective 1</td>
<td>By 2019, the combined reading and math percentage of students with disabilities meeting or exceeding growth targets will increase from 48.9% to 54.0%</td>
<td>Principal will collaborate with PGE Coach, ACC, and special education team to research best practices for closing the disability achievement gap and follow up with training for staff.</td>
<td>Training Agendas with Reflective Feedback through Plus/Delta’s Team Meeting Agendas utilizing PDSA (Plan Do Study Act) process</td>
<td>1st Quarter Notes - Professional Development funds provided for special education teacher to attend professional learning on narrowing the achievement gap for special education students. Three classroom teachers were provided opportunities to attend KASC achievement gap training and received a school tool-kit that will be used to train staff over the next year.</td>
<td>Funding for Professional Learning if not provided by FCPS district staff.</td>
</tr>
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5: Transition Readiness

Goal 6 (State your Transition Readiness goal):
Increase the percentage of students who are “transition ready” in math from 67% On Track to 83% On Track AND in reading from 73% On Track to 86% On Track by the year 2023, as measured by MAP ACT Projected Proficiency.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
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| **Objective 1**
Increase the percentage of students who are “transition ready” in math from 67% On Track to 70.3% On Track AND in reading from 73% On Track to 75.7% On Track by the year 2023, as measured by MAP ACT Projected Proficiency.
| KCWP 3: Improve the process for reviewing, analyzing, and applying data in order to determine priorities for individual student success. | PROCESS
Principal and grade level teams will collaborate on a process to ensure reading and math common assessments are designed to best evaluate student learning (i.e. standard/assessment match). | Common Assessments
Team Meeting Agendas utilizing PDSA (Plan Do Study Act) process | 3rd Quarter Notes
Principal met with grade level teams most Thursdays for the purpose of reviewing common assessments. Several common assessments for math were reviewed and modified in Kindergarten, 2nd and 3rd grades. | No funding required |
| | PRACTICE
The school leadership team will research and implement best practices to enable student voice opportunities for instructional improvements through integrating the usage of Quality Tools (such as Plus/Delta, student voice surveys, student conference, etc.) | Selection of quality tools and training to staff. Leadership Team agenda/minutes, Faculty meeting, Tune Up Tuesday agendas, student voice data/feedback. | 3rd Quarter Notes
Plus/Delta system modeled for faculty during Tune Up Tuesday trainings - use of Quality Tools will be implemented in individual classrooms spring 2019 with full school implementation Fall 2019. | No funding required |
| **KCWP 2: Improve process for designing and delivering instruction that provides** | PROCESS
School leadership will implement formal and informal processes that | Tune Up Tuesday training agendas and reflective questions will be collected. | 3rd Quarter Notes
“Tune Up Tuesdays” provided on January 22, 2019 and February 26, 2019. Plus/Delta feedback from staff from training was positive and evidence of participation techniques noted in daily walk-throughs and observations. Training and | No funding required |
opportunities for all students to be engaged in learning to promote student achievement of all students.

teachers and students utilize to gather evidence to directly improve the learning of students assessed using active participation techniques.

Participation data will be collected using ELEOT walkthroughs tool

sharing of ideas will continue during Tune Up Tuesdays in April and May

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<td>Establish a practice to identify the most appropriate <em>high yield instructional strategies</em> among teachers to aid in curricular adjustments for standard mastery. Resource: <em>Visible Learning for Literacy</em> (Fisher, Frey, Hattie 2016)</td>
<td>1st Quarter Notes - High Yield Strategies discussed and evaluated during grade level team meetings as noted in team meeting minutes. New K-2 and 3-5 math strategy books were just published. These books will be purchased and a plan will be created to use and implement these strategies upon arrival and Fall 2019</td>
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2018-19 Continuous Improvement Diagnostic

Phase One: Continuous Improvement Diagnostic

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

Target Completion Date: 10/01/2018
Last Modified: 10/22/2018
Status: Open
Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

Based on results from PBIS staff survey in the spring of 2017-18 and TFI survey completed in the Fall of 2017, Clays Mill Elementary staff and leadership are working together to improvement climate and culture of school through a uniform Positive Behavior Interventions and Supports program. Professional development, clear guidelines and expectations, as well as internal coaching will be provided for staff as well as tiered interventions for students. PBIS program will shared through parents through daily communication highlighting student behavior, events in the school/classroom, and a medium for bi-lateral communication with families.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

During the month of October, all stakeholders (parents, staff, and students) will have an opportunity to provide feedback through eProve surveys. This data will be collected, analyzed, and shared with stakeholders for continuous improvement. Depending on the results of the survey, scheduled updates and opportunities for follow-up feedback or engagement with stakeholders will be provided.

ATTACHMENTS
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2018-19 The Needs Assessment for Schools

Phase Two: The Needs Assessment for Schools

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

Last Modified: 10/31/2018
Status: Open
Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the current state and formulating a plan to move to the desired state. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the current state of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.
Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Clays Mill Elementary has three teams that work on components of our School Improvement Plan. Our governing body is our School-Based Decision Making Council (SBDM) that includes three teachers elected from the faculty, two parents elected from parents, and the principal. Clays Mill's SBDM meets monthly and the school improvement plan is a regular item on the agenda. Within the school, there exists a Core Leadership Team that includes school administration (Principal and Professional Growth and Effectiveness Coach), Child Guidance Specialist, Multi-Tiered Systems of Support Coordinator, and Behavior Coach. This group meets weekly to discuss weekly data in the areas of academics and behavior and reviews process and procedure for school improvement plan. Clays Mill Elementary also has a School Leadership Team that includes a team leader from each area of the school (Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, Special Area, Special Ed, and MTSS). This group meets twice a month for the purpose of shared decision making and the primary tenant of the School Improvement Plan. Feedback is elicited from parents at monthly PTA meetings as well as through all stakeholders through eProve surveys to parents, students, and staff twice a year.

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Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
-32% of gap students scored proficient on KPREP Reading.
-We saw a 10% increase among gap students in Reading from 2017 to 2018.
-34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
-The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Current Academic State 74.2% proficiency in reading, a 1.5% decrease from 2016-2018 68.1% proficiency in math, an 8.5% increase from 2016-2018 11.2% in increase in writing from 2016-17 to 2017-18 school year 16.9% Gap Reading from 2016-17 to 2017-18 school year 5% Gap Math decrease from 2016-17 to 2017-18 school year Non-Academic Current State 220 Office Discipline Referrals in 2017-18, an increase of 149 referrals from 2016-17 School Attendance has increased over three straight years from 95.74 in 2015-16 to 96.57 in 2017-18

ATTACHMENTS
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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

**Example:** 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

The overall proficiency percentages maintained or increased in every subject area (reading, writing, math, and social studies). Science proficiency, while low, is among the highest in the district. The GAP proficiency in math and decreased slightly to 59.6% in 2017-18 from 44.6% in 2016-17, and significantly in reading from 63.1 to 46.2%. Behavior referrals increased significantly from 2016-17 to 2017-18 (71 to 220).

**ATTACHMENTS**

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Trends

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

GAP math proficiency has been decreasing since 2014-15 from 51.7% proficiency to 39.6 proficiency GAP reading proficiency had been increasing from 2014-15 to 2016-17, however took a large decrease from 2016-17 to 2017-18. Office Discipline referrals had been trending slightly upward from 60 in 2014-15 to 71 in 2016-17. There was a large increase from 71 in 2016-17 to 220 in 2017-18

ATTACHMENTS
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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Clays Mill Elementary will be focusing on KCWP 5: Design, Align, and Deliver Support to improve GAP reading and math proficiency Clays Mill Elementary will be focusing on KCWP 6: Establishing Learning Culture and Environment to work on decreasing office discipline referrals

ATTACHMENTS
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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

**Example**: Graduation rate has increased from 67% the last five years to its current rate of 98%.

In 3rd, 4th, and 5th grade, teacher retention stayed the same between 2017-18 and 2018-19 creating continuity. There was an 8.5% proficiency increase in math from 2016-17 to 2018-19 and an 11.2% in increase in writing from 2016-17 to 2017-18 school year. Strong parent survey data from 130 respondents showed 97% of families feel they are treated with respect and courtesy by our school's staff, 98% feel the school provides a safe learning environment, and 94% are aware of our school's purpose and mission, and 99% feel there is an adequate supply of materials in our school to meet my child's learning needs.

**ATTACHMENTS**

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2018-19 School Assurances

Phase Two: School Assurances

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

Last Modified: 10/31/2018
Status: Open
School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.
   - Yes
   - No
   - N/A

COMMENTS

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Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.
   - Yes
   - No
   - N/A

COMMENTS

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Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.
   - Yes
   - No
   - N/A

COMMENTS

ATTACHMENTS
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4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.
   - Yes
   - No
5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.
   - Yes
   - No
   - N/A

   COMMENTS

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Instructional Strategies

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.
   - Yes
   - No
   - N/A

   COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Targeted Assistance Activities

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.
   - Yes
   - No
   - N/A

   COMMENTS

ATTACHMENTS
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Parent and Family Engagement
8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.
   ○ Yes
   ○ No
   ● N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.
   ○ Yes
   ○ No
   ● N/A

COMMENTS

ATTACHMENTS
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Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.
    ○ Yes
    ○ No
    ● N/A

COMMENTS

ATTACHMENTS
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Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.
    ● Yes
    ○ No
12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.
2018-19 Closing the Achievement Gap Diagnostic

Phase Three: Closing the Achievement Gap Diagnostic

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

Last Modified: 01/08/2019
Status: Locked
Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

Free and Reduced Lunch - 29% of student population Students with Disabilities - 14% of student population

**ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.
II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

The climate and culture within the school is very strong as evidenced by strong survey data from the 2017 District Diagnostic Review survey results from teachers, parents, and students. Strong teacher TELL survey also suggests the climate and culture are conducive for student learning. During development of 2019 C-SIP, CME leadership team and staff felt the need for greater training in cultural responsiveness and included training in development of activities to meet goals and objectives for GAP and Growth goals. In the fall of 2018, parents were provided a brief survey to provide insight into the culture and communication of the school. 132 parents responded and the results are listed below: Fall 2018 Parent Survey Questions (percentage agree) - 132 respondents
I am aware of our school's purpose/mission - 95
My family and I are treated with respect and courtesy by our school's staff - 97
I receive adequate communication from our school about what is happening at the school - 93
Our school provides opportunities for me to be involved in school activities in ways that work for me - 91
Our school provides learning experiences that meet the individual needs of my child - 96
Our school provides a safe learning environment - 98
There is an adequate supply of materials in our school to meet my child's learning needs - 99
Our school provides me with information about resources to support my child's learning and development - 91
My child's teachers help me understand my child's progress - 91
Our school asks me about my ideas on how to improve its services - 83

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

The school has shown modest proficiency improvement in all three accountable GAP areas over the last four years. Reading Free and Reduced Lunch: 47.4% (2014) to 54.2% (2018) Students with Disabilities: 32.9% (2014) to 36.3% (2018) Math Free and Reduced Lunch: 39.7% (2014) to 48.3% (2018) Students with Disabilities: 27.3% (2014) to 31.8% (2018) Over the last four years, the proficiency of students has increased, however compared to 2017, free and reduced lunch proficiency dropped slightly in reading and students with disabilities proficiency dropped in both reading and math.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Since 2014, the proficiency trend of both subgroups has been positive in reading and math, however the rate of growth is not consistent each year. Free and Reduced lunch proficiency is performing at a higher level and the gap between regular education and free and reduced lunch is narrowing.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

The proficiency of students with disabilities has increased over the last four years, but from 2017-2018, the proficiency decreased in both reading (-13.7% from 2017 to 2018) and and math (-4.3% from 2017-2018). The overall proficiency increase from 2014 is +3.4% in reading and +4.5% in math.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two
consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

During the 2018-2019 school year, Clays Mill Elementary is specifically working on strategies and activities to increase student proficiency and growth for free and reduced lunch and students with disabilities. As part of the Comprehensive School Improvement, goals, objectives are being written for GAP (free and reduced lunch) and Growth (students with disabilities). School staff is also using Extended School Services (ESS funds) to work with students who qualify for free and reduced lunch as well as students with disabilities outside of the school day (after school and on Saturdays). Most extended school instruction is in the area of math.

ATTACHMENTS
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F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

The achievement gaps at Clays Mill Elementary have decreased since 2014, however some conditions have changed since that time. The school's population of free and reduced lunch students has increased from 106 (2017) to 120 (2018), as has the population of students with disabilities from 37 (2017) to 44 (2018). Since 2014, the school has hosted the district's elementary Deaf and Hard of Hearing program which provides special education services for many students across Fayette County.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

For this process, parents and teachers will provided the opportunity to take eProve surveys in the Fall of 2018 as well as using the data from the 2017 TELL survey. The school's instructional leadership worked over two months on each phase of the School Improvement Plan while sharing updates and getting feedback from school staff and parent stakeholders including SBDM council and Parent Teacher Association (PTA).
III. Planning the Work

Gap Goals
List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

By 2019, the combined reading and math proficiency of students that qualify for free or reduced lunch will increase from 50% to 55.0% (specifically 58.8% in reading; 53.5% in math) as measured by state assessments. By 2019, the combined reading and math percentage of students with disabilities meeting or exceeding growth targets will increase from 48.9% to 54.0% (specifically 63.2% in reading; 42.8% in math) as measured by MAP assessment growth reports.

**ATTACHMENTS**
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Closing the Gap
Step 1: Download the Closing the Achievement Gap Summary spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Gap Goals Attached

**ATTACHMENTS**
Please be sure to upload the files in the Attachments section at the end of the diagnostic.
<table>
<thead>
<tr>
<th>Gap Group/Total number of students</th>
<th>Percentage of Total School Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free and Reduced Lunch/127</td>
<td>32.4</td>
</tr>
<tr>
<td>Students with Disabilities/78</td>
<td>14.1</td>
</tr>
<tr>
<td>Measurable Gap Goal</td>
<td>Strategy Chosen to address goal</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>By 2019, the combined reading and math proficiency of students that qualify for free or reduced lunch will increase from 50% to 55.0% as measured by state assessments.</td>
<td>KCWP 6: Improve and sustain learning culture and environmental systems of the school in order to ensure an optimal and safe learning environment to reduce adverse barriers to learning.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>By 2019, the combined reading and math percentage of students with disabilities meeting or exceeding growth targets will increase from 48.9% to 54.0% as measured by MAP assessment growth reports.</td>
<td>KCWP 2: Develop an approach in order to design and deliver core instruction to ensure students with disabilities meet proficiency goals in math and reading.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2018-19 Executive Summary

Phase Three: Executive Summary for Schools

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

Last Modified: 01/08/2019
Status: Locked
Description of the School

Clays Mill Elementary provides a child-centered learning environment for students in kindergarten through fifth grade. Clays Mill was built in 1954 with substantial renovations and additions in 1983 and 2013. Clays Mill Elementary is located on Clays Mill Road, which is a major thoroughfare in the city of Lexington, Kentucky. Within a three mile radius, there are three public elementary schools, one public middle school, one public high school, and one private high school along with two private middle schools. Clays Mill Elementary serves the surrounding Southland and Open Gates neighborhoods as well as Copperfield and Wyndham Meadows subdivisions outside Man O’ War Boulevard in Lexington, Kentucky. Clays Mill has a strong and active Parent Teacher Association (PTA) and parents routinely volunteer over 2,000 hours for the school each year. There are 567 students enrolled in grades K-5. The current racial demography is 82% White, 7% Hispanic, 3% Black, 3% Asian, and 5% Other. 29% of students qualify for free or reduced lunch. 5% of students are English learners and 14% of the school receive special education services. The Clays Mill Elementary staff is 100% highly qualified with nine teachers having received their National Board Certifications. Clays Mill Elementary hosts the Fayette County Deaf and Hard of Hearing Program with students from across the district attending. This provides students experiences with others who are deaf and hard of hearing and also promotes greater cultural experiences for all CME students.

ATTACHMENTS
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School's Purpose

The mission of Clays Mill Elementary is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society. To meet this goal, we will provide excellent student opportunities, excellent staff, excellent supports, and excellent relationships. Our core values are shared with our district: Students First; Victory is in the classroom; Leadership, Capacity, red Accountability and Collaboration for Results are Keys to Success; Families are our partners, It Takes an Entire Community to Ensure the Success of Our School.

ATTACHMENTS
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Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.
Clays Mill Elementary made significant and continuous student achievement progress during the Unbridled Learning school accountability system. In 2012, 2013, and 2014, Clays Mill was recognized as a proficient, progressing school. In 2015, Clays Mill reached distinguished status, and as a school progressing. In 2016, the last year of formal recognitions, Clays Mill was recognized as a School of Distinction and a High Progress School; one of only few schools in Fayette County to earn this distinction. The Kentucky accountability system underwent change in reporting school success for the 2017-2018 school year. Clays Mill was classified as an “other” school meaning the school scored above proficiency, growth, and Gap group achievement benchmarks. Clays Mill has made significant progress with respect to narrowing the achievement gap, however there is still great work to do to ensure those students who fall in the gap categories are achieving at the same level as their peers. In 2017, Clays Mill was awarded the Read to Achieve (RTA) grant for 4 years; the fourth consecutive award notice. This provides a highly qualified reading teacher leader to work with our most at-risk readers, as well as an in-house resource for professional learning in reading. In 2009, Clays Mill was the first school in Fayette County with a fully functioning Response to Intervention (RTI) program in reading and math, and was denoted as a model by the Kentucky Department of Education.

**ATTACHMENTS**
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**Additional Information**

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

Clays Mill Elementary has a unique bond with the community it serves in Lexington, Kentucky. The climate and culture of the school is very positive and welcoming as evidenced by recent survey data of students, parents, and teachers. As a true community school, parents are seen as partners and are highly valued in the educational decision making of each student. In 2012, Clays Mill completed a second renovation in its 60+ history bringing the school into the modern age.

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