2019-20 Phase Three: Executive Summary for Schools

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

Last Modified: 12/19/2019
Status: Open
Description of the School
Henry Clay High School's current enrollment is approximately 2125 students, which is a decrease of approximately 25 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 current racial breakdown of students is: 58% white; 20% African American; 11% Hispanic; 6% Asian; 4% other. The free-and-reduced student total is 46.1%; English language learners are 8%; Special Education is 8%. The average daily attendance rate is 92.9%. Henry Clay's dropout rate is 5.2% with a 1.9% retention rate. The four year graduation rate, 91.8%, is an improvement of 1.7 over the previous year's graduation rate. We have 120 full-time certified teachers that average 15.2 years of teaching experience, with 10 of them having earned their National Board for Professional Standards certification. The demographics of the faculty is 90% white, 6% African American, 2% Hispanic, and the remaining 2% 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 fundamentals of 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. In 2019, Henry Clay administered 1,304 AP exams to 637 individual students. 52, or 81.2% of the students earned a passing score on one or more AP exams, which surpasses both the district and state averages and improves on 2018 results by 2.7%. 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%.

School's Purpose
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

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.

Additional Information

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

N/A

Additional Information

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

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.
2019-20 Phase One: Continuous Improvement Diagnostic

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

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

Last Modified: 11/18/2019
Status: Locked
The Comprehensive School Improvement Plan or CSIP is defined as a plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

**Phase One: August 1 - October 1**
- Continuous Improvement Diagnostic for Schools

**Phase Two: October 1 - November 1**
- The Needs Assessment for Schools
- School Assurances
- School Safety Report

**Phase Three: November 1 - January 1**
- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review Diagnostic

**Phase Four: January 1 - December 31**
- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Paul Little, August 1, 2019
2019-20 Phase Two: The Needs Assessment for Schools

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

Last Modified: 11/18/2019
Status: Open
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 (e.g. 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 (i.e. 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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive 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.
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:
- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school’s teachers received adequate professional development.

In the Consolidated Student Group, 26.7% of students scored Proficient/Distinguished in Writing, 17.8% scored Proficient/Distinguished in Science, 18.7% scored Proficient/Distinguished in Math, and 24.4% scored Proficient/Distinguished in Reading. For All Students, 53.4% of students scored Proficient/Distinguished in Writing, 42.1% scored Proficient/Distinguished in Science, 49.5% scored Proficient/Distinguished in Math, and 57.2% scored Proficient/Distinguished in Reading. 96.7% of tested students participate in advanced-level coursework, and Henry Clay students outperform state averages in Proficiency, Separate Academic Indicator, and Graduation Rate. Henry Clay falls below the state average in Transition Readiness at 63.6/125 compared to the state at 66.8/125.
Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages. **NOTE:** These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

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

Significant achievement gaps in all academic areas persist for African American, Hispanic, English Learners, Economically Disadvantaged, and Disability groups. In the Consolidated Student Group, 73.3% of students scored Novice/Apprentice in Writing, compared to 46.6% in All Students. 82.2% in the Consolidated Student Group scored Novice/Apprentice in Science, compared to 57.8% in All Students. 81.3% in the Consolidated Group scored Novice/Apprentice in Math, compared to 50.5% in All Students, and 75.6% in the Consolidated Group scored Novice/Apprentice in Reading, compared to 42.8% in All Students.
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. Henry Clay continues to underperform in the area of Career and Technical Education. Students do not have widespread opportunity to take electives that lead to Career Readiness.
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

Career and Technical Education is an area that offers Henry Clay High School the opportunity for considerable growth. Only 327 of Henry Clay students qualified as Explorers, Completers, or Preparatory students, and of that amount only 7% were Preparatory and 6% were Completers.
Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

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

Henry Clay High School's Proficiency score is 70.8/125, which is significantly higher than State (56.8/125) and District (6.2/125) averages. The same is true for Separate Academic, which is 68.6/125, compared to the State (62.0/125) and District (61.5/125). Our Graduation Rate. 91.9, is also higher than State (91.1) and District (88.5) averages. Also, our Transition Readiness result, while lower than the State average, is higher than the District, at 63.6/125 compared to 59.4/125.
2019-20 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: 12/20/2019
Status: Open
The Closing the Achievement Gap Report is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the Closing the Achievement Gap Report, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.
I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

See attachment.
II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement 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. Which achievement gaps has the school successfully closed? Use specific data from the previous two academic years when analyzing trends.

Henry Clay High School has achievement gaps that persist and has not closed any gaps, although English Learners (including Monitored), African American, and Economically Disadvantaged students each showed gains in three of four assessed areas.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has shown improvement. Use specific data from the previous two academic years when analyzing trends.

The Proficiency Reading Index improved from 70.9 to 72.8 between 2017-2018 and 2018-2019, which led to an improvement in the Combined Reading and Math Proficiency Indicator Score from 70.2 to 70.8. English Learners (including Monitored) made significant gains in Combined P/D Ratings: Science gained 8.8 (to 11.9), Reading gained 3.5 (to 9.8), and Math gained 4.3 (to 19.5). African American students also made gains in three areas: Science improved 4.5 (to 16.5), Writing gained 2.4 (to 29.9), and Reading rose 4.1 points (to 24.5). Economically Disadvantaged students showed strong growth in Science (up 6.5 to 22.6), Writing (up 3 to 34), and Reading (up 7.1 to 35.1). Hispanic students rose 4.3 in Reading. In Science, Students with Disabilities showed a 3 point gain (to 11.1).

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed. Use specific data from the previous two academic years when analyzing trends.

Henry Clay High School failed to make overall progress in multiple areas. The Proficiency Math Index fell from 69.5 to 68.8. In Separate Academic Indicators, the Science Index dropped from 66.1 to 64.9, and the Writing Index fell from 75 to 72.3. Our Transition Rate also fell significantly, from 93.2 to 91.9. Hispanic students showed the most precipitous drop, falling 19.7 points in Writing (to 16.7), 13 points in Math (to 19.4), and 4.3 points in Reading (to 22.2). Students with Disabilities continues to be a challenging area, and the Combined P/D rating fell in Writing (-1.4 to 7.4), Math (-2 to 7.4), and Reading (-2.8 to 8). English Learners (including Monitored) lost ground in Writing, falling 8.3 (to 14.3). African American students dropped 1.4 in Math (to 14.3). Economically Disadvantaged students dropped .5 in Math (to 24.4).

E. 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.

F. 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.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools 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.
III. Planning the Work

Closing the Achievement 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 improve Combined Proficient/Distinguished scores by 5 for all identified gap populations. 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.

Closing the Achievement 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.

See attachment

ATTACHMENTS

Attachment Name

- Henry Clay High School 2019-2020 Measurable Gap Goal
## Attachment Summary

<table>
<thead>
<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Associated Item(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henry Clay High School 2018-2019 Achievement Gap Group Identification</td>
<td>This identifies Henry Clay High School's 2018-2019 Achievement Gap Groups by number and percentage of student population.</td>
<td>•</td>
</tr>
<tr>
<td>Henry Clay High School 2019-2020 Measurable Gap Goal</td>
<td>This is Henry Clay High School's 2019-2020 Measurable Gap Goal.</td>
<td>• III</td>
</tr>
</tbody>
</table>
2019-20 Phase Two: School Assurances

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

Last Modified: 11/18/2019
Status: Open
1. The Every Study Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of “Ineffective” as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- Yes
  - No
  - N/A
Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- Yes
- No
- N/A

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

- Yes
- No
- N/A

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school’s participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- Yes
- No
- N/A

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

- Yes
- No
- N/A

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

- Yes
- No
- N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.
8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

○ Yes
○ No
● N/A
Title I Targeted Assistance School Programs

9. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.
   - Yes
   - No
   - N/A

10. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.
   - Yes
   - No
   - N/A

11. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.
   - Yes
   - No
   - N/A

12. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.
   - Yes
   - No
   - N/A

13. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.
   - Yes
   - No
   - N/A

14. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.
15. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- Yes
- No
- N/A

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

- Yes
- No
- N/A
17. If identified for targeted support and improvement pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

○ Yes
○ No
● N/A
18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes
- No
- N/A

19. The school collects and publicly disseminates, in compliance with Kentucky’s Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students’ access to effective/experienced teachers.

- Yes
- No
- N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- Yes
- No
- N/A

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- Yes
- No
- N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- Yes
- No
- N/A
Henry Clay's Comprehensive School Improvement Plan (CSIP)

Rationale
School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed below or another established improvement approach (i.e. Six Sigma, Shipley, Baldridge, etc.).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

- 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

Measure of Success: Criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.
**Goal:** Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
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</thead>
<tbody>
<tr>
<td>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</td>
<td>An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed above or another established improvement approach (i.e. <em>Six Sigma, Shipley, Baldridge, etc.</em>).</td>
<td>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</td>
<td>List the criteria that shows the impact of the work. The <em>measures</em> may be quantitative or qualitative, but are observable in some way.</td>
<td>Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</td>
<td>List the funding source(s) used to support (or needed to support) the improvement initiative.</td>
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</tbody>
</table>
**Goal 1 (State your proficiency goal.):**

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<tbody>
<tr>
<td><strong>Objective 1: Increase the all-student proficiency rating from 70.8 to 73.8 by 2019-2020</strong></td>
<td><strong>KCWP 2: Design and Deliver Instruction:</strong> Continue to implement evidence-based curriculum and strategies with fidelity for both academic and behavioral instruction.</td>
<td><strong>Practice:</strong> 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>
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<td></td>
<td><strong>KCWP 4: Review, Analyze and Apply Data Results:</strong> Refine our system to examine and interpret classroom assessment data in order to determine priorities for individual student success.</td>
<td><strong>Practice:</strong> 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>
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<td></td>
<td><strong>KCWP 6: Establish Learning Culture and Environment:</strong> Continue to develop an environment in which students learn and are supported in meeting their individual needs.</td>
<td><strong>Practice:</strong> 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>
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</table>

**Objective 2**
### Objective 1: Increase the Writing Proficient/Distinguished percentage for All Students from 53.2 to 63.2 by 2020-2021

<table>
<thead>
<tr>
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<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>
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<td>N/A</td>
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</table>

### 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.

<table>
<thead>
<tr>
<th>Practice</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
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<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>Bi-weekly review of PLC Agendas and Minutes to evaluate assessment results</td>
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<td>N/A</td>
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</table>

### Objective 2
### Objective 1: To grow by 5 points in Combined Proficient/Distinguished for all identified gap populations (Students with Disabilities, Economically Disadvantaged, English Learners with Monitored, African American, and Hispanic) by 2019-2020

#### KCWP 5: Design, Align, Deliver Support Processes:
- **Strategy**: Refine our system to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.
- **Activities**:
  - 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.
  - 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.

#### KCWP 4: Review, Analyze and Apply Data Results:
- **Strategy**: Refine our system to examine and interpret classroom assessment data in order to determine priorities for individual student success.
- **Activities**:
  - Practice: Students will track their progress and make adjustments to their learning by evaluating their own assessment data.
4: Growth

Goal 4 (State your growth goal.): N/A

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</table>
**Goal 5 (State your transition readiness goal.): Increase transition readiness from 65.6 to 75.9 for 2020-2021**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Objective 1: Increase transition readiness from 65.6 to 75.9 for 2020-2021</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>N/A</td>
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<td></td>
<td>Review of common assessment data for students in MTSS classes</td>
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<tr>
<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>N/A</td>
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## 6: Graduation Rate

**Goal 6 (State your graduation rate goal.): Increase the graduation rate from 93.2 to 95.2 by 2020-2021**

<table>
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</thead>
<tbody>
<tr>
<td><strong>Objective 1</strong> 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 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>Documentation of Check and Connect Student Assistance Team Agendas and Minutes</td>
<td>N/A</td>
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<tr>
<td><strong>Objective 2</strong> Increase the graduation rate for Special Education students to 85.1 for 2019-2020</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>Documentation of PASS and ACES interactions Documentation of Check and Connect</td>
<td>N/A</td>
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</table>
### 7: Other (Optional)

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

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<tr>
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<td>Objective 2</td>
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Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI schools must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

<table>
<thead>
<tr>
<th>Components Of Turnaround Leadership Development And Support:</th>
</tr>
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<tbody>
<tr>
<td><strong>Consider:</strong> How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</td>
</tr>
<tr>
<td><strong>Response:</strong> N/A</td>
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<tr>
<th>Identification Of Critical Resources Inequities:</th>
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<tr>
<td><strong>Consider:</strong> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</td>
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<tr>
<td><strong>Response:</strong> N/A</td>
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</tbody>
</table>
Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Response: N/A

<table>
<thead>
<tr>
<th>Evidence-based Activity</th>
<th>Evidence Citation</th>
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</table>

Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

N/A
Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the “Documenting Evidence under ESSA” resource available on KDE’s Evidence-based Practices website.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

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