1 2018-2019 Phase One: Continuous Improvement Diagnostic

Phase One: Continuous Improvement Diagnostic

Henry Clay High School
Paul Little
2100 Fontaine Rd
Lexington, Kentucky, 40502
United States of America

Target Completion Date: 10/01/2018
Last Modified: 01/08/2019
Status: Locked

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

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.

Class sizes are reasonable such that teachers have the time available to meet the needs of all students. 51.2% Agree Teachers have time available to collaborate with colleagues. 57.8% Agree The non-instructional time provided for teachers in my school is sufficient. 55.6% Agree Teachers have sufficient instructional time to meet the needs of all students. 58.7% Agree Students at this school follow rules of conduct. 55% Agree Teachers consistently enforce rules for student conduct. 56.7% Agree State assessment data are available in time to impact instructional practices. 58.5% Agree These are the only areas on the TELL Survey that received an agreement rating of less than 60%. Developing a plan to address any of these issues will take additional time, and at least one of the areas is outside of the direct control of school personnel (e.g., state assessment data release).

<u>ATTACHMENTS</u>
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.

We will follow the timeline provided by KDE and engage our SBDM and CSIP members in an ongoing and continuous process of review and refinement. The initial inclusion of stakeholders will be by election to SBDM and by self-selection by individuals who sign up to participate in the CSIP committee. Review of self-selected members will lead to further recruitment from any department that is not represented. If no parents have signed up to participate in the CSIP committee, an email will be sent via Infinite Campus messenger to recruit volunteers. Meetings will be scheduled with agreement from all members. Timely completion of CSIP components and monitoring via SBDM are the means by which effectiveness will be checked.

<u>ATTACHMENTS</u>
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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
⊞ SBDM and CSIP Members	List of SBDM and CSIP members	1, 2

1 2018-2019 Henry Clay HS Phase Two: The Needs Assessment for Schools

Phase Two: The Needs Assessment for Schools

Henry Clay High School
Paul Little
2100 Fontaine Rd
Lexington, Kentucky, 40502
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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?

Multiple teams work with our data. SBDM, SBDM committees, the faculty as a whole, departments, PLC groups, and the administration team all review and analyze data results. These teams meet monthly or semi-monthly and are documented through agendas and minutes. As data is generated and delivered through state assessments, MAP administrations, common assessments, and other district-mandated assessments, the data is reviewed to identify students who are not achieving at proficiency. Specific areas of weakness are noted so that interventions can be delivered to meet students at their current levels and help drive them toward proficiency.

ATTACHMENTS
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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.

For 2018, of the Consolidated Student Group, 75.4% scored Novice/Apprentice in Reading, and 77.5% scored Novice/Apprentice in Math. For all students, 47.1% scored Novice/Apprentice in Reading, and 48.1% scored Novice/Apprentice in Math. For 2017, 60.6% of students in the non-duplicated gap group scored below proficiency for the combined math/reading KPREP assessment.

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.

For 2018, of the Consolidated Student Group, 75.4% scored Novice/Apprentice in Reading, and 77.5% scored Novice/Apprentice in Math. For all students, 47.1% scored Novice/Apprentice in Reading, and 48.1% scored Novice/Apprentice in Math.

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Priorities/Concerns

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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?

We must 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, and we must refine our system to examine and interpret classroom assessment data in order to determine priorities for individual student success.. Overall, but particularly for students in our gap groups, we must improve our methods for helping students achieve proficiency.

<ins>ATTACHMENTS</ins>
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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

We will establish common planning times to increase collaboration in deconstructing standards and developing congruent lesson plans through Co-Teaching for Continuous Classroom Improvement. All PLC teams will ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. PLC teams will review formative assessment results when planning instructional activities and monitor progress by subsequent formative and summative assessments. Students will track their progress and make adjustments to their learning by evaluating their own assessment data.

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%.

The Transition Readiness Indicator for all students is the highest among schools in our district at 65.6. Our Graduation Indicator and 4 Yr Cohort Graduation Rate are both second highest in our district at 93.2 and 92, respectively. School staff offers varied ways that parents can share information with teachers about their children's learning needs. School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children. Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs. School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents. Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
HCHS ACT Average	5-year ACT averages	, ,
HCHS Accountability Summary	2017-2018 Accountability Summary	, ,

Accountability Profile

Code	District Name	School Name	Title I	Level	Feeder	CSI or TSI	CSI/TSI Reason		Proficiency Indicator		Transition Readiness Indicator		Graduation Indicator		4 Yr Cohort Graduation Rate
165	Fayette County			HS					63.0		57.2		87.2		86.7
165170	Fayette County	Bryan Station High School	Yes	HS		TSI	English Learners plus Monitored; Disability	5	46.6	5	40.8	4	88.6	4	88.3
165125	Fayette County	Frederick Douglass High School	No	HS		TSI	African American; Hispanic; English Learners plus Monitored; Free/Reduced-Price Meals; Disability	6	45.6	6	29.8	5	87.2	5	86.7
165039	Fayette County	Henry Clay High School	No	HS		TSI	Disability	3	70.2	1	65.6	2	93.2	2	92.0
165060	Fayette County	Lafayette High School	No	HS		Other		1	75.1	2	65.5	1	96.3	1	95.4
165200	Fayette County	Paul Laurence Dunbar High School	No	HS		TSI	Hispanic; English Learners plus Monitored; Disability	2	70.6	3	64.1	3	91.8	3	89.8
165105	Fayette County	Tates Creek High School	No	HS		TSI	African American; English Learners plus Monitored; Disability	4	57.5	4	57.7	6	84.9	6	82.6

	1st in Fayette Co.
	2nd in Fayette Co.
	3rd in Fayette Co.
	4th in Fayette Co.
	5th in Fayette Co.
	6th in Fayette Co.

1 2018-2019 Henry Clay HS Phase Two: School Assurances_11062018_14:12

Phase Two: School Assurances

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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.

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School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

ATTACHMENTS
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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

ATTACHMENTS
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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

○ N/A

COMMENTS

ATTACHMENTS
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Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

ATTACHMENTS
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Targeted Assistance Activities

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
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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

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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

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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

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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

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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

○   N/A

<u>COMMENTS</u>

<u>ATTACHMENTS</u>
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Paraeducator Non-Instructional Duties

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

<u>COMMENTS</u>

<u>ATTACHMENTS</u>
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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

eProve diagnostics

Comprehensive Improvement Plan for Henry Clay High School

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):* **Increase the all-student proficiency rating from 70.2 to 79.1 by 2020-2021**

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 • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroomicc 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.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: **Increase the all-student proficiency rating from 70.2 to 73.2 by 2018-2019**	**KCWP 2: Design and Deliver Instruction:** Continue to implement evidence-based curriculum and strategies with fidelity for both academic and behavioral instruction.	**Practice:** All PLC teams will plan strategically in the selection of high yield instructional strategy usage within lessons.	Bi-weekly check of PLC Agendas and Minutes to monitor for high-yield strategies in lesson plans		N/A
	KCWP 4: Review, Analyze and Apply Data Results: Refine our system to examine and interpret classroom assessment data in order to determine priorities for individual student success.	**Practice:** All PLC teams will ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. PLC teams will review formative assessment results when planning instructional activities and monitor progress by subsequent formative and summative assessments.	Bi-weekly review of PLC Agendas and Minutes to evaluate assessment results		Professional Development (as needed)
	KCWP 6: Establish Learning Culture and Environment: Continue to develop an environment in which students learn and are	**Practice:** Teachers will encourage students to self-monitor progress by incorporating individual student progress monitoring sheets into daily or weekly class activities.	Review of individual student progress monitoring sheets		N/A

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	supported in meeting their individual needs.				

2: Separate Academic Indicator

Goal 2 (*State your separate academic indicator goal):* **Increase the Writing Proficient/Distinguished percentage for All Students from 53.2 to 63.2 by 2020-2021**

| 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 KCWP3: Design and Deliver Assessment Literacy Classroom Activities KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities 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. |

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: **Increase the Writing Proficient/ Distinguished percentage for All Students from 53.2 to 56.2 by 2018-2019**	**KCWP 2: Design and Deliver Instruction:** Continue to implement evidence-based curriculum and strategies with fidelity for both academic and behavioral instruction.	**Practice:** All PLC teams will plan strategically in the selection of high yield instructional strategy usage within lessons.	Bi-weekly check of PLC Agendas and Minutes to monitor for high-yield strategies in lesson plans		N/A
	KCWP 4: Review, Analyze and Apply Data Results: Refine our system to examine and interpret classroom assessment data in order to determine priorities for individual student success.	**Practice:** All PLC teams will ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. PLC teams will review formative assessment results when planning instructional activities and monitor	Bi-weekly review of PLC Agendas and Minutes to evaluate assessment results		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		progress by subsequent formative and summative assessments.			

3: Gap

Goal 3 (*State your Gap goal):* **Move TSI group of Special Education out of the TSI category**

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 • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • 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.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: **For 2018-2019, to grow in Proficiency from 22 to 29.8 and to grow in Transition from 23.1 to 30.8**	**KCWP 2: Design and Deliver Instruction:** 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.	**Condition:** We will establish common planning times to increase collaboration in deconstructing standards and developing congruent lesson plans through Co-Teaching for Continuous Classroom Improvement.	Master schedule shows that co-teachers share common planning time Lesson plans for co-teaching classes will be reviewed for evidence of deconstructed standards and congruent instructional plans		N/A
		Practice: All PLC teams will ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. PLC teams will review formative	Professional Development Plans (as needed) Bi-weekly review of PLC Agendas and		Professional Development (as needed)

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		assessment results when planning instructional activities and monitor progress by subsequent formative and summative assessments.	Minutes to evaluate assessment results		
	KCWP 4: Review, Analyze and Apply Data Results: Refine our system to examine and interpret classroom assessment data in order to determine priorities for individual student success.	**Practice:** Students will track their progress and make adjustments to their learning by evaluating their own assessment data.	Bi-weekly or monthly review of individual student progress monitoring sheets		N/A

4: Graduation rate

Goal 4 (*State your Graduation Rate goal):* **Increase the graduation rate from 93.2 to 95.2 by 2020-2021**

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 • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • 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.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: **Increase the graduation rate for all students from 93.2 to 93.9 for 2018-2019**	**KCWP 5: Design, Align, Deliver Support Processes:** Refine our system to monitor student data regularly and to ensure a continuous	**Practice:** School staff will review individual student data and conduct purposeful, scheduled monitoring efforts in accordance with continuous improvement needs	Documentation of Check and Connect Student Assistance Team Agendas and Minutes		N/A

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	improvement model that monitors what is working.				
Objective 2: **Increase the graduation rate for Special Education students to 85.1 for 2018-2019**	**KCWP 5: Design, Align, Deliver Support Processes:** Refine our system to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.	**Practice:** School staff will review individual student data and conduct purposeful, scheduled monitoring efforts in accordance with continuous improvement needs	Documentation of PASS and ACES interactions Documentation of Check and Connect		N/A

5: Growth

Goal 5 (*State your Growth goal):* **N/A**

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 • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • 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.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
N/A					

6: Transition Readiness

Goal 6 (*State your Transition Readiness goal):* **Increase transition readiness from 65.6 to 75.9 for 2020-2021**

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 - KCWP3: Design and Deliver Assessment Literacy Classroom Activities - KCWP4: Review, Analyze and Apply Data Classroom Activities - KCWP5: Design, Align and Deliver Support Classroom Activities - 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.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: **Increase transition readiness from 65.6 to 69.0 for 2018-2019**	**KCWP 5: Design, Align, Deliver Support Processes:** Refine our system to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.	**Practice:** School staff will review individual student data and conduct purposeful, scheduled monitoring efforts in accordance with continuous improvement needs	Monthly review of PBIS Data Review of common assessment data for students in MTSS classes		N/A
	KCWP 6: Establish Learning Culture and Environment: Continue to develop an environment in which students learn and are supported in meeting their individual needs.	**Practice:** School staff will engage in conferences with individual students in order to identify opportunities for guiding students toward transition readiness through engagement in Advanced Placement, Dual Credit, pathways, and End of Program assessments	Monitoring enrollment in AP, DC, and pathways courses and administering appropriate assessments		N/A

Goal 7 (*State your goal):* **N/A**

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 • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • 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.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
N/A					

1 2018-2019 Phase Three: Closing the Achievement Gap Diagnostic_01082019_10:37

Phase Three: Closing the Achievement Gap Diagnostic

Henry Clay High School
Paul Little
2100 Fontaine Rd
Lexington, Kentucky, 40502
United States of America

Last Modified: 01/08/2019
Status: Locked

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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.

The Achievement Gap Group spreadsheet is attached below.

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.

Henry Clay High School has diverse student body. Overall, our school is welcoming and accepting, and we have student groups that appeal to wide ranges of individuals and provide an opportunity for all students to find other individuals who share in their interests and values. We have begun offering group meetings during school to students who are identified as being at-risk and have implemented PBIS in efforts to improve the academic and behavioral successes of students in our gap population, along with the student body at large.

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.

On average, scores on every sub-test in the ACT dropped significantly. In comparing Gap Group to All Students scores, Henry Clay High School has not closed the achievement gap. We are not comparing scores for the same test, however, which complicates the issue. 2016-2017 Gap Group scores are based on the KPREP End of Course assessments taken by students in grades 9-12, while all 2017-2018 scores are based entirely on the ACT results, which were generated entirely from students in the 11th grade.

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

Identifying areas of improvement in gap data is not possible, since the results are not from comparable assessments. 2016-2017 Gap Group scores are based on the KPREP End of Course assessments taken by students in grades 9-12, while all 2017-2018 scores are based entirely on the ACT results, which were generated entirely from students in the 11th grade.

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

Identifying areas of regression or stagnation is not possible, since the results are not from comparable assessments. 2016-2017 Gap Group scores are based on the KPREP End of Course assessments taken by students in grades 9-12, while all 2017-2018 scores are based entirely on the ACT results, which were generated entirely from students in the 11th grade.

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).

Teachers have been offered professional development sessions to improve their cultural literacy and sessions in Positive Behavior interventions and Supports to improve the culture of their classrooms. Through extended school services, students are provided with tutoring sessions, credit recovery classes, and summer school offerings to help keep them on track for graduation.

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

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

Henry Clay High School continues to struggle with individualizing instruction to meet the specific needs of individual students. Effectively managing student behaviors, including mental health issues, that interfere with classroom success is another area that is difficult to solve. Major problems in the home, including abuse, neglect, drug and alcohol dependency, and a lack of support for instructional goals all contribute to persistent achievement gaps.

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.

Henry Clay staff members work with one another and with outside agencies to support student success. A team of administrators and counselors meet as the Student Assistance Team to identify, monitor, and support at-risk students. Tony Talbott of Day Treatment works with Tori Mason, our school social worker, to support the transition of students from Day Treatment into Henry Clay High School. Ms. Mason also meets regularly with a significant number of students who struggle socially and academically. Paula Caise, our FRYSC coordinator, works with a variety of social agencies to support the needs of our students.

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).

Henry Clay High School's Gap Goal is to move the TSI group of Special Education out of the TSI category. To work toward this end, we plan to grow in Proficiency from 22 to 29.8 and to grow in Transition from 23.1 to 30.8. We will 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. We will establish common planning times to increase collaboration in deconstructing standards and developing congruent lesson plans through Co-Teaching for Continuous Classroom Improvement. All PLC teams will ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. PLC teams will review formative assessment results when planning instructional activities and monitor progress by subsequent formative and summative assessments. We will also refine our system to examine and interpret classroom assessment data in order to determine priorities for individual student success. Students will track their progress and make adjustments to their learning by evaluating their own assessment data.

ATTACHMENTS

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

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.

Closing the Achievement Gap Summary is attached below.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
🟩 Henry Clay Achievement Gap Group Identification	Numbers/percentages of Gap Groups	I
🟩 Henry Clay Measurable Gap Goal	This lists the objectives, strategies, activities, persons accountable, methods of progress monitoring, and funding mechanisms for Henry Clay's Measurable Gap Goal.	III

eProve diagnostics

Gap Group/Total number of students	Percentage of Total School Population
Black or African American--474	20.4
Hispanic/Latino--209	9
Asian--140	6
Two or More Races--88	3.7
English Learners plus Monitored--222	9.6
Free/Reduced Price Meals--892	38.4
Disablity-with IEP (Total)--162	7.4

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Objective 1: **For 2018-2019, to grow in Proficiency from 22 to 29.8 and to grow in Transition from 23.1 to 30.8**	**KCWP 2: Design and Deliver Instruction:** 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.	**Condition:** We will establish common planning times to increase collaboration in deconstructing standards and developing congruent lesson plans through Co-Teaching for Continuous Classroom Improvement.	Counselor in charge of Master Schedule, General and Special Education Co-Teachers	Master schedule shows that co-teachers share common planning time; Lesson plans for co-teaching classes will be reviewed for evidence of deconstructed standards and congruent instructional plans	N/A
		Practice: All PLC teams will ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. PLC teams will review formative assessment results when planning instructional activities and monitor progress by subsequent formative and summative assessments.	PLC Chairs and team members; Administration	Professional Development Plans (as needed); Bi-weekly review of PLC Agendas and Minutes to evaluate assessment results	Professional Development (as needed)
	KCWP 4: Review, Analyze and Apply Data Results: Refine our system to examine and interpret classroom assessment data in order to determine priorities for individual student success.	**Practice:** Students will track their progress and make adjustments to their learning by evaluating their own assessment data.	Classroom teachers and students	Bi-weekly or monthly review of individual student progress monitoring sheets	N/A

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Phase Three: Executive Summary for Schools

Henry Clay High School
Paul Little
2100 Fontaine Rd
Lexington, Kentucky, 40502
United States of America

Last Modified: 01/08/2019
Status: Locked

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Phase Three: Executive Summary for Schools

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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?

Henry Clay High School's current enrollment is approximately 2150 students, which is a decrease of approximately 50 students from a year ago, and a continuation of the decrease that began in 2016-2017 as a result of a redistricting process in response to the opening of a new high school in Lexington. The school demographics indicate a richly diverse student population replicating an interactive global society. The most recent racial breakdown of student is: 60% white; 20% African American; 9% Hispanic; 6% Asian; 4% other. The free-and-reduced student total is 38.4%; English language learners are 9%; Special Education is 7%. The average daily attendance rate is 92.8%. Henry Clay's dropout rate is 5.2% with a 1.9% retention rate. The four year graduation rate, 90.1%, did not meet the delivery target and was lower than the previous year's percentages. We have 129 full-time certified teachers that average 13.1 years of teaching experience, with 10 of them having earned their National Board for Professional Standards certification. The demographics of the faculty is 86% white, 9% African American, 4% Hispanic, and the remaining 1% are Asian. The school has a strong heritage and history of being a highly regarded academic institution in Kentucky. Some of the most unique features of Henry Clay are the Liberal Arts Academy, the ROTC program, and the Advanced Placement (AP) program. The Liberal Arts Academy is one of the most successful and prestigious academic programs in the nation. It offers a highly challenging and rigorous curriculum engaging students for the next stop along the pathway to their adult life. Henry Clay takes great pride in providing students the opportunity to attend colleges and universities around the United States. The Junior ROTC program is a vibrant and successful career pathway that prepares students for all facets of life. Even though the program is not designed to recruit students into the military, it does provide structure and foundational basics in history, government, technology awareness, diet, exercise, and current events. The cadets learn leadership skills of motivating others and developing personal skills to successfully study for a test, take a test, prepare for job interviews, and applying budgetary and finance knowledge. The school has a very well recognized and rigorous Advanced Placement program that offers a variety of challenging courses. Last year, 78.5% of the students earned a passing score on AP exams, which surpasses both the district and state averages. Since 2010, the Equity in Advanced Placement program has recruited minority students to enroll in AP courses by providing support and necessary resources. The significant impact has led to the growth and success of the AP program. 331 AP exams were taken by students in the non-duplicated Gap Group, with a passing rate of 69.5%.

<u>ATTACHMENTS</u>

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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 school mission statement is "the community of Henry Clay High School supports and empowers our students so that they graduate ready for college or a career." The school allocates

fiscal and human resources to achieve the vision of Henry Clay High School. In essence, every decision is made to achieve the vision statement. Fayette County Public Schools collaboratively adopted the following vision statements. All students will graduate from high school prepared for college and careers, ready to excel in a global society. In order to achieve this, we will... • Student Achievement - Foster rich and diverse learning experiences that challenge and inspire • Community Engagement - Foster collaborative community partnerships • Family Engagement - Foster collaborative family partnerships • Student Engagement - Foster a student-centered school system • Staff Engagement - Foster a culture of caring and mutual respect that supports lifelong learning

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.

U.S. News and World Report has reported Henry Clay High School as #6 of the Best High Schools in Kentucky. The Liberal Arts Academy ranked in the Top 100 of magnet school programs in the nation. Since 2009-10 the school has grown AP course enrollment by 171% compared to a 14% school population increase. Henry Clay accounted for 13% of Kentucky's AP growth in 2015. The foundation of Henry Clay's success lies within the academic performance of our students on a variety of assessments. Since 2014, the number of AP students increased from 654 to 739 students; in 2018, the school administered 1371 exams (an increase from 1128 exams in 2014). The College Board approved our application of piloting the AP Capstone program with addition of two new courses, AP Seminar and AP Research. We are now in the third year of the process and offer 4 sections of AP Seminar and, new for 2018-2019, 3 sections of AP Research. The program is providing students with the necessary skills to conduct research, work in teams, and to effectively communicate with others. AP Capstone will complement and enhance the other AP courses taught at Henry Clay. The continuous success of the Equity in Advanced Placement (EAP) program actively recruits and mentors promising minority and at-risk freshmen for AP classes while providing support and resources needed to succeed in the challenging courses. The school will continue to support the EAP program with additional funding to continue and expand the vision of providing equity for all students. The school will continue to provide ongoing professional learning to meet the specific needs of teachers. Collaboratively, the faculty and staff monitor the work of the PLCs and provide meaningful feedback and accountability to increase student achievement while reducing novice performance. The school's improvement plan is focused on creating a systemic PLC foundation that centers the work on data analysis to drive instructional change. The next step in improvement is the implementation of a solid transformational MTSS plan. This will lead to closing the achievement gaps and novice reduction of struggling students.

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.

Our high school was named in honor of the great Kentuckian and national statesman Henry Clay. The oldest public high school in Lexington, Henry Clay High originally opened on Main Street in 1928. The school moved to its current Fontaine Road facility in 1970 and underwent a complete

renovation in 2005. Home to a richly diverse student population representing more than 50 countries, Henry Clay High offers a comprehensive and challenging curriculum for all students. We are proud to host the district's only Army JROTC program as well as a range of Advanced Placement courses.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)