School Quality Factors

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

Last Modified: 03/18/2019
Status: Open
School Quality Factors

A. CLEAR DIRECTION

The capacity to define and clearly communicate to stakeholders the direction, mission, and goals that the institution is committed to achieving.

Effective Practices/Conditions

1. Learners have input and are informed about their institution's priorities for learning.
   a. What proportion of learners has input and is informed?
      ○ Most learners
      ● Many learners
      ○ Some learners
      ○ Few learners
      ○ N/A
   b. How embedded is this practice in institutional culture?
      ○ Fully embedded
      ● Mostly embedded
      ○ Partially embedded
      ○ Not embedded
      ○ N/A

2. Instructional Staff embraces and shares the institution's vision, mission, purpose and/or priorities.
   a. What proportion of instructional staff commits to these expectations?
      ● Most instructional staff
      ○ Many instructional staff
      ○ Some instructional staff
      ○ Few instructional staff
      ○ N/A
   b. How frequently do they exhibit these behaviors?
      ● Almost always
      ○ Often
      ○ Sometimes
      ○ Seldom
      ○ N/A

3. Instructional Staff commits to the path for improvement and understands their role.
   a. Which statement best reflects the commitment among instructional staff to the path for improvement?
      ● Instructional staff strongly commits
      ○ Instructional staff mostly commits
      ○ Instructional staff partially commits
b. What proportion of instructional staff understands their role?
   - Most instructional staff
     - Many instructional staff
     - Some instructional staff
     - Few instructional staff
     - N/A

4. Leadership ensures the institution's vision, mission, purpose and/or priorities are clear.
   a. How embedded is this practice in institutional culture?
     - Fully embedded
       - Mostly embedded
       - Partially embedded
       - Not embedded
       - N/A

5. Leadership engages stakeholders in the process of creating and revising the institution's vision, mission, purpose and/or priorities.
   a. How embedded is this practice in institutional culture?
     - Fully embedded
       - Mostly embedded
       - Partially embedded
       - Not embedded
       - N/A
   b. Which descriptor best reflects the quality of the process?
     - Excellent quality
     - Good quality
       - Fair quality
       - Poor quality
       - N/A

6. Other School Staff embraces and shares the institution's vision, mission, purpose and/or priorities.
   a. What proportion of other school staff commits to these expectations?
     - Most other school staff
       - Many other school staff
       - Some other school staff
       - Few other school staff
       - N/A
b. How frequently do they exhibit these behaviors?
   - **Almost always**
   - **Often**
   - **Sometimes**
   - **Seldom**
   - **N/A**

7. **Parents, families and legal guardians** know and understand the direction and goals of the institution.
   a. What proportion of parents, families or legal guardians knows and understands the direction?
      - Most parents, families or legal guardians
      - **Many parents, families or legal guardians**
      - Some parents, families or legal guardians
      - Few parents, families or legal guardians
      - **N/A**
   
   b. Which statement best reflects parents, families or legal guardians agreement with the direction and priorities?
      - Most parents, families or legal guardians agree
      - **Many parents, families or legal guardians agree**
      - Some parents, families or legal guardians agree
      - Few parents, families or legal guardians agree
      - **N/A**

8. The **community** actively supports the institution's vision, mission, purpose and/or priorities.
   a. How embedded is this practice in institutional culture?
      - Fully embedded
      - ** Mostly embedded**
      - Partially embedded
      - Not embedded
      - **N/A**

9. **COMMENTS/INSIGHTS/SUMMARY**
   a. As appropriate, please provide comments, insights and/or summary related to this factor.

   **COMMENTS**
   Please enter your comments below.

   **ATTACHMENTS**
   Please be sure to upload the files in the Attachments section at the end of the diagnostic.
B. HEALTHY CULTURE
The shared values, beliefs, written and unwritten rules, assumptions, and behavior of stakeholders within the school community that shape the school's social norms and create opportunities for everyone to be successful.

Effective Practices/Conditions

1. Learners feel safe and supported in the learning environment.
   a. What proportion of learners feels safe and supported?
      ● Most learners
      ○ Many learners
      ○ Some learners
      ○ Few learners
      ○ N/A
   b. How frequently do learners feel safe and supported?
      ● Almost always
      ○ Often
      ○ Sometimes
      ○ Seldom
      ○ N/A

2. Learners have supportive and healthy relationships with their peers.
   a. What proportion of learners experiences such relationships?
      ● Most learners
      ○ Many learners
      ○ Some learners
      ○ Few learners
      ○ N/A
   b. With what frequency is this true?
      ○ Almost always true
      ● Often true
      ○ Sometimes true
      ○ Seldom true
      ○ N/A

3. Learners participate in structures, programs and/or initiatives that attend to their social emotional/non-cognitive learning.
   a. What proportion of learners participates?
      ● Most learners
      ○ Many learners
      ○ Some learners
      ○ Few learners
b. How embedded is this practice in institutional culture?
   - Fully embedded
   - Mostly embedded
   - Partially embedded
   - Not embedded
   - N/A

4. **Instructional staff** is provided relevant, targeted support and training to reach high standards.
   a. What proportion of instructional staff participates?
      - Most instructional staff
      - Many instructional staff
      - Some instructional staff
      - Few instructional staff
      - N/A
   
   b. How embedded is this practice in institutional culture?
      - Fully embedded
      - Mostly embedded
      - Partially embedded
      - Not embedded
      - N/A

5. **Instructional staff** collaborates with each other through structures and schedules that maximize collaboration and collegial learning.
   a. What proportion of staff collaborates with each other?
      - Most instructional staff
      - Many instructional staff
      - Some instructional staff
      - Few instructional staff
      - N/A
   
   b. To what degree is this practice implemented?
      - Fully implemented
      - Mostly implemented
      - Partially implemented
      - Planned for the future
      - N/A

6. **Instructional staff** has relationships with learners that are supportive, caring and congenial.
   a. What proportion of instructional staff agrees with this statement?
7. **Leadership** facilitates and supports structures for instructional staff to interact and collaborate.
   a. How embedded is this practice in institutional culture?
      - **Fully embedded**
      - Mostly embedded
      - Partially embedded
      - Not embedded
      - N/A

8. **Leadership** has relationships with staff that are trusting and positive.
   a. What proportion of leadership agrees with this statement?
      - **Most of the leadership**
      - Many of the leadership
      - Some of the leadership
      - Few of the leadership
      - N/A
   b. Which descriptor best reflects the quality of these relationships?
      - Excellent quality
      - **Good quality**
      - Fair quality
      - Poor quality
      - N/A

9. **Other school staff’s** relationships with colleagues are respectful and collaborative.
   a. What proportion of other school staff agrees with this statement?
      - **Most other school staff**
      - Many other school staff
      - Some other school staff
b. Which descriptor best reflects the quality of these relationships?
   - Excellent quality
   - Good quality
   - Fair quality
   - Poor quality
   - N/A

10. Other school staff’s relationships with learners are supportive, caring and congenial.

a. What proportion of other school staff agrees with this statement?
   - Most other school staff
   - Many other school staff
   - Some other school staff
   - Few other school staff
   - N/A

b. Which descriptor best reflects the quality of these relationships?
   - Excellent quality
   - Good quality
   - Fair quality
   - Poor quality
   - N/A

11. Parents, families and legal guardians of all backgrounds are actively involved in their children’s learning and school experiences.

a. What proportion of parents, families or legal guardians is actively involved?
   - Most parents, families or legal guardians
   - Many parents, families or legal guardians
   - Some parents, families or legal guardians
   - Few parents, families or legal guardians
   - N/A

b. How frequently do parents, families or legal guardians exhibit this behavior?
   - Almost always
   - Often
   - Sometimes
   - Seldom
   - N/A
12. **Parents, families and legal guardians** are welcomed into the institution through structures that encourage and facilitate their presence.

a. How embedded is this practice in institutional culture?
   - Fully embedded
   - **Mostly embedded**
   - Partially embedded
   - Not embedded
   - N/A

13. **Parents, families and legal guardians** perceive the learning environment safe for and supportive of their children.

   a. What proportion of parents, families or legal guardians shares this perception?
      - Most parents, families or legal guardians
      - **Many parents, families or legal guardians**
      - Some parents, families or legal guardians
      - Few parents, families or legal guardians
      - N/A

   b. How frequently do parents, families or legal guardians believe this to be true?
      - Always
      - **Often**
      - Sometimes
      - Seldom
      - N/A

14. **Community** involvement is an integral part of the institution's culture.

   a. How embedded is this practice in institutional culture?
      - Fully embedded
      - Mostly embedded
      - **Partially embedded**
      - Not embedded
      - N/A

15. **COMMENTS/INSIGHTS/SUMMARY**

   a. As appropriate, please provide comments, insights and/or summary related to this factor.

   **COMMENTS**
   Please enter your comments below.

   **ATTACHMENTS**
   Please be sure to upload the files in the Attachments section at the end of the diagnostic.
C. HIGH EXPECTATIONS
An institution's stated commitment to expectations for all stakeholders, including student learning outcomes, teacher quality, leadership effectiveness, community engagement and parent involvement.

Effective Practices/Conditions
1. **Learners** experience rigorous and challenging tasks, activities, and projects that focus on developing higher order thinking skills and problem-solving.
   a. What proportion of learners experiences these opportunities?
      - **Most learners**
      - **Many learners**
      - **Some learners**
      - **Few learners**
      - **N/A**

   b. How embedded is this practice in institutional culture?
      - Fully embedded
      - **Mostly embedded**
      - **Partially embedded**
      - **Not embedded**
      - **N/A**

2. **Learners** set challenging goals for learning that they set on their own or collaboratively with support from teachers and/or peers.
   a. What proportion of learners experiences these opportunities?
      - **Most learners**
      - **Many learners**
      - **Some learners**
      - **Few learners**
      - **N/A**

   b. With what frequency do these opportunities occur?
      - Almost always
      - **Often**
      - Sometimes
      - Seldom
      - **N/A**

3. **Instructional staff** is held to high standards for pedagogy and content knowledge.
   a. What proportion of instructional staff agrees with this statement?
      - **Most instructional staff**
      - **Many instructional staff**
      - **Some instructional staff**
b. How embedded is this practice in institutional culture?
   - **Fully embedded**
   - Mostly embedded
   - Partially embedded
   - Not embedded
   - N/A

4. **Instructional staff's** actions, words and attitudes demonstrate their belief that all learners can meet high standards.
   a. What proportion of instructional staff demonstrates such belief?
      - **Most instructional staff**
      - Many instructional staff
      - Some instructional staff
      - Few instructional staff
      - N/A
   
   b. How frequently does instructional staff exhibit this behavior?
      - **Almost always**
      - Often
      - Sometimes
      - Seldom
      - N/A

5. **Leadership** sets high standards for teaching, learning and improvement.
   a. How embedded is this practice in institutional culture?
      - Fully embedded
   
   - **Mostly embedded**
      - Partially embedded
      - Not embedded
      - N/A

6. **Leadership's** actions, words and attitudes demonstrate their belief that all learners can meet high standards.
   a. What proportion of leadership agrees with this statement?
      - **Most of the leadership**
      - Many of the leadership
      - Some of the leadership
      - Few of the leadership
      - N/A
b. How frequently does leadership exhibit this behavior?
   - **Almost always**
   - Often
   - Sometimes
   - Seldom
   - N/A

7. **Other school staff** supports learners in their pursuit of challenging goals.
   a. How frequently does other school staff support students for this purpose?
      - **Almost always**
      - Often
      - Sometimes
      - Seldom
      - N/A
   
   b. How embedded is this practice in institutional culture?
      - Fully embedded
      - **Mostly embedded**
      - Partially embedded
      - Not embedded
      - N/A

8. **Parents, families and legal guardians** are involved in setting high expectations for their children's learning and achievement.
   a. How frequently are parents, families or legal guardians involved in this activity?
      - **Almost always**
      - Often
      - Sometimes
      - Seldom
      - N/A
   
   b. What proportion of parents, families or legal guardians is involved in this activity?
      - Most parents, families or legal guardians
      - **Many parents, families or legal guardians**
      - Some parents, families or legal guardians
      - Few parents, families or legal guardians
      - N/A

9. **Parents, families and legal guardians** support their children in their pursuit of challenging goals.
   a. How frequently do parents, families or legal guardians provide support for this purpose?
      - **Almost always**
b. What proportion of parents, families or legal guardians provides support for this purpose?
   - Most parents, families or legal guardians
   - Many parents, families or legal guardians
   - Some parents, families or legal guardians
   - Few parents, families or legal guardians
   - N/A

10. The **community** provides feedback on the institution's programs and initiatives to ensure they align with community needs and priorities.
    a. What proportion of the community agrees with this statement?
       - Most of the community
       - Many of the community
       - Some of the community
       - Few of the community
       - N/A

11. **COMMENTS/INSIGHTS/SUMMARY**
    a. As appropriate, please provide comments, insights and/or summary related to this factor.

**COMMENTS**
Please enter your comments below.

**ATTACHMENTS**
Please be sure to upload the files in the Attachments section at the end of the diagnostic.
D. IMPACT OF INSTRUCTION

The capacity of every teacher to purposefully and intentionally create an environment that empowers all learners to be successful and reach expected levels of achievement, including readiness to transition to the next level of learning or career pathway.

Effective Practices/Conditions

1. **Learners** monitor their progress and are supported when they are not meeting expectations.
   
   a. To what degree is this practice implemented?
      
      - Fully implemented
      - **Mostly implemented**
      - Partially implemented
      - Planned for the future
      - N/A

   b. How embedded is this practice in institutional culture?
      
      - Fully embedded
      - **Mostly embedded**
      - Partially embedded
      - Not embedded
      - N/A

2. **Learners** demonstrate success in achieving challenging goals.
   
   a. What proportion of learners is achieving success?
      
      - **Most learners**
      - Many learners
      - Some learners
      - Few learners
      - N/A

   b. With what frequency do learners achieve goals?
      
      - Almost always
      - **Often**
      - Sometimes
      - Seldom
      - N/A

3. **Instructional staff** monitors and evaluates the impact of instruction on learner engagement, outcomes and overall success.
   
   a. How embedded is this practice in institutional culture?
      
      - **Fully embedded**
      - Mostly embedded
      - Partially embedded
      - Not embedded
b. What proportion of instructional staff engages in this practice?

- **Most instructional staff**
  - Many instructional staff
  - Some instructional staff
  - Few instructional staff
  - N/A

4. **Instructional staff** demonstrates the impact of instruction through formative, summative and/or other outcome data.

a. How embedded is this practice in institutional culture?

- **Fully embedded**
  - Mostly embedded
  - Partially embedded
  - Not embedded
  - N/A

b. What proportion of instructional staff engages in this practice?

- **Most instructional staff**
  - Many instructional staff
  - Some instructional staff
  - Few instructional staff
  - N/A

5. **Leadership** monitors and evaluates impact of instruction on learner engagement, outcomes and overall success.

a. With what frequency do leaders engage in this practice?

- **Almost always**
  - Often
  - Sometimes
  - Seldom
  - N/A

b. To what degree is this practice implemented?

- **Fully implemented**
  - Mostly implemented
  - Partially implemented
  - Planned for the future
  - N/A

6. **Other school staff** implements actions that support teaching, learning and overall learner success.
a. What proportion of other school staff engages in these actions?
   - Most other school staff
   - Many other school staff
   - Some other school staff
   - Few other school staff
   - N/A

b. How embedded is this practice in institutional culture?
   - Fully embedded
   - Mostly embedded
   - Partially embedded
   - Not embedded
   - N/A

7. Parents, families and legal guardians connect their children's school experiences with engagement, outcomes and overall learner success.
   a. How frequently do parents, families or legal guardians make this connection?
      - Almost always
      - Often
      - Sometimes
      - Seldom
      - N/A
   
   b. What proportion of parents, families or legal guardians makes this connection?
      - Most parents, families or legal guardians
      - Many parents, families or legal guardians
      - Some parents, families or legal guardians
      - Few parents, families or legal guardians
      - N/A

8. The community's perception of the institution's quality of teaching and learning is positive.
   a. What proportion of the community agrees with this perception?
      - Most of the community
      - Many of the community
      - Some of the community
      - Few of the community
      - N/A

9. **COMMENTS/INSIGHTS/SUMMARY**
   a. As appropriate, please provide comments, insights and/or summary related to this factor.

   **COMMENTS**
E. RESOURCE MANAGEMENT
The ability of an institution to plan, secure, and allocate its resources (human, material, and fiscal) to meet the needs of every learner.

Effective Practices/Conditions

1. **Learners** have appropriate digital, material and other resources to support their learning success.
   a. What proportion of learners has these resources?
      - **Most learners**
        - Many learners
        - Some learners
        - Few learners
        - N/A
   
   b. How embedded is this practice in institutional culture?
      - **Fully embedded**
        - Mostly embedded
        - Partially embedded
        - Not embedded
        - N/A

2. **Learners** receive services and support that align with their needs.
   a. What proportion of learners has their needs met?
      - **Most learners**
        - Many learners
        - Some learners
        - Few learners
        - N/A
   
   b. With what frequency are learners' needs met?
      - **Almost always**
        - Often
        - Sometimes
        - Seldom
        - N/A

3. **Instructional staff** has material and technology resources and professional development/training to implement the institution's vision, mission, and/or purpose.
   a. What proportion of instructional staff has sufficient resources and support?
      - **Most instructional staff**
        - Many instructional staff
        - Some instructional staff
        - Few instructional staff
        - N/A
b. With what frequency does instructional staff apply these resources and support?

- **Almost always**
- **Often**
- **Sometimes**
- **Seldom**
- **N/A**

4. **Leadership** aligns the allocation of resources with the institution's priorities for learning.

a. How embedded is this practice in institutional culture?

- **Fully embedded**
- **Mostly embedded**
- **Partially embedded**
- **Not embedded**
- **N/A**

5. **Leadership** actively seeks resources (human, material and fiscal) to meet the needs of every learner.

a. What proportion of the leadership agrees with this statement?

- **Most of the leadership**
- **Many of the leadership**
- **Some of the leadership**
- **Few of the leadership**
- **N/A**

b. How frequently does leadership exhibit this behavior?

- **Almost always**
- **Often**
- **Sometimes**
- **Seldom**
- **N/A**

6. **Other school staff** has the resources to implement with high quality the areas for which they are responsible.

a. What proportion of other school staff has sufficient resources?

- **Most other school staff**
- **Many other school staff**
- **Some other school staff**
- **Few other school staff**
- **N/A**

b. With what frequency does other school staff apply these resources?
7. Parents, families and legal guardians support the institution by contributing time, resources or other types of demonstrable involvement.

   a. With what frequency do parents, families or legal guardians contribute?
      - Almost always
      - Often
      - Sometimes
      - Seldom
      - N/A

   b. What proportion of parents, families or legal guardians contributes?
      - Most parents, families or legal guardians
      - Many parents, families or legal guardians
      - Some parents, families or legal guardians
      - Few parents, families or legal guardians
      - N/A

8. The community's assets are leveraged by the institution to improve outcomes and drive learner success.

   a. How embedded is this practice in institutional culture?
      - Fully embedded
      - Mostly embedded
      - Partially embedded
      - Not embedded
      - N/A

9. COMMENTS/INSIGHTS/SUMMARY

   a. As appropriate, please provide comments, insights and/or summary related to this factor.

   COMMENTS
   Please enter your comments below.

   ATTACHMENTS
   Please be sure to upload the files in the Attachments section at the end of the diagnostic.
**F. EFFICACY OF ENGAGEMENT**

The capacity to engage learners and other stakeholders in an effective manner to improve learning outcomes.

**Effective Practices/Conditions**

1. **Learners** demonstrate active engagement in their own learning.
   
a. What proportion of learners is actively engaged?
   
   - **Most learners**
   - Many learners
   - Some learners
   - Few learners
   - N/A

   b. With what frequency are learners engaged?
   
   - Almost always
   - **Often**
   - Sometimes
   - Seldom
   - N/A

2. **Learners** experience minimal disruptive behavior and other negative actions in the learning environment.

   a. How embedded is this practice in institutional culture?
   
   - Fully embedded
   - **Mostly embedded**
   - Partially embedded
   - Not embedded
   - N/A

3. **Learners** are engaged in a variety of activities (academic and non-academic) that support their development and preparation for future success.

   a. To what degree is this practice implemented?
   
   - Fully implemented
   - **Mostly implemented**
   - Partially implemented
   - Planned for the future
   - N/A

   b. Which descriptor best reflects the quality of activities?
   
   - Excellent quality
   - **Good quality**
   - Fair quality
   - Poor quality
4. **Instructional staff** structures learning activities that maximize learners’ active engagement.

   a. How embedded is this practice in institutional culture?
      - Fully embedded
      - **Mostly embedded**
      - Partially embedded
      - Not embedded
      - N/A

5. **Leadership** engages the entire school community to drive improvement in learning outcomes.

   a. How embedded is this practice in institutional culture?
      - Fully embedded
      - **Mostly embedded**
      - Partially embedded
      - Not embedded
      - N/A

   b. Which descriptor best reflects the quality of these engagements?
      - Excellent quality
      - **Good quality**
      - Fair quality
      - Poor quality
      - N/A

6. **Leadership** demonstrates how stakeholder feedback (learners, staff, parents and/or community) directly affects changes at the school.

   a. What proportion of leadership agrees with this statement?
      - **Most of the leadership**
      - Many of the leadership
      - Some of the leadership
      - Few of the leadership
      - N/A

   b. To what degree is this practice implemented?
      - Fully implemented
      - **Mostly implemented**
      - Partially implemented
      - Planned for the future
      - N/A
7. **Leadership** focuses on learner engagement as a driving force for improving outcomes and learner success.

   a. What proportion of leadership agrees with this statement?
      - **Most of the leadership**
      - Many of the leadership
      - Some of the leadership
      - Few of the leadership
      - N/A

   b. To what degree is this practice implemented?
      - Fully implemented
      - **Mostly implemented**
      - Partially implemented
      - Planned for the future
      - N/A

8. **Other school staff** actively engages learners in positive and productive ways within their respective areas of responsibility.

   a. What proportion of other school staff agrees with this statement?
      - **Most other school staff**
      - Many other school staff
      - Some other school staff
      - Few other school staff
      - N/A

   b. How frequently does other school staff exhibit this behavior?
      - **Almost always**
      - Often
      - Sometimes
      - Seldom
      - N/A

9. **Parents, families and legal guardians** take part in activities that gather their perceptions, opinions and feedback.

   a. How frequently do parents, families or legal guardians participate?
      - **Almost always**
      - Often
      - **Sometimes**
      - Seldom
      - N/A

   b. How embedded is this practice in institutional culture?
10. **Community** representatives (business, civic, etc.) are actively engaged by the institution to support learner success.
   
a. How embedded is this practice in institutional culture?
   - Fully embedded
   - Mostly embedded
   - **Partially embedded**
   - Not embedded
   - N/A

   b. Which descriptor best reflects the nature of these engagements?
   - Excellent quality
   - **Good quality**
   - Fair quality
   - Poor quality
   - N/A

11. **COMMENTS/INSIGHTS/SUMMARY**
   
a. As appropriate, please provide comments, insights and/or summary related to this factor.

   **COMMENTS**
   Please enter your comments below.

   **ATTACHMENTS**
   Please be sure to upload the files in the Attachments section at the end of the diagnostic.
G. IMPLEMENTATION CAPACITY
The ability of an institution to consistently execute actions designed to improve organizational and instructional effectiveness.

Effective Practices/Conditions

1. **Learners’ achievement, outcomes, and learning experiences** are improved as a result of deliberate actions taken by instructional and other school staff and leadership.
   a. Which descriptor best reflects the quality of these actions?
      - Excellent quality
      - Good quality
      - Fair quality
      - Poor quality
      - N/A
   b. To what degree are these actions implemented?
      - Fully implemented
      - Mostly implemented
      - Partially implemented
      - Planned for the future
      - N/A

2. **Instructional staff** implements deliberate actions to improve teaching and learning that result in improved outcomes for learners.
   a. What proportion of instructional staff implements improvement actions?
      - Most instructional staff
      - Many instructional staff
      - Some instructional staff
      - Few instructional staff
      - N/A
   b. With what frequency does instructional staff implement improvement actions?
      - Almost always
      - Often
      - Sometimes
      - Seldom
      - N/A

3. **Instructional staff** has the content knowledge and pedagogical skills to implement high quality learning experiences.
   a. What proportion of instructional staff agrees with this statement?
      - Most instructional staff
      - Many instructional staff
      - Some instructional staff
      - Few instructional staff
b. What proportion of instructional staff has these skills?

- **Most instructional staff**
- Many instructional staff
- Some instructional staff
- Few instructional staff
- N/A

4. **Leadership** has the capacity to drive the implementation of actions designed to improve the institution's culture and organizational effectiveness.

a. What proportion of leadership agrees with this statement?

- **Most of the leadership**
- Many of the leadership
- Some of the leadership
- Few of the leadership
- N/A

b. Which descriptor best reflects the quality of these actions?

- Excellent quality
- **Good quality**
- Fair quality
- Poor quality
- N/A

5. **Leadership** has the capacity to drive the implementation of actions designed to improve teaching and learning.

a. What proportion of leadership agrees with this statement?

- **Most of the leadership**
- Many of the leadership
- Some of the leadership
- Few of the leadership
- N/A

b. Which descriptor best reflects the quality of these actions?

- Excellent quality
- **Good quality**
- Fair quality
- Poor quality
- N/A

6. **Leadership** has the capacity to drive the implementation of actions designed to improve learner engagement.
a. What proportion of leadership agrees with this statement?
   - Most of the leadership
   - Many of the leadership
   - Some of the leadership
   - Few of the leadership
   - N/A

b. Which descriptor best reflects the quality of these actions?
   - Excellent quality
   - Good quality
   - Fair quality
   - Poor quality
   - N/A

7. **Other school staff** implements deliberate actions that improve their respective areas of purview in support of learners' success.

a. What proportion of other school staff implements improvement actions?
   - Most other school staff
   - Many other school staff
   - Some other school staff
   - Few other school staff
   - N/A

b. With what frequency does other school staff implement improvement actions?
   - Almost always
   - Often
   - Sometimes
   - Seldom
   - N/A

8. **Parents, families and legal guardians** are confident of the institution's capacity to implement actions that result in improved learning and outcomes for their children.

a. What proportion of parents, families or legal guardians agree with this statement?
   - Most parents, families or legal guardians
   - Many parents, families or legal guardians
   - Some parents, families or legal guardians
   - Few parents, families or legal guardians
   - N/A

9. **Community representatives** (business, civic, etc.) provide support to build the capacity of the institution to improve learner success.

a. How embedded is this practice in institutional culture?
10. **COMMENTS/INSIGHTS/SUMMARY**

a. As appropriate, please provide comments, insights and/or summary related to this factor.

**COMMENTS**
Please enter your comments below.

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

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

Last Modified: 03/14/2019
Status: Open
School Assurances

A. Institution Assurances

1. AdvancED Policies and Procedures
   a. The institution has read, understands, and complies with the AdvancED Policies and Procedures.
      • Yes
      ○ No

   1a. Comments

   COMMENTS
   Please enter your comments below.

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

2. Substantive Changes
   a. The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED Standards and Policies. Such changes include, but are not limited to:
      * Restructuring (merging, opening or closing) of the institution or institution(s) within its jurisdiction
      * Mission and purpose of the institution
      * Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership
      * Grade levels served by the institution
      * Staffing, including administrative and other non-teaching professional personnel
      * Available facilities, including upkeep and maintenance
      * Level of funding
      * School day or school year
      * Establishment of an additional location geographically apart from the main campus
      * Student population that causes program or staffing modification(s)
      * Available programs, including fine arts, practical arts and student activities

      • Yes
      ○ No

   2a. Comments
   Henry Clay High School has not undergone substantive changes since our previous accreditation review process.

   COMMENTS
   Please enter your comments below.

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

   a. The institution implements a written security and crisis management plan that includes emergency evacuation procedures and appropriate training for stakeholders. Attach the Security and Crisis Management Plan. (optional)
3a. Comments
Please see the attached Emergency Management Plan, which is updated annually.

COMMENTS
Please enter your comments below.

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

4. Financial Transactions
a. The institution monitors all financial transactions through a recognized, regularly audited accounting system.
   - Yes
   - No

4a. Comments
See the attached Redbook Accounting Procedures document. Our bookkeeper keeps a careful watch over our finances and adheres to all required processes.

COMMENTS
Please enter your comments below.

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

5. Improvement Plan
a. The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's eProve system.
   - Yes
   - No

5a. Comments
Please see the attached Comprehensive Improvement Plan, which was developed in consultation with our administrative team, school level CIP committee, and district schools chiefs.

COMMENTS
Please enter your comments below.

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

<table>
<thead>
<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Item(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henry Clay Comprehensive Improvement Plan 2018-2019</td>
<td>This is the Henry Clay HS CSIP for 2018-2019.</td>
<td>A.5.5a</td>
</tr>
<tr>
<td>Henry Clay Emergency Management Plan</td>
<td>This is the Henry Clay HS Emergency Management Plan for 2018-2019.</td>
<td>A.3.3a</td>
</tr>
<tr>
<td>Redbook Accounting Procedures</td>
<td>Individual staff members undergo yearly training over the Redbook Accounting Procedures.</td>
<td>A.4.4a</td>
</tr>
</tbody>
</table>
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
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).

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.

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.

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

Target Completion Date: 11/01/2018
Last Modified: 01/08/2019
Status: Locked
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

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

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

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

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

<table>
<thead>
<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Item(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCHS ACT Average</td>
<td>5-year ACT averages</td>
<td>.</td>
</tr>
<tr>
<td>HCHS Accountability Summary</td>
<td>2017-2018 Accountability Summary</td>
<td>.</td>
</tr>
<tr>
<td>Code</td>
<td>District Name</td>
<td>School Name</td>
</tr>
<tr>
<td>------</td>
<td>---------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>165</td>
<td>Fayette County</td>
<td>Bryan Station High School</td>
</tr>
<tr>
<td>165170</td>
<td>Fayette County</td>
<td>Frederick Douglass High School</td>
</tr>
<tr>
<td>165125</td>
<td>Fayette County</td>
<td>Lafayette High School</td>
</tr>
<tr>
<td>165090</td>
<td>Fayette County</td>
<td>Henry Clay High School</td>
</tr>
<tr>
<td>165200</td>
<td>Fayette County</td>
<td>Paul Laurence Dunbar High School</td>
</tr>
<tr>
<td>165039</td>
<td>Fayette County</td>
<td>Henry Clay High School</td>
</tr>
<tr>
<td>165105</td>
<td>Fayette County</td>
<td>Fayette County Tates Creek High School</td>
</tr>
</tbody>
</table>
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 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.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities to Deploy Strategy</th>
<th>Measure of Success</th>
<th>Progress Monitoring Date &amp; Notes</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1: Increase the all-student proficiency rating from 70.2 to 73.2 by 2018-2019</td>
<td>KCWP 2: Design and Deliver Instruction: Continue to implement evidence-based curriculum and strategies with fidelity for both academic and behavioral instruction.</td>
<td>Practice: All PLC teams will plan strategically in the selection of high yield instructional strategy usage within lessons.</td>
<td>Bi-weekly check of PLC Agendas and Minutes to monitor for high-yield strategies in lesson plans</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>Bi-weekly review of PLC Agendas and Minutes to evaluate assessment results</td>
<td>Professional Development (as needed)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>KCWP 6: Establish Learning Culture and Environment: Continue to develop an environment in which students learn and are</td>
<td>Practice: Teachers will encourage students to self-monitor progress by incorporating individual student progress monitoring sheets into daily or weekly class activities.</td>
<td>Review of individual student progress monitoring sheets</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Objective</td>
<td>Strategy</td>
<td>Activities to Deploy Strategy</td>
<td>Measure of Success</td>
<td>Progress Monitoring Date &amp; Notes</td>
<td>Funding</td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
<td>--------------------------------</td>
<td>-------------------</td>
<td>---------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>supported in meeting their individual needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>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.)</th>
<th>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.)</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• KCWP 1: Design and Deploy Standards</td>
<td>• KCWP1: Design and Deploy Standards Classroom Activities</td>
<td></td>
</tr>
<tr>
<td>• KCWP 2: Design and Deliver Instruction</td>
<td>• KCWP2: Design and Deliver Instruction Classroom Activities</td>
<td></td>
</tr>
<tr>
<td>• KCWP 3: Design and Deliver Assessment Literacy</td>
<td>• KCWP3: Design and Deliver Assessment Literacy Classroom Activities</td>
<td></td>
</tr>
<tr>
<td>• KCWP 4: Review, Analyze and Apply Data</td>
<td>• KCWP4: Review, Analyze and Apply Data Classroom Activities</td>
<td></td>
</tr>
<tr>
<td>• KCWP 5: Design, Align and Deliver Support</td>
<td>• KCWP5: Design, Align and Deliver Support Classroom Activities</td>
<td></td>
</tr>
<tr>
<td>• KCWP 6: Establishing Learning Culture and Environment</td>
<td>• KCWP6: Establishing Learning Culture and Environment Classroom Activities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 1: <strong>Increase the Writing Proficient/ Distinguished percentage for All Students from 53.2 to 56.2 by 2018-2019</strong></th>
<th>Strategy</th>
<th>Activities to Deploy Strategy</th>
<th>Measure of Success</th>
<th>Progress Monitoring Date &amp; Notes</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCWP 2: Design and Deliver Instruction: Continue to implement evidence-based curriculum and strategies with fidelity for both academic and behavioral instruction.</td>
<td>Practice: All PLC teams will plan strategically in the selection of high yield instructional strategy usage within lessons.</td>
<td>Bi-weekly check of PLC Agendas and Minutes to monitor for high-yield strategies in lesson plans</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>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</td>
<td>Bi-weekly review of PLC Agendas and Minutes to evaluate assessment results</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3: Gap

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

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities to Deploy Strategy</th>
<th>Measure of Success</th>
<th>Progress Monitoring Date &amp; Notes</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>KCWP 2: Design and Deliver Instruction</td>
<td>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.</td>
<td>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</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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</td>
<td>Professional Development Plans (as needed)</td>
<td>Bi-weekly review of PLC Agendas and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>progress by subsequent formative and summative assessments.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>Strategy</td>
<td>Activities to Deploy Strategy</td>
<td>Measure of Success</td>
<td>Progress Monitoring Date &amp; Notes</td>
<td>Funding</td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
<td>--------------------------------</td>
<td>-------------------</td>
<td>----------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Objective 1: Increase the graduation rate for all students from 93.2 to 93.9 for 2018-2019</td>
<td>KCWP 5: Design, Align, Deliver Support Processes: Refine our system to monitor student data regularly and to ensure a continuous</td>
<td>Practice: School staff will review individual student data and conduct purposeful, scheduled monitoring efforts in accordance with continuous improvement needs</td>
<td>Documentation of Check and Connect Student Assistance Team Agendas and Minutes</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>4: Graduation rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 4 (State your Graduation Rate goal): Increase the graduation rate from 93.2 to 95.2 by 2020-2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.)</td>
<td>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.)</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• KCWP 1: Design and Deploy Standards</td>
<td>• KCWP1: Design and Deploy Standards Classroom Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• KCWP 2: Design and Deliver Instruction</td>
<td>• KCWP2: Design and Deliver Instruction Classroom Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• KCWP 3: Design and Deliver Assessment Literacy</td>
<td>• KCWP3: Design and Deliver Assessment Literacy Classroom Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• KCWP 4: Review, Analyze and Apply Data</td>
<td>• KCWP4: Review, Analyze and Apply Data Classroom Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• KCWP 5: Design, Align and Deliver Support</td>
<td>• KCWP5: Design, Align and Deliver Support Classroom Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• KCWP 6: Establishing Learning Culture and Environment</td>
<td>• KCWP6: Establishing Learning Culture and Environment Classroom Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>Strategy</td>
<td>Activities to Deploy Strategy</td>
<td>Measure of Success</td>
<td>Progress Monitoring Date &amp; Notes</td>
<td>Funding</td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
<td>-------------------------------</td>
<td>-------------------</td>
<td>----------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Improvement model that monitors what is working.</td>
<td>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. <strong>Practice:</strong> School staff will review individual student data and conduct purposeful, scheduled monitoring efforts in accordance with continuous improvement needs</td>
<td>Documentation of PASS and ACES interactions Documentation of Check and Connect</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

5: Growth

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

<table>
<thead>
<tr>
<th>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.)</th>
<th>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.)</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KCWP 1: Design and Deploy Standards</strong></td>
<td><strong>KCWP1: Design and Deploy Standards Classroom Activities</strong></td>
<td></td>
</tr>
<tr>
<td><strong>KCWP 2: Design and Deliver Instruction</strong></td>
<td><strong>KCWP2: Design and Deliver Instruction Classroom Activities</strong></td>
<td></td>
</tr>
<tr>
<td><strong>KCWP 3: Design and Deliver Assessment Literacy</strong></td>
<td><strong>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</strong></td>
<td></td>
</tr>
<tr>
<td><strong>KCWP 4: Review, Analyze and Apply Data</strong></td>
<td><strong>KCWP4: Review, Analyze and Apply Data Classroom Activities</strong></td>
<td></td>
</tr>
<tr>
<td><strong>KCWP 5: Design, Align and Deliver Support</strong></td>
<td><strong>KCWP5: Design, Align and Deliver Support Classroom Activities</strong></td>
<td></td>
</tr>
<tr>
<td><strong>KCWP 6: Establishing Learning Culture and Environment</strong></td>
<td><strong>KCWP6: Establishing Learning Culture and Environment Classroom Activities</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities to Deploy Strategy</th>
<th>Measure of Success</th>
<th>Progress Monitoring Date &amp; Notes</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Goal 6 (State your Transition Readiness goal): Increase transition readiness from 65.6 to 75.9 for 2020-2021**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities to Deploy Strategy</th>
<th>Measure of Success</th>
<th>Progress Monitoring Date &amp; Notes</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1: Increase transition readiness from 65.6 to 69.0 for 2018-2019</td>
<td>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.</td>
<td><strong>Practice</strong>: School staff will review individual student data and conduct purposeful, scheduled monitoring efforts in accordance with continuous improvement needs</td>
<td>Monthly review of PBIS Data</td>
<td>Review of common assessment data for students in MTSS classes</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>KCWP 6: Establish Learning Culture and Environment: Continue to develop an environment in which students learn and are supported in meeting their individual needs.</td>
<td><strong>Practice</strong>: 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</td>
<td>Monitoring enrollment in AP, DC, and pathways courses and administering appropriate assessments</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities to Deploy Strategy</th>
<th>Measure of Success</th>
<th>Progress Monitoring Date &amp; Notes</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
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
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.

ATTACHMENTS
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.
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.
<table>
<thead>
<tr>
<th>Gap Group/Total number of students</th>
<th>Percentage of Total School Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American--474</td>
<td>20.4</td>
</tr>
<tr>
<td>Hispanic/Latino--209</td>
<td>9</td>
</tr>
<tr>
<td>Asian--140</td>
<td>6</td>
</tr>
<tr>
<td>Two or More Races--88</td>
<td>3.7</td>
</tr>
<tr>
<td>English Learners plus Monitored--222</td>
<td>9.6</td>
</tr>
<tr>
<td>Free/Reduced Price Meals--892</td>
<td>38.4</td>
</tr>
<tr>
<td>Disability-with IEP (Total)--162</td>
<td>7.4</td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>PLC Chairs and team members; Administration</td>
</tr>
<tr>
<td>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.</td>
<td>Practice: Students will track their progress and make adjustments to their learning by evaluating their own assessment data.</td>
</tr>
</tbody>
</table>
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


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%.

ATTACHMENTS

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

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

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

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