



## 2022-23 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan

### **Phase Four: January 1 - December 31**

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

***As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.***

Please enter your name and date below to certify.  
Grant Davis



## 2022-23 Executive Summary

2022-23 Phase One: Executive Summary for Schools

**Clays Mill Elementary School**

**Grant Davis**

2319 Clays Mill Rd

Lexington, Kentucky, 40503

United States of America

## 2022-23 Phase One: Executive Summary for Schools

### Description of the School

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

Clays Mill Elementary provides a child-centered learning environment for students in kindergarten through fifth grade. Clays Mill was built in 1954 with substantial renovations and additions in 1983 and 2013. Clays Mill Elementary is located on Clays Mill Road, which is a major thoroughfare in the city of Lexington, Kentucky. Within a three mile radius, there are three public elementary schools, one public middle school, one public high school, and one private high school along with two private middle schools. Clays Mill Elementary serves the surrounding Southland and Open Gates neighborhoods as well as Copperfield and Wyndham Meadows subdivisions outside Man O' War Boulevard in Lexington, Kentucky. Clays Mill has a strong and active Parent Teacher Association (PTA) and parents routinely volunteer over 2,000 hours for the school each year. There are 519 students enrolled in grades K-5. The current racial demography is 77.8% White, 6.7% Hispanic, 3.7% Black, 2.3% Asian, and 9.8% Other. Around 30% of students qualify for free or reduced lunch. 5.1% of students are English learners and 11% of the school receive special education services. The Clays Mill Elementary staff is 100% highly qualified with multiple teachers having received their National Board Certifications.

Clays Mill consistently performs at a high level in all subject areas as noted by the various state assessment classifications over the last decade. While overall academic performance is high, Clays Mill staff, students, and parents maintains a growth focus to ensure all stakeholders are working collaboratively to promote academic and social success.

Clays Mill Elementary's Guidelines for Success (CATS) follow our mascot and ask for students to Cooperate with others, Always show respect, Take responsibility, and Stay Determined. These guidelines connect to academics and social behaviors.

### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The vision of Clays Mill Elementary vision mirrors the Fayette County Public School's vision to provide a world class education for every student. The mission of Clays Mill Elementary is to create a collaborative community that ensures all students learn at high levels and graduate prepared to excel in a global society. To help us achieve our mission, our school has high functioning professional learning communities, SBDM committees that reach across various areas of the school from academics, behavior, culture, and diversity. We support students with full-time gifted and

talented teacher, full time english language teacher, and provide students tiered academic and social supports for both those that need additional learning time to master grade level standards or have mastered grade level standards and need enrichment.

### 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 frequent changes in reporting school success between 2016 and 2018 where there were no overall scores or labels for schools. In 2019, Clays Mill Elementary achieved the second highest overall score for K-5 schools in Fayette County and 9th overall in the state of Kentucky. Proficiency was rated High, Separate Academic Indicator rated High, and Growth rated Medium, just a tenth of a point from being High. Overall, the school earned a score to receive a 5-Star rating joining only one other K-5 school in Fayette County. Due to a significant achievement gap with students with disabilities, the school received a 4-Star rating. During the 2019 state testing session, every single subject and subgroup improved from the 2018 school year. Though a gap persists with students with disabilities compared to those without disabilities, the gap did narrow from 2018 to 2019. Due to unprecedented times resulting in schools finishing the 2019-2020 school year remotely, Kentucky was granted the COVID-19 Assessment Waiver allowing the majority of state testing and accountability calculations to be suspended. The 2021 state assessment results were not reported due to the Covid-19 pandemic.

### Additional Information

**CSI/TSI (including ATSI) Schools Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

### Additional Information

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



## 2022-23 Needs Assessment

2022-23 Phase Two: The Needs Assessment for Schools

**Clays Mill Elementary School**

**Grant Davis**

2319 Clays Mill Rd

Lexington, Kentucky, 40503

United States of America

## **2022-23 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

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

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

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

#### **Protocol**

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

For the 2023 school improvement plan, Clays Mill Elementary is utilizing MAP (Measures of Academic Progress) testing and KAS (Kentucky Summative Assessment) as our primary tools for determining academic areas of strength and opportunities for growth. Other assessments like STAR and GRA (Guided Reading Assessments) serve as secondary sources of data. Upon completion of assessments and availability of data, the information is reviewed and analyzed with the Clays Mill Elementary Staff, families, and the SBDM council and PTA. Clays Mill Elementary has four standing SBDM committees that meet monthly to review academic and non-academic data. School-wide academic data was analyzed for the purpose of helping to develop the school improvement plan through our grade levels, grade level leaders, CIA (Curriculum, Instruction, and Assessment) committee, as well as the CME SBDM council. Agendas and minutes of these meetings are documented and available to school staff/stakeholders. The school's PBIS (Positive Behavior, Interventions and Supports) committee reviews the School Climate and Safety data



to make goals for improvement on the school improvement plan. The Needs Assessment and School Improvement Plan is available to all stakeholders.

### 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?

The 2022 School Improvement Plan continued goals first set in 2019. The goals focused on increasing math achievement, students with disabilities, and improving culturally responsive teaching and learning through social emotional learning and CRTL strategies. Based on the spring 2022 MAP data, we saw improvements in math with data that was similar to the reading data. The Kentucky Summative Assessment data showed a disparity between math and reading so we will be continuing many of the strategies and activities that showed growth on the MAP assessment to help narrow the gap on the KSA assessment. Unfortunately, the 2022 KSA cannot be compared to previous years of testing so we will be considering the 2022 as our baseline data.

### Trends

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

### Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

The 2022 KSA (Kentucky Summative Assessment) is a new test that cannot be directly compared to previous state assessments in order to make clear trends. Prior to the pandemic, Clays Mill Elementary had been working on mathematics achievement where there was a 10% difference in proficiency in reading and math. By 2019, this difference had been greatly reduced. The 2022 KSA data showed the disparity between the two subjects to have grown to a 10% disparity (73% proficient in reading vs. 63% in math). While this is a disparity between the subjects, this disparity is the same in other schools. Our work will be to continue moving reading forward, while narrowing the disparity of proficiency in math compared to reading. Clays Mill Elementary is performing in the top 5 of elementary schools in Fayette County in all subjects, but math showing a need to continue focusing on math instruction.

### Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

**Example of Current Academic State:**

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

**Example of Non-Academic Current State:**

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school’s teachers received adequate professional development.

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Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Areas of Growth

- 63% overall proficiency in math
- 38% proficiency students with disabilities in reading
- 31% proficiency students with disabilities in math
- 15% novice math compared to 8% novice in reading
- Quality of School Climate and Safety (medium) compared to reading/math (high) and science, social studies, and writing (high)
- 42% proficiency in reading (multi-lingual learners)

Strengths/Leverages

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

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

## Strength Areas

- 73% proficiency in overall reading (top 5 in FCPS)
- 74% proficiency in social studies (top 3 in FCPS)
- 69% proficiency in combined writing (top 5 in FCPS)
- 59% proficiency in science (top 5 in FCPS)
- Less than 5% novice in science

### 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](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

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 below.

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

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

**NOTE:** These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Answer

## Clays Mill Elementary's Comprehensive School Improvement Plan 2023-2025

### State Assessment Results in Reading

- By 2025, **Clays Mill Elementary** will increase Reading proficient and distinguished level to **80%** as measured by KSA. Current level (2022) is 73%.

### State Assessment Results in Math

- By 2025, **Clays Mill Elementary** will increase Math proficient and distinguished level to **70%** as measured by KSA. Current level (2022) is 63%.

### State Assessment Results in Science

- By 2025, **Clays Mill Elementary** will increase Science proficient and distinguished level to **66%** as measured by KSA. Current level (2022) is 59%.

### State Assessment Results in Social Studies

- By 2025, **Clays Mill Elementary** will increase Social Studies proficient and distinguished level to **81%** as measured by KSA. Current level is (2022) 74%.

### State Assessment Results in Combined Writing

- By 2025, **Clays Mill Elementary** will increase Combined Writing proficient and distinguished level to **76%** as measured by KSA. Current level (2022) is 69%.

### English Learner Progress

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

### Achievement GAP Goal

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

### Quality of School Climate and Safety

- By 2025, **Clays Mill Elementary** will increase the quality of school climate and safety index to **82.7** as measured by KSA. Current level (2022) 75.7

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, <b>Clays Mill Elementary</b> will increase P/D in Reading to <b>75.4%</b> .	By 2024, <b>Clays Mill Elementary</b> will increase P/D in Reading to <b>77.7%</b> .	By 2025, <b>Clays Mill Elementary</b> will increase P/D in Reading to <b>80%</b> .
By 2023, <b>Clays Mill Elementary</b> will increase P/D in Math to <b>65.4%</b> .	By 2024, <b>Clays Mill Elementary</b> will increase P/D in Math to <b>67.7%</b> .	By 2025, <b>Clays Mill Elementary</b> will increase P/D in Math to <b>70%</b> .

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, <b>Clays Mill Elementary</b> will increase P/D in Science to <b>61.4%</b> .	By 2024, <b>Clays Mill Elementary</b> will increase P/D in Science to <b>63.7%</b> .	By 2025, <b>Clays Mill Elementary</b> will increase P/D in Science to <b>66%</b> .
By 2023, <b>Clays Mill Elementary</b> will increase P/D in Social Studies to <b>76.4%</b> .	By 2024, <b>Clays Mill Elementary</b> will increase P/D in Social Studies to <b>78.7%</b> .	By 2025, <b>Clays Mill Elementary</b> will increase P/D in Social Studies to <b>81%</b> .
By 2023, <b>Clays Mill Elementary</b> will increase P/D in Combined Writing to <b>71.4%</b> .	By 2024, <b>Clays Mill Elementary</b> will increase P/D in Combined Writing to <b>73.7%</b> .	By 2025, <b>Clays Mill Elementary</b> will increase P/D in Combined Writing to <b>76%</b> .

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

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

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

## Focus Areas

Professional Learning Communities: PLC's will use a PDSA model effectively to improve student learning				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	<u>KCWP 2</u> Design and Deliver Instruction	Develop, implement and monitor strong, effective PLC's utilizing the district PLC framework, protocol and non-negotiables. Train grade level leads in facilitating effective PLC's utilizing the PDSA model.	PLC observations  ITL Monthly Meetings and rubric self-assessments	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	<u>KCWP 1</u> Design and Deploy Standards	Provide ongoing training to teachers on the district PLC framework and resources of PLCs, emphasizing the connection to the learning intentions and success criteria from the curriculum framework to plan instruction and formative assessments as the foundation of the PLC process.	PLC Observations  Classroom Observations  PLC Evidence (minutes, agenda, district PLC framework components, etc)  Professional Learning Artifacts	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	<u>KCWP 3</u> Design and Deliver Assessment Literacy	Develop/deliver school and district-created grade level common formative and unit assessments aligned to FCPS unit frameworks	ELA and Math common unit assessments	District Assessment
Reading, Math	<u>KCWP 2</u> Design and Deliver Instruction	Collect and use student learning data from benchmarks and common assessments to provide differentiated small group reading and math instruction.	PLC Observations  Classroom Observations  PLC Evidence	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	<u>KCWP 4</u> Review, Analyze, Apply Data Results	Develop and utilize assessment analysis/reflection tools to monitor student learning by grade level and by standard to determine next steps.	Common Unit Assessments  Grade Level Meetings and products	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	<u>KCWP 1</u> Design and Deploy Standards	Develop a school-wide practice for vertical content area PLC teams for communication to determine areas of need and consistent application of content and instruction through the grades.	Vertical PLC Plan  Vertical PLC Agendas/minutes	
<b><u>Progress Monitoring</u></b>				

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

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

**Learning Culture and Community**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Writing, EL, Achievement GAP Quality of School Climate and Culture	<u>KCWP 5</u> Design, Align, Deliver Support Processes	Continue to learn, develop, and improve design and implementation of multi-tiered systems of support (MTSS) for academics and behavior.	Classroom walkthroughs and observations	n/a
Reading, Math, Science, Social Studies, Writing, EL, Achievement GAP Quality of School Climate and Culture	<u>KCWP 5</u> Design, Align, Deliver Support Processes	Design and develop evidenced-based practices for special education programming with focus on scheduling and professional learning on effective instructional practices and co-teaching	Master Schedule  Co-Teaching Training  IEP Goal Development Plan	
Reading, Math, Science, Social Studies, Writing, EL, Achievement GAP Quality of School Climate and Culture	<u>KCWP 6</u> Establish Learning Culture and Environment	Design and develop effective FACE (Family and Community Engagement) processes for increased engagement and communication of families and community partners.	FACE Committee  Survey Data  Volunteer Hours/Logs	