

Arlington Elementary Continuous Improvement Diagnostic 2018

Phase One: Continuous Improvement Diagnostic

Arlington Elementary School

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Last Modified: 09/30/2018

Status: Open

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

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

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

When looking at our data sources such as the Title I survey, parent culture and climate eProve survey, and staff TELL survey data, our missing piece for learning is as follows: The areas that fall in the proficient category are Relationship building, Communications, Advocacy, Learning Opportunities and Community Partnership. The areas that fall in the apprentice range and need more work is Decision Making. According to the eProve parent culture and climate survey that was conducted at the end of last school year, the best phrase that best describes what our teachers and staff are saying to students is "We will be working on...." The words or phrases that best describes the kinds of things children are doing while at school is working with others. The interactions the parents have with staff at are school is listed as helpful and supportive. These are the results of having 26 families participate in the survey. Arlington's 2017 TELL data (this is done on a 2 year cycle) went from 87.8 to 94.9%. The area of interruptions in the classroom scored 58.5. This data is a result of student behaviors or changes in schedules that occur during the instructional day. Arlington has implemented PBIS school-wide and has improvements on behavior data over the past 3 years. We review behavior data monthly to look at trends. We also look at de-escalation strategies that can be implemented during class instruction. Arlington has also created a new master schedule that works to keep students in tier 1 instruction as much as possible when needing support services. A google calendar is kept of all school activities, so teachers can plan instruction around special events. The area of parent/guardian support teachers contributing to their success scored at 28.9. Teachers work with families through scheduling parent/teacher conferences, email, newsletters, progress reports, do-jo and home visits. All communication is also translated in native languages. Staff struggle to get all families to meet with them and work to schedule meetings at parents' convenient time. Interpreters are also scheduled to attend the meetings to provide information in home language. Upon completion of a scholastic audit that is currently being completed through Cambridge, Arlington will include more recent survey data that was taken by staff, parents, and students.

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.

Arlington will utilize the FRC Advisory committee that includes parent, teacher and community members. Meetings are held monthly and agendas are sent out electronically before meeting convenes. This committee will also act in an advisory role with the superintendent. Invites are sent out to to see who would like to be a part of the advisory committee. All are included that are interested in supporting the school. Every participant has an equal voice during meeting times. Minutes will be taken at every meeting and reviewed before each meeting.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Arlington Elementary Needs Assessment 2018

Phase Two: The Needs Assessment for Schools

Arlington Elementary School

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

Arlington Elementary currently reviews student academic data weekly during PLC time with all grade levels. Arlington uses the data protocol lined out by Data Wise in which administration was trained on at Harvard University. Weekly data talks occur using unit assessments exit slips, and student work as well as discussions on district screeners such as MAP and bench mark testing in both reading and math. Teachers in grades K-5 are required to bring the work with reflections completed with next steps to instruction (ASW). District data such as MAP and benchmark assessments are shared three times a year with SBDM/or Advisory council. State testing results are also shared with staff, SBDM/or Advisory Committe as well as with all families during a workshop provided during the evening hours. Students in grades K-5 also chart their data results as will as set goals with their teachers. Data is shared with parents at parent/teacher conferences and report cards that are sent home 4 times per year. Minutes are taken at SBDM/Advisory council meetings as well as PLC and are shared through the schools website.

ATTACHMENTS

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Current State

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

Example of Current Academic State:

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

Example of Non-Academic Current State:

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

Currently according to 2017-2018 state testing results, (cut scores for the state were 60.5 for Proficiency, 52.6 for Seperate Academic Indicator, and 15.8 for growth) Arlington's score fell as 48.8 for Proficiency, 46.4 for Seperate Academic Indicator, and 13.7 for growth. Our lowest performing group was African American scoring 34.8 in reading followed by our ELL+ students scoring 37.9 in reading. In math, our lowest performing group was ELL+ scoring 47.8 followed by our Hispanic group scoring at 50.4. Our highest performing group in reading were White scoring 58.1. Our highest performing groups in math were White scoring 54.4 and African American scoring 54.3. In the Seperate Academic indicator category, our lowest performing group in science was ELL+ scoring 28. The highest performing group in science was our African American group scoring 36.7. In social studies, the lowest scoring group was African American scoring 39.3 and our highest group was White scoring a 81.7 (this is a huge gap difference in scores). In writing, the lowest scoring group was African American scoring 28.6 with the highest scoring group being our Hispanic group scoring 52.1. When looking at growth, our lowest group for growth in reading was African American scoring 13.7. The growth in reading was with our White students at 19 and Hispanics followed with 18.3 growth. In math, our lowest growth was with African American scoring 7.8 and our highest growth group was Hispanic with 12.5 growth. This clearly shows that Arlington Elementary needs to look for instructional strategies to support our African American students. Our behavior data continues to improve with going from having 3 referrals daily in 2012 only 1 referral daily in 2018. Currently there has been only 1 school suspension for the year a difference from last year being at 4. This is due to the continued supports and efforts of PBIS structures in place. Teacher attendance also continues to meet the district average of 95%. (see attached documents)

ATTACHMENTS

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Priorities/Concerns

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

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

When looking at KPREP data for 2017-2018, 42.4% of all students in grades 3-5 scored novice in the area of reading with only 28.4% scoring proficient or distinguished. In the area of math, 26% of all students in grades 3-5 scored novice and only 28.4% scored proficient or distinguished. According to Spring 2018 MAP results 36% of all students in grades 3-5 were proficient in reading. Spring 2018 MAP results in math show 34% of all students in grades 3-5 were proficient. KPREP results show a learning gap for our African American students in all areas except science. Fall to Fall MAP growth reports show that all students in grades 3-5 had met or exceeded their growth targets in both reading and math (see attachments)

ATTACHMENTS

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Trends

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

When looking at KPREP data, Arlington's science scores were the lowest of all content areas with a 33.4 index score. In the area of reading our African American students are scoring the lowest with reading index of 34.8. In math our lowest scoring student population was our ELL+ students with a math index of 47.8. In social studies, lowest scoring student population was African American with index score of 39.9. In on-demand writing our lowest scoring student group was also African American with index score of 28.6. In science our lowest scoring group was ELL+ with index score of 28. For behavior trends, disruptive behaviors in class are the highest behavior observed by data and the time of day is between 12-1 which includes a lot of transition times with lunch and recess. (see attachments)

ATTACHMENTS

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Potential Source of Problem

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

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

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

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

Arlington's main focus this school year will be to review, analyze and apply data results to drive our instructional practices to meet the needs of our students. This is being done through weekly PLC meetings, RTI meetings, PBIS meetings, and district support meetings. Minutes and agendas will be kept for all meetings. Teachers will be given work embedded training through PLC, staff meeting, and district meeting times. During PLC standards will be analyzed and matched to district programs that have been adopted in the areas of reading and math. We will also analyze assessments for modifications and analyze results once students have completed assessments. Teachers will continue to complete ASW (self reflection) that breaks down all scores based on populations of students, have goal setting, and next steps for instruction. Data Wise protocols will continue to be the tool used when analyzing all student data. Arlington will continue to collaborate with Cambridge audit group using the strategic plan that was developed as a result of school audit that began in January 2018. (see attachments)

ATTACHMENTS

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Strengths/Leverages

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

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

Student attendance rate is at 96.3% and staff attendance is at 95%. In reading we went from student count of novice in 2016 being 112 to 73 in 2017. In math we went from student count of novice in 2016 being 79 to 46 in 2017, proficiency counts went from 44 to 49. For on-demand writing we went from 45 students scoring novice to 14 and went from 7 proficient students to 10. In the area of social studies we went from student count of novice in 2016 being 21 to 12 in 2017, proficiency counts went from 19 to 21. Our groups that met the cut scores for 2018 KPREP data were: in the area of social studies. Our white students had an index of 81.7, Hispanic students index 59.5, and Free and reduced lunch students was 56.7. Groups that hit the growth score for reading were White students at 19, Hispanic students at 18.3, ELL+ students at 17.1, and Free and Reduced students at 17.1. This data shows we are growing our students but still not hitting state scores.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Behavior data 2018	PBIS data for behavior 2018.	
 Cambridge audit strategic plan	Scholastic audit strategic plan.	' ,
 Cambridge audit surveys	Scholastic audit team survey results	
 Cambridge audit surveys 2	Parent survey results	
 Continuous Improvement Phase 2 workbook	Workbook for data for Arlington Elementary	
 KPREP data 2017	Report for KPREP 2017 results.	' , ,
 MAP results 2017-2018	MAP results for 2017-2018.	'

Arlington Elementary School Assurances 2018

Phase Two: School Assurances

Arlington Elementary School

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Last Modified: 10/23/2018

Status: Open

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

School Assurances

Preschool Transition

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

- Yes
- No
- N/A

COMMENTS

Arlington Elementary works to have preschool students to come to a summer kindergarten camp where they take a tour of the building meet staff and teacher for the incoming year. This is done with the collaboration from Family Resource Center coordinator.

ATTACHMENTS

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Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- Yes
- No
- N/A

COMMENTS

See attached professional development plan.

ATTACHMENTS

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

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- Yes
- No
- N/A

COMMENTS

This was completed with Arlington school leadership team which is comprised of classroom teacher at each grade level, special education teacher, ELL teacher, special area teacher, social worker, guidance counselor, and PGE coach. See attachment. This was also shared with the Advisory Council.

ATTACHMENTS

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4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- Yes
- No
- N/A

COMMENTS

Professional learning is on going through PLC weekly meetings. During these meetings Data Wise protocols are used in analyzing student data. See attached examples.

ATTACHMENTS

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Instructional Strategies

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

- Yes
- No
- N/A

COMMENTS**ATTACHMENTS**

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

Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- Yes
- No
- N/A

COMMENTS

Arlington Elementary went through a school wide audit through the Cambridge group where a strategic plan was developed to move learning forward for students. See attachment.

ATTACHMENTS

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

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- Yes
- No
- N/A

COMMENTS

See attached Cambridge Scholastic Audit with survey results.

ATTACHMENTS

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Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- Yes
- No
- N/A

COMMENTS

See attached Cambridge scholastic audit with family survey attached.

ATTACHMENTS

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

Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- Yes
- No
- N/A

COMMENTS

This documentation is provided by the district report.

ATTACHMENTS

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Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- Yes
- No
- N/A

COMMENTS

All paraeducators are trained on programs to provide direct instruction for students.

ATTACHMENTS

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Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- Yes
- No
- N/A

COMMENTS

All paraeducators are used in the classroom with direct instruction of students. They do a 30 lunch duty in which they supervise the students they directly work with. This is the only extra duty that paraeducators have.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Novice Reduction for Gap Closure



Continuous Improvement Planning Cycle

Combined Workbook for:

Phase 3 - Plotting the Course

- **Establishing Goals, Objectives, Strategies and Activities**

AND

Phase 4 – Making District/School Improvement Continuous

- **Progress Monitoring and Evaluation**

IMPORTANT NOTE:

This workbook has been adapted from the original *Goal Builder Template* located on KDE’s Continuous Improvement webpage (<https://education.ky.gov/school/csip/Pages/default.aspx>). This adaptation will allow for the document to serve as a “one-stop” location for both the plan and the continuous monitoring and evaluation during this year’s implementation period. The planning of goals, objectives, strategies and activities that are required of the Continuous Improvement Cycle - Phase 3 process look just as they did in the original template. The adaptation will allow for support in the Phase 4 process of continuous monitoring and evaluation using the 30-60-90 day planning format. Additional planning and quality tools for continuous improvement can be located on the Novice Reduction webpage (<https://education.ky.gov/school/stratclsgap/Pages/default.aspx>).

Comprehensive Improvement Plan for Districts

Rationale

District 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, districts 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 Proficiency in combined Reading and Math from 28.5% to 64.2% by 2023-2024 as measured by state-required academic assessments. This will be done by having a 7.15% growth each year.

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

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

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

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase Proficiency in combined Reading and Math from 28.5% to 35.6% 2018-2019 as measured by state-required academic assessments.	KCWP1 Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the standards at appropriate levels of rigor with fidelity.	KCWP1 Process: Arlington Elementary will use their PLC process for short-term curriculum review in order to monitor alignment between standards, learning targets, and assessments. The team will meet twice weekly to discuss outcomes, provide feedback, review data and plan next steps for instruction to increase collective efficacy (Hattie 2018 1.57)	Administration will monitor progress through review of PLC minutes implementation of the Plan, Do, Study, Act process and review of lesson plans. Data will be kept through minutes and review of individual ASW (analyzing student work reports from teachers.) This will lead to revisions of lesson plans which will lead to student increase of achievement. This will be embedded in the 30-60-90 day plan.		District Staffing Allocation: School-based Instructional Specialist
		KCWP1 Process: Implement evidenced-based, best practice/high	Success will be measured by using		District Title 2 funds for Hattie and

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		yield instructional strategies of questioning and feedback (Hattie.70) to aid in curricular adjustments when students fail to meet mastery.	ELEOT walkthrough data to reflect increase in the High Expectations Learning Environment (B4)of higher order questioning and feedback in the classroom instruction		Associates Professional Learning around feedback (Shirley Clark training)

Fully Implemented	Partially Implemented	Not Implemented
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Horizon Goal:

- Goal 1 (*State your proficiency goal*): Increase Proficiency in combined Reading and Math from 28.5% to 64.2% by 2022-2023 as measured by state-required academic assessments. This will be done by having a 7.15% growth each year.

180 Day Goal:

- Objective 1 Increase Proficiency in combined Reading and Math from 28.5% to by 35.6% 2018-2019 as measured by state-required academic assessments.

In the first 30 days, we will know we are successful when:

- We see an increase in proficiency in reading and math using weekly formative data.

The measures/evidence we will use are:

- Weekly formative data points in reading and math.

First 30 days action strategies:	Who is responsible (team leader(s)?)	Deadline?	What is the plan for communication?
<ul style="list-style-type: none"> • Teachers will collect formative data points weekly to be turned into SBIS (school based instructional specialist) this will be kept on a google document to review during PLC weekly. 	Teachers and SBIS	weekly	During PLC meetings and documented in minutes.
<ul style="list-style-type: none"> • 			
<ul style="list-style-type: none"> • 			
<ul style="list-style-type: none"> • 			

If we are not successful, we will:

- Modify lesson plans based on data. Modification will be documented in weekly lesson plans that are turned into administration.

In 60 days, we will know we are successful when:

- We see an increase in proficiency in reading and math.

The measures/evidence we will use are:

- We will use district unit assessment data as well as MAP data to show growth.

60 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
<ul style="list-style-type: none"> Teachers will continue to fill out their ASW (analyze student work) using Data Wise protocols. These are completed after every district unit assessment and reviewed during PLC. 	Teachers PGE coach	Monthly, end of unit assessment s	This is discussed during weekly PLC meeting and outlined in minutes.
<ul style="list-style-type: none"> Increase in teacher specific feedback to students through the use of ELEOT walkthroughs 	Teachers and administration	monthly	ELEOT information sent to teachers after walkthrough completed. ELEOT data will be shared with all staff during staff meetings.
<ul style="list-style-type: none"> Increase in the level of questions teachers are asking through the use of ELEOT walkthroughs 	Teachers and administration	monthly	ELEOT information sent to teachers after walkthrough completed. ELEOT data will be shared with all staff during staff meetings.
<ul style="list-style-type: none"> Lesson plans will be aligned to state standards 	Teachers SBIS and PGE coach	weekly	During PLC on Tuesdays and Wednesdays with minutes reviewed.
<ul style="list-style-type: none"> 			
If we are not successful, we will:			
<ul style="list-style-type: none"> Modify lesson plans based on data. Modification will be documented in weekly lesson plans that are turned into administration. 			

In 90 days, we will know we are successful when:
➤

The measures/evidence we will use are:

- Continue to use district unit assessment data as well as MAP data

90 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
<ul style="list-style-type: none"> Analysis of student data to monitor mastery of standards (weekly assessments, exit slips, and student work) to assess results in changes to curriculum and instructional delivery. 	Teachers, PGE coach, SBIS, principal	November and on- going	This will we done through PLC time with monitoring and construction on lesson plans, formative data trackers, ASW, and PLC minutes.
<ul style="list-style-type: none"> 			
<ul style="list-style-type: none"> 			
<ul style="list-style-type: none"> 			

If we are not successful, we will:			
<ul style="list-style-type: none"> We will make modifications to lesson plans. Lesson plans are turned into administration weekly on Fridays for the upcoming week of instruction. 			
In 120 days, we will know we are successful when:			
➤			
The measures/evidence we will use are:			
<ul style="list-style-type: none"> Continue to use district unit assessment data as well as MAP data 			
120days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
<ul style="list-style-type: none"> Students and teachers will use formative assessment data to evaluate student learning and determine student needs to guide differentiated instruction for all students. 	Teachers, PGE coach, SBIS, principal	January and ongoing	This will be communicated through PLC meetings with documents being kept such as formative data tracker, lesson plans and student and teacher data binders.
<ul style="list-style-type: none"> Staff will have professional learning on differentiated instruction. 	SBIS and district staff	January and ongoing	This will be communicated through PLC meetings with documents being kept such as formative data tracker, lesson plans and student and teacher data binders.
<ul style="list-style-type: none"> 			
If we are not successful, we will:			
<ul style="list-style-type: none"> 			
In 150 days, we will know we are successful when:			
➤			
The measures/evidence we will use are:			
<ul style="list-style-type: none"> 			
150 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?

<ul style="list-style-type: none"> Increase in teacher specific feedback to students through the use of ELEOT walkthroughs 	Teachers and administration	November and ongoing	PLC meetings and staff meetings to share school wide results of ELEOT.
<ul style="list-style-type: none"> Lesson plans will be aligned to state standards 	Teachers, SBIS, PGE coach	November and ongoing	PLC meetings with reflections in minutes
<ul style="list-style-type: none"> Teachers will continue to fill out their ASW (analyze student work) using Data Wise protocols. These are completed after every district unit assessment and reviewed during PLC. 	teachers	November and ongoing	PLC meetings and staff meetings.
<ul style="list-style-type: none"> 			
<ul style="list-style-type: none"> 			
<ul style="list-style-type: none"> 			
If we are not successful, we will:			
<ul style="list-style-type: none"> Make adjustments/modifications to lesson plans. 			
In 180 days, we will know we are successful when:			
<ul style="list-style-type: none"> ➤ Student proficiency indicator on KPREP will reach 70% (2018 results 44.4% reading and 43.2% in math). Student proficiency for MAP will reach 60% (currently Spring 2018 data at 36% reading and 34% math) 			
The measures/evidence we will use are:			
<ul style="list-style-type: none"> KRREP and MAP data 			
180 days action strategies:	Who is responsible (team leader(s)?)	Deadline?	What is the plan for communication?
<ul style="list-style-type: none"> Students and teachers will use formative assessment data to evaluate student learning and determine student needs to guide differentiated instruction for all students. 			
<ul style="list-style-type: none"> Staff will have professional learning on differentiated instruction. 			
<ul style="list-style-type: none"> 			
<ul style="list-style-type: none"> 			

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If we are not successful, we will:			
<ul style="list-style-type: none"> Continue summer learning for staff in differentiated instruction and using data for instruction as well as provided extended learning in the summer for our students (Young Scholars program from the district) 			

Projected Next Steps:
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2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): Increase the Proficient/Distinguish in the area of On-Demand writing from 16% to 51.75% by the year 2023-2023 as measured by state-required academic assessments.

<p>Which Strategy will the district use to address this goal? (<i>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.</i>)</p> <ul style="list-style-type: none"> 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>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.</i>)</p> <ul style="list-style-type: none"> 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 	<p>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.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase in students scoring Proficient/Distinguished in	KCWP2 Develop a systematic approach for the design and delivery of instruction in order	KCWP 2 Practice: Ensure ongoing professional development in the area of best practices/high yield	Staff feedback after PL to assess understanding and		No funding required

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
the area of On-Demand Writing from 16% to 23.15% as measured by state required academic assessments by 2018-2019.	to ensure that all students are being taught the standards at appropriate levels of rigor with fidelity.	instructional strategies to increase writing fluency. (grades 3-5)	readiness to implement learned strategies. Evidence of application will be reviewed through lesson plans and class observations.		
		KCWP2 Practice: Ensure that formative assessment practices allow students to understand writing goals and standards, where they currently are, and how they can improve in writing to close the gap through use of rubrics and the evidence-based practice of providing feedback (Hattie .70) when evaluating writing samples.	Monthly review of student work products from student writing folders during PLCs including providing feedback based on scoring rubrics		Striving Readers Grant funds Kentucky Writing Project Professional Learning.

Fully Implemented	Partially Implemented	Not Implemented
Horizon Goal:		
<ul style="list-style-type: none"> Goal 2 (State your separate academic indicator goal): Increase the Proficient/Distinguish in the area of On-Demand writing from 16% to 51.75% by the year 2023-2024 as measured by state-required academic assessments. 		
180 Day Goal: Objective 1: Increase in Proficient/Distinguished in the area of On-Demand Writing from 16% to 23.15% as measured by state required academic assessments by 2018-2019.		
<ul style="list-style-type: none"> 		

In the first 30 days, we will know we are successful when:

➤ When students are showing improvements with their writing through using rubric scoring.

The measures/evidence we will use are:

- Student writing samples being scored with rubrics

First 30 days action strategies:

First 30 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
<ul style="list-style-type: none"> • GT teacher and PGE coach work to build On-Demand units of study for grades K-5. Writing folder checks occur with GT teacher using rubrics to score student work. 	GT teacher and PGE coach	monthly	The units of study are reviewed during PLC time and GT teacher provides modeling and resources as needed.
<ul style="list-style-type: none"> • Grades 3-5 will be attending professional learning from KY Writing Project 	Teachers and district staff	Dec. Jan. and Feb.	Teachers are working with district staff and have signed up for the first training in December with the KY Writing Project.
<ul style="list-style-type: none"> • 			
<ul style="list-style-type: none"> • 			
<ul style="list-style-type: none"> • 			
<ul style="list-style-type: none"> • 			
<ul style="list-style-type: none"> • 			
<ul style="list-style-type: none"> • 			
<ul style="list-style-type: none"> • 			

If we are not successful, we will:

- Modify lesson plans to include writing instruction to meet the needs of students.

In 60 days, we will know we are successful when:

➤ When students are showing improvements with their writing using rubric scoring.

The measures/evidence we will use are:

- Student writing samples being scored with rubrics

60 days action strategies:

60 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?

<ul style="list-style-type: none"> GT teacher and PGE coach work to build On-Demand units of study for grades K-5. Writing folder checks occur with GT teacher using rubrics to score student work. 	GT teacher and PGE coach and classroom teachers	monthly	The units of study are reviewed during PLC time and GT teacher provides modeling and resources as needed.
<ul style="list-style-type: none"> Grades 3-5 will be attending professional learning from KY Writing Project 	3-5 teachers and district staff	Dec. Jan. Feb.	Teachers are working with district staff and have signed up for the first training in December with the KY Writing Project.
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If we are not successful, we will:			
<ul style="list-style-type: none"> Modify lesson plans to include writing instruction to meet the needs of students. 			

In 90 days, we will know we are successful when:

The measures/evidence we will use are: rubrics for writing and writing folder check (student work samples)

90 days action strategies:	Who is responsible (team leader(s)?)	Deadline?	What is the plan for communication?
<ul style="list-style-type: none"> GT teacher and PGE coach work to build On-Demand units of study for grades K-5. Writing folder checks occur with GT teacher using rubrics to score student work. 	Teachers, PGE coach, GT teacher	monthly	The units of study are reviewed during PLC time and GT teacher provides modeling and resources as needed.
<ul style="list-style-type: none"> Grades 3-5 will be attending professional learning from KY Writing Project 	Teachers, PGE coach, GT teacher	Dec, Jan, Feb	Teachers are working with district staff and have signed up for the first training in December with the KY Writing Project.
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If we are not successful, we will:			

- Additional training from the district for writing.

In 120 days, we will know we are successful when:

- When students are showing improvements with their writing using rubric scoring.

The measures/evidence we will use are:

- Student writing samples with rubrics and written response scores on district assessments.

120days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
<ul style="list-style-type: none"> • GT teacher and PGE coach work to build On-Demand units of study for grades K-5. Writing folder checks occur with GT teacher using rubrics to score student work. 	Teachers, PGE coach, GT teacher	monthly	The units of study are reviewed during PLC time and GT teacher provides modeling and resources as needed.
<ul style="list-style-type: none"> • Grades 3-5 will be attending professional learning from KY Writing Project 	Teachers, PGE coach, GT teacher	Dec, Jan., Feb.	Teachers are working with district staff and have signed up for the first training in December with the KY Writing Project.
<ul style="list-style-type: none"> • 			
<ul style="list-style-type: none"> • 			
<ul style="list-style-type: none"> • 			
<ul style="list-style-type: none"> • 			

If we are not successful, we will:

- Modifications will be made to writing lesson plans and professional learning will take place in the area of writing.

In 150 days, we will know we are successful when:

- When we see student writing samples increase with rubric scores as well as written responses for district assessments are reaching proficiency.

The measures/evidence we will use are:

- Student work samples for writing with rubric and written responses on district assessments.

150 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
<ul style="list-style-type: none"> GT teacher and PGE coach work to build On-Demand units of study for grades K-5. Writing folder checks occur with GT teacher using rubrics to score student work. 	Teachers, PGE coach, GT teacher	monthly	The units of study are reviewed during PLC time and GT teacher provides modeling and resources as needed.
<ul style="list-style-type: none"> Grades 3-5 will be attending professional learning from KY Writing Project 	Teachers, PGE coach, GT teacher	Dec, Jan., Feb	Teachers are working with district staff and have signed up for the first training in December with the KY Writing Project.
<ul style="list-style-type: none"> 			
<ul style="list-style-type: none"> 			
<ul style="list-style-type: none"> 			
<ul style="list-style-type: none"> 			
If we are not successful, we will:			
<ul style="list-style-type: none"> 			
In 180 days, we will know we are successful when: <ul style="list-style-type: none"> ➤ When we have increased our proficiency scores for on-demand writing through state assessments. 			
The measures/evidence we will use are:			
<ul style="list-style-type: none"> State assessment on-demand scores 			
180 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
<ul style="list-style-type: none"> Analyze state test results in the area of on-demand writing 	Teachers and administration	October 2019	This will happened during PLC and whole staff meetings.
<ul style="list-style-type: none"> 			
<ul style="list-style-type: none"> 			
<ul style="list-style-type: none"> 			
<ul style="list-style-type: none"> 			
<ul style="list-style-type: none"> 			

If we are not successful, we will:

- Review our writing plan for the school and make needed revisions and conduct professional learning in the area of writing.

Projected Next Steps:

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3: Gap

Goal 3 (State your Gap goal): Increase the Proficient/Distinguish scoring percentage of African American students in the area of Reading from 16.5% to 52.25% and in the area of math from 13.7% to 49.45% by the year 2023-2024.

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

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

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

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the Proficient/Distinguish percentage of African American students in the area of Reading from 16.5% to 23.6% by 2018-2019 as	KCWP2 Develop a systematic approach for the design and delivery of Culturally Responsive Teaching and Learning instruction in order to ensure that all students are being taught the standards at	KCWP 2 Process: The school and turn around leadership team will collaborate with district culturally responsive teaching and learning and ELL specialists to monitor	Plus Deltas, implementation data will be collected using ELEOT walkthrough to measure the		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
measured by state academic assessments.	appropriate levels of rigor with fidelity.	implementation of identified evidence-based strategies to include vocabulary (Hattie .62 effect size)	frequency of vocabulary strategies being used in the classroom. Principal will monitor implementation through 30, 60, 90 plan check and communicate results with the school Advisory council.		
	KCWP6 Improve and sustain the learning culture and environmental systems in order to ensure classrooms plan activities, and assessments incorporate culturally responsive practices.	KCWP6 Practice: School leadership team will plan professional learning around cultural responsive practices of intentional vocabulary instruction Hattie (.62 effect size) Professional learning will be job embedded monthly.	Success will be measured through review of ELA lesson plans to ensure curricular and assessment measures show intentional embedding of vocabulary instruction.		No funding Required
Objective 2: Increase the Proficient/Distinguished percentage of African American students in the area of math from 13.7% to 20.8% by 2018-2019 as measured by state academic assessments.	KCWP6 Improve and sustain the learning culture and environmental systems in order to ensure classrooms plan activities, and assessments incorporate culturally responsive practices.	KCWP6 Practice: School leadership team will plan professional learning around evidence-based, culturally responsive practices of intentional vocabulary instruction (Hattie .62) Professional learning will be job embedded monthly.	Success will be measured through review of Math lesson plans to ensure curricular and assessment measures show intentional embedding of vocabulary instruction.		No funding Required

Fully Implemented	Partially Implemented	Not Implemented
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Horizon Goal:

- Goal 3 (*State your Gap goal*): Increase the Proficient/Distinguish scoring percentage of African American students in the area of Reading from 16.5% to 52.25% and in the area of math from 13.7% to 49.45% by the year 2023-2024.

180 Day Goal:

Objective 1: Increase the Proficient/Distinguish percentage of African American students in the area of Reading from 16.5% to 23.6% by 2018-2019 as measured by state academic assessments. Objective 2: Increase the Proficient/Distinguished percentage of African American students in the area of math from 13.7% to 20.8% by 2018-2019 as measured by state academic assessments.

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In the first 30 days, we will know we are successful when:

- When we see an increase in proficiency in the areas of reading and math for our African American students.

The measures/evidence we will use are:

- PLC and lesson plan documents reflect use of standards-based instruction. Instructional delivery demonstrates understanding of the standards as measured by walk-through data. Analysis of student data (weekly assessments, exit slips, and student work).

First 30 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
<ul style="list-style-type: none"> • Differentiated coaching to build teachers' capacity to unpack standards and lesson planning; ongoing feedback and observation data collection for evidence of success and to determine next steps. 	PGE, SBIS, principal	September and ongoing	PLC planning using curriculum maps, pacing guides, CCSS, District instructional programs, ELEOT tool
<ul style="list-style-type: none"> • Ensure teaching language and instruction match the standards (focus on achieving desired KPREP results through coaching sessions and observations). 	Teachers, PGE, SBIS, principal	September and ongoing	PLC planning using curriculum maps, pacing guides, CCSS, District instructional programs, ELEOT tool, lesson plan protocol, and student work.
<ul style="list-style-type: none"> • 			
<ul style="list-style-type: none"> • 			

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If we are not successful, we will:

- We will make modifications to lesson plans that are documented and carried through.

In 60 days, we will know we are successful when:

- Instructional delivery consistently demonstrates understanding of the standards according to walkthrough data. There is a 3% increase in Benchmark, MAP, and unit test results per student, class, and grade level.

The measures/evidence we will use are:

- Benchmark, MAP and unit test results

60 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
• Professional development on evidence-based strategies for reading and writing.	Administration school/district SBIS	Nov. and ongoing	PLC: protocols and processes to evaluate programs, strategies, and practices to determine if they are evidence-based.
• Common definition for rigor and what constitutes high expectations for student learning and academic behaviors based on the Common Core Standards (grade level expectations and student outcomes).	Teachers, PGE, SBIS, and principal	Jan. (definition only)	This will be discussed during whole school staff meetings.
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If we are not successful, we will:

- Adjustments will be made to lesson plans.

In 90 days, we will know we are successful when:

- Increase in mentor opportunities for students this will be hours logged for volunteering and kept with FRC and district equity office.

The measures/evidence we will use are:			
<ul style="list-style-type: none"> Increase of diverse mentoring kept with volunteer logs. 			
90 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
<ul style="list-style-type: none"> FRC and administration will reach out to other organizations that provide diversity in their programs and mentorships. 	FRC and administration	Nov. and ongoing	Discuss during FRC advisory meetings and documented in minutes.
<ul style="list-style-type: none"> Survey parents to assess skills to ensure they are engaged in meaningful experiences that they value within the school. 	FRC, teachers, EBOC support specialist	Jan.	Class Do-jo survey that is translated in home language.
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If we are not successful, we will:			
<ul style="list-style-type: none"> Continue our collaborative efforts with the equity office at the district for additional help in professional learning opportunities. 			
In 120 days, we will know we are successful when:			
<ul style="list-style-type: none"> ➤ Increase in mentor opportunities for students this will be hours logged for volunteering and kept with FRC and district equity office. 			
The measures/evidence we will use are:			
<ul style="list-style-type: none"> Increase of diverse mentoring kept with volunteer logs. 			
120days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
<ul style="list-style-type: none"> Establish a team of parents that meets with principal on regular basis provides input and serves as liaison for their community. 	Principal and FRC	January and ongoing	Will send invite out to parents for interest and follow up with phone calls.
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If we are not successful, we will:

- Continue our collaborative efforts with the equity office at the district for additional help in professional learning opportunities.

In 150 days, we will know we are successful when:
 ➤ Increase in mentor opportunities for students this will be hours logged for volunteering and kept with FRC and district equity office.

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The measures/evidence we will use are:

- Increase of diverse mentoring kept with volunteer logs.

150 days action strategies:	Who is responsible (team leader(s)?)	Deadline?	What is the plan for communication?
• FRC and administration will reach out to other organizations that provide diversity in their programs and mentorships.	FRC, teachers, EBOC support specialist	Nov. and ongoing	Discuss during FRC advisory meetings and documented in minutes.
• Establish a team of parents that meets with principal on regular basis provides input and serves as liaison for their community.	Principal and FRC	Jan. and ongoing	Will send invite out to parents for interest and follow up with phone calls.
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If we are not successful, we will:

- Continue our collaborative efforts with the equity office at the district for additional help in professional learning opportunities.

In 180 days, we will know we are successful when:

➤ **There will be a 2% increase in the diversity of school mentors, events, and community partnerships.**

The measures/evidence we will use are:

- Increase of diverse mentoring kept with volunteer logs.

180 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
• Have end of year meeting to look at data from mentoring efforts	Principal, FRC, EBOC support specialist	June	Meeting minutes.
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If we are not successful, we will:

- Continue our collaborative efforts with the equity office at the district for additional help in professional learning opportunities.

Projected Next Steps:

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4: Growth

Goal 5 (State your Growth goal): Decrease the percentage of students progressing from the growth indicator of Less than Catch Up from 50% to 30% in Reading and 53% to 33% in Math by the year 2022-2023 as measured by state-required academic assessments.

<p>Which Strategy will the district use to address this goal? (<i>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.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>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.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>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.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percentage of African American students progressing from Less Than Catch Up from 50% to 41% in Reading and 53% to 42% in Math by 2018-2019 as measure by state-required academic assessments.	KCWP4 Develop a systemic approach to reviewing analyzing and applying data results to determine students' needs to ensure that at least 80% of students falling below proficiency meet growth goals.	KCWP4 Process: Develop a clearly defined RTI process using data wise tools and questions (Harvard: Boudett, City and Murnane 2017) to develop a protocol and monitoring tool for selecting and monitoring the impact of tiered intervention services	School administration will utilize the academic intervention diagnostic checklist to monitor impact of MTSS systems by comparing baseline data with progress monitoring data Fortier 2 and tier 3 services		No funding Required
		KCWP4 Process Ensure fidelity of implementation of the ESSA Evidence-based programs: SuccessMaker (Level 3) and	Data will be collected through using the SuccessMaker Math and Imagine Learning		District Funds for purchase of Evidence-based programs.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Imagine Learning (Level 2) (Accelerated Learning Lab) to ensure formative, interim and summative assessment results are used appropriately to determine tiered intervention needs.	data platform. Reports will be reviewed with teachers bi-weekly to measure growth.		Allocation of this funding reduces barriers for consistently underperforming students and ensures resources are aligned to the needs of our students and are Evidence-based.
	KCWP 5 Implement a processes to ensure appropriate academic interventions are taking place to meet the needs of all students.	KCWP 5 Practice: Implement an Extended Learning Lab to provide after school instruction for an additional 2 hours (in areas of reading and math to so Evidence-based programs can be implemented and personal student learning can propel student achievement. The selected resources are SuccessMaker for Math and Imagine Learning for Reading. These are aligned to student needs and meet the criteria for Evidence-based ESSA levels 1 and 2.	Data will be collected through use of assessment platforms in SuccessMaker Math and Imagine Learning reports. Reports will be reviewed with teachers bi-weekly to measure student growth and mastery of prerequisite skills and standards.		District Funds for Accelerated Learning Lab to include: resources, stipends, transportation and snack

Fully Implemented	Partially Implemented	Not Implemented
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Horizon Goal:

- Goal 5 (State your Growth goal): Decrease the percentage of students progressing from the growth indicator of Less than Catch Up from 50% to 30% in Reading and 53% to 33% in Math by the year 2023-2024 as measured by state-required academic assessments.

180 Day Goal:

- Objective 1: Decrease the percentage of African American students progressing from Less Than Catch Up from 27% to 13.5% in Reading and Math by 2018-2019 as measure by state-required academic assessments

In the first 30 days, we will know we are successful when:

- When we see an increase in African American student moving from category of Less Than Catch Up.

The measures/evidence we will use are:

- Data on unit district assessments, daily exit slips. This will be documented through teachers ASW (analyze student work forms).

First 30 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
<ul style="list-style-type: none"> • Teachers will collect formative data points and turn into SBIS weekly, these will be discussed during PLC meetings. 	Teachers, SBIS	December and ongoing	PLC meetings and documented in minutes.
<ul style="list-style-type: none"> • 			
<ul style="list-style-type: none"> • 			
<ul style="list-style-type: none"> • 			
<ul style="list-style-type: none"> • 			

If we are not successful, we will:

- Adjustments will be made to lesson plans according to what the data is telling us.

In 60 days, we will know we are successful when:

- When we see an increase in African American student moving from category of Less Than Catch Up.

The measures/evidence we will use are:			
<ul style="list-style-type: none"> Data on unit district assessments, daily exit slips. This will be documented through teachers ASW (analyze student work forms). 			
60 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
<ul style="list-style-type: none"> Students will keep individual data folders to monitor their individual progress in grades K-5. Teachers will also keep their data folders. These tools will be used to monitor data and complete goal setting. 	Teachers, students, administration	November and ongoing	Training was provided in how to develop data folders during PLC in September. These will be reviewed during post observation conferences with administration.
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If we are not successful, we will:			
<ul style="list-style-type: none"> Adjustments will be made to lesson plans according to what the data is telling us. 			

In 90 days, we will know we are successful when:

- When we see an increase in African American student moving from category of Less Than Catch Up.

The measures/evidence we will use are:			
<ul style="list-style-type: none"> Data on unit district assessments, daily exit slips. This will be documented through teachers ASW (analyze student work forms). 			
90 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
<ul style="list-style-type: none"> Students will keep individual data folders to monitor their individual progress in grades K-5. Teachers will also keep their data folders. These tools will be used to monitor data and complete goal setting. 	Teachers, students, administration	November and ongoing	Training was provided in how to develop data folders during PLC in September. These will be reviewed during post observation conferences with administration.
<ul style="list-style-type: none"> Teachers will collect formative data points and turn into SBIS weekly, these will be discussed during PLC meetings. 	Teachers, SBIS	December and ongoing	PLC meetings and documented in minutes.
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If we are not successful, we will:			
• Adjustments will be made to lesson plans according to what the data is telling us.			
In 120 days, we will know we are successful when:			
➤ When we see an increase in African American student moving from category of Less Than Catch Up.			
The measures/evidence we will use are:			
• Data on unit district assessments, daily exit slips. This will be documented through teachers ASW (analyze student work forms).			
120days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
• Students will keep individual data folders to monitor their individual progress in grades K-5. Teachers will also keep their data folders. These tools will be used to monitor data and complete goal setting.	Teachers, students, administration	November and ongoing	Training was provided in how to develop data folders during PLC in September. These will be reviewed during post observation conferences with administration.
• Teachers will collect formative data points and turn into SBIS weekly, these will be discussed during PLC meetings.	Teachers, SBIS	December and ongoing	PLC meetings and documented in minutes.
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If we are not successful, we will:			
• Adjustments will be made to lesson plans according to what the data is telling us.			
In 150 days, we will know we are successful when:			
➤ When we see an increase in African American student moving from category of Less Than Catch Up.			
The measures/evidence we will use are:			

<ul style="list-style-type: none"> Data on unit district assessments, daily exit slips. This will be documented through teachers ASW (analyze student work forms). 			
150 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
<ul style="list-style-type: none"> Students will keep individual data folders to monitor their individual progress in grades K-5. Teachers will also keep their data folders. These tools will be used to monitor data and complete goal setting. 	Teachers, students, administration	November and ongoing	Training was provided in how to develop data folders during PLC in September. These will be reviewed during post observation conferences with administration.
<ul style="list-style-type: none"> Teachers will collect formative data points and turn into SBIS weekly, these will be discussed during PLC meetings. 	Teachers, SBIS	December and ongoing	PLC meetings and documented in minutes.
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If we are not successful, we will:			
<ul style="list-style-type: none"> Adjustments will be made to lesson plans according to what the data is telling us. 			
In 180 days, we will know we are successful when:			
<ul style="list-style-type: none"> ➤ When we decrease the percentage of African American students progressing from Less Than Catch Up from 27% to 13.5% in Reading and Math by 2018-2019 as measure by state-required academic assessments 			
The measures/evidence we will use are:			
<ul style="list-style-type: none"> Data from state assessments 			
180 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
<ul style="list-style-type: none"> Administration and staff will review and analyze state assessment data 	Teachers and administration	September /October 2019	Staff will attend staff meeting to analyze state assessment results.
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If we are not successful, we will:

- Revisit school improvement plan and make adjustments according.

Projected Next Steps:

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5: Transition Readiness

Goal 5 (State your Transition Readiness goal): Increase the percentage of students who are “transition ready” in reading from 25.8% On Track to 61.5% On Track AND in math from 31.8% On Track to 67.5% On Track by the year 2023, as measured by reaching grade level benchmarks on the district selected assessment, MAP ACT Projected Proficiency.

<p>Which Strategy will the district use to address this goal? (<i>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.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>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.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>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.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percentage of students who are transition ready in reading	KCWP 4 Review, Analyze and Apply Data- Implement a systemic approach for	KCWP4 Practice: Teachers will lead students in the Evidence-based practice of goal setting (Hattie .68)	Students will track their progress through data sheets/individual		No funding required

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>from 25.8% to 32.9% and in the area of math from 31.8% to 38.9% in year 2018-2019 as measured by MAP</p>	<p>students to be actively involved in knowing their own data and making decisions about their own learning.</p>	<p>and monitoring through use of individual data folders to monitor progress towards proficiency. This practice 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.</p>	<p>data folders using data from unit assessments, formative assessments, MAP, and state assessments. Teachers and administration will review data folders monthly through conferences</p>		

Fully Implemented	Partially Implemented	Not Implemented
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Horizon Goal:

- Goal 6 (*State your Transition Readiness goal*): Increase the percentage of students who are “transition ready” in reading from 25.8% On Track to 61.5% On Track AND in math from 31.8% On Track to 67.5% On Track by the year 2023, as measured by reaching grade level benchmarks on the district selected assessment, MAP ACT Projected Proficiency.

180 Day Goal:

- Objective 1: Increase the percentage of students who are transition ready in reading from 25.8% to 32.9% and in the area of math from 31.8% to 38.9% in year 2018-2019 as measured by MAP

In the first 30 days, we will know we are successful when:

- When we see an increase in proficiency of our fifth grade students on MAP testing.

The measures/evidence we will use are:

- MAP results

First 30 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
<ul style="list-style-type: none"> Develop partnerships with local mentoring groups and school feeder pattern for middle and high school leadership mentoring programs such as : Make Me into a Man Total Grace Baptist Church, Distinguished Gentleman Bryan Station Middle and High School. 	Child guidance specialist, Social Worker and EBOC support district specialist	Dec. and ongoing	EBOC specialist will conduct meeting and invite those responsible to attend to set up process to get the mentoring started.
Teachers will lead students in academic goalsetting and monitoring through use of individual data folders to monitor progress towards proficiency. <ul style="list-style-type: none"> This practice 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. 	Students and teachers	September and ongoing	Training was provided in how to develop data folders during PLC in September. These will be reviewed during post observation conferences with administration.
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If we are not successful, we will:			
• We will adjust lesson plans to include skills in MAP learning continuum are also covered to meet student needs.			

In 60 days, we will know we are successful when:
 ➤ When we see an increase in proficiency of our fifth grade students on MAP testing.

The measures/evidence we will use are:

- MAP data

60 days action strategies:	Who is responsible (team leader(s)?)	Deadline?	What is the plan for communication?
<ul style="list-style-type: none"> • Develop partnerships with local mentoring groups and school feeder pattern for middle and high school leadership mentoring programs such as : Make Me into a Man Total Grace Baptist Church, Distinguished Gentleman Bryan Station Middle and High School. 	Child guidance specialist, Social Worker and EBOC support district specialist	Dec. and ongoing	EBOC specialist will conduct meeting and invite those responsible to attend to set up process to get the mentoring started.
Teachers will lead students in academic goalsetting and monitoring through use of individual data folders to monitor progress towards proficiency. <ul style="list-style-type: none"> • This practice 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. 	Students and teachers	September and ongoing	Training was provided in how to develop data folders during PLC in September. These will be reviewed during post observation conferences with administration.
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If we are not successful, we will:

- We will adjust lesson plans to include skills in MAP learning continuum are also covered to meet student needs.

In 90 days, we will know we are successful when:
 ➤ When we see an increase in proficiency of our fifth grade students on MAP testing.

The measures/evidence we will use are:			
<ul style="list-style-type: none"> MAP testing 			
90 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
<ul style="list-style-type: none"> Develop partnerships with local mentoring groups and school feeder pattern for middle and high school leadership mentoring programs such as : Make Me into a Man Total Grace Baptist Church, Distinguished Gentleman Bryan Station Middle and High School. 	Child guidance specialist, Social Worker and EBOC support district specialist	Dec. and ongoing	EBOC specialist will conduct meeting and invite those responsible to attend to set up process to get the mentoring started.
<p>Teachers will lead students in academic goalsetting and monitoring through use of individual data folders to monitor progress towards proficiency.</p> <ul style="list-style-type: none"> This practice 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. 	Students and teachers	September and ongoing	Training was provided in how to develop data folders during PLC in September. These will be reviewed during post observation conferences with administration.
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If we are not successful, we will:			
<ul style="list-style-type: none"> We will adjust lesson plans to include skills in MAP learning continuum are also covered to meet student needs. 			
In 120 days, we will know we are successful when:			
<ul style="list-style-type: none"> ➤ When we see an increase in proficiency of our fifth grade students on MAP testing. 			
The measures/evidence we will use are:			
<ul style="list-style-type: none"> MAP data 			
120days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?

<ul style="list-style-type: none"> Develop partnerships with local mentoring groups and school feeder pattern for middle and high school leadership mentoring programs such as : Make Me into a Man Total Grace Baptist Church, Distinguished Gentleman Bryan Station Middle and High School. 	Child guidance specialist, Social Worker and EBOC support district specialist	Dec. and ongoing September and ongoing g	EBOC specialist will conduct meeting and invite those responsible to attend to set up process to get the mentoring started.
<p>Teachers will lead students in academic goalsetting and monitoring through use of individual data folders to monitor progress towards proficiency.</p> <ul style="list-style-type: none"> This practice 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. 	Students and teachers	September and ongoing	Training was provided in how to develop data folders during PLC in September. These will be reviewed during post observation conferences with administration.
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If we are not successful, we will:			
<ul style="list-style-type: none"> We will adjust lesson plans to include skills in MAP learning continuum are also covered to meet student needs. 			
In 150 days, we will know we are successful when:			
➤ When we see an increase in proficiency of our fifth grade students on MAP testing.			
The measures/evidence we will use are:			
<ul style="list-style-type: none"> MAP data 			
150 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
<ul style="list-style-type: none"> Develop partnerships with local mentoring groups and school feeder pattern for middle and high school leadership mentoring programs such as : Make Me into a Man Total Grace Baptist Church, Distinguished Gentleman Bryan Station Middle and High School. 	Child guidance specialist, Social Worker and EBOC support district specialist	Dec. and ongoing	EBOC specialist will conduct meeting and invite those responsible to attend to set up process to get the mentoring started.

Teachers will lead students in academic goalsetting and monitoring through use of individual data folders to monitor progress towards proficiency. <ul style="list-style-type: none"> This practice 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. 	Students and teachers	September and ongoing	Training was provided in how to develop data folders during PLC in September. These will be reviewed during post observation conferences with administration.
•			
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If we are not successful, we will:			
<ul style="list-style-type: none"> We will adjust lesson plans to include skills in MAP learning continuum are also covered to meet student needs. 			
In 180 days, we will know we are successful when:			
<ul style="list-style-type: none"> Increase the percentage of students who are transition ready in reading from 25.8% to 32.9% and in the area of math from 31.8% to 38.9% in year 2018-2019 as measured by MAP 			
The measures/evidence we will use are:			
<ul style="list-style-type: none"> MAP data 			
180 days action strategies:	Who is responsible (team leader(s))?	Deadline?	What is the plan for communication?
<ul style="list-style-type: none"> Staff and administration will review growth MAP data for end of year 	Teachers and administration	May	This will take place during PLC meeting with agenda sent out and recorded in minutes.
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If we are not successful, we will: Adjust learning plan for new year and look at professional learning plan for the summer.			

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Projected Next Steps:

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Arlington Elementary Closing the Achievement Gap 2018

Phase Three: Closing the Achievement Gap Diagnostic

Arlington Elementary School

Kimberly Lippert
122 Arceme Ave
Lexington, Kentucky, 40505
United States of America

Last Modified: 12/07/2018

Status: Open

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

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

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

See attachment Arlington Elementary Gap Group spreadsheet.

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.

Arlington prides itself in having a good climate and culture for all students who attend. Arlington has been a PBIS school for the past 6 years. Please see attached surveys recently taken by students, staff, and parents.

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.

When looking at the data, Arlington has been successful in closing the gap with our Hispanic students. When looking at growth from previous year our Hispanic students made a growth cut score of 27.5 and our ELL plus students have a growth cut score of 25.8. Most of this growth was in the area of reading Hispanic at 18.3 and ELL plus at 17.1. Our Hispanic students were able to hit a proficiency cut score of 42.3 in reading and 50.4 in math. The student group Arlington continues to be concerned about is our African American student population. Growth for this group was at 10.8 overall with 13.7 in reading and 7.8 in math. The African American proficiency cut score in reading was 34.8 and 54.3 in math (celebration point)

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

The areas in which Arlington has shown improvements is the area of math for African American which had a proficiency cut score of 54.4%. Free and reduced lunch students at 43.2 cut score with proficiency in reading. We had overall increases in math for proficiency cut scores such as Hispanic 50.4 and Free and Reduced lunch students at 53.1. We also had some overall increases in the area of social studies with all students scoring 59 cut score: Hispanic with a 59.5 cut score, ELL plus with a 51.1 cut score and Free and Reduced lunch with a 56.7 cut score. In writing our Hispanic group showed the biggest improvement with a 52.1 cut score. Arlington reduced it's novice count in writing by 50% from the previous year. Arlington did not have a big enough special education population to count and get scores.

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

Content areas of concern for Arlington Elementary are: Reading African American with cut score of 34.8 and ELL plus with 37.9 cut score. Math ELL plus with cut score of 47.8 and Hispanic cut score of 50.4. Science all over first time scores were low for Arlington. All students with cut score of 35.5, White 33.4, African American 36.7, Hispanic 31.5, ELL plus 28, and Free/Reduced lunch 35.8. Social Studies African American with cut score of 39.3 and On-Demand writing with cut score of 28.6.

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).

Arlington Elementary professional learning this year will be in the area for reading and designing lesson plans with the new district reading program to ensure items are covering standards that must be taught. Arlington staff will also engage in questioning and discussion techniques to ensure that we are planning for and utilizing all levels of questioning. Arlington will also do professional learning around feedback that is being provided to our students. Arlington Elementary is currently

conducting an Accelerated Learning Lab that meets twice a week after school learning for 2 additional hours in the area of reading and math. This is a blended program in which SuccessMaker for math is being used and Imagine Learning for reading is being used for instruction. Data is collected and reviewed bi-weekly with administration.

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.

Arlington is working towards making sure that all lesson plans are aligned to the standards for learning, instead of just following a district adopted program for reading and math. We will use these programs as a framework for planning but during PLC time weekly make sure that all lessons are aligned and make adjustments to instruction as needed. We will let student data drive our instructional decisions and make adjustments accordingly. We will also work on the family engagement and bringing them more into the learning process through our family nights and events.

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.

Arlington's continuous improvement planning process involved our school leadership team which has representation from the school population. We meet monthly to discuss data and next steps for instruction. Team members are listed below. All planning and documents are then shared with the Advisory Council (since we no longer have SBDM) once a month for input. These documents are then uploaded to the school website to be viewed by all. Helen Muse: kindergarten teacher, Amanda Marshall: first grade teacher, Andrew Caudill: second grade teacher, Ashley Hartz: third grade teacher, Joy Shearer: fourth grade teacher, Alyssa Bacon: fifth grade teacher, Linzell Brundage: special education, Erica Williams: special education, Lani Belt: ELL, Dottie Fields: Special area, Lori Lazarri: guidance counselor, Chrystal Johnson: social worker, Linda Prater: FRC, Becky Blanton: PGE coach, Kim Lippert: principal. Advisory Council: Marilou Blevins: teacher, Laura Beth Sauiner: teacher, Chanda Halliday: teacher, Ryan Koch: parent, Marisha Hamilton: parent.

III. Planning the Work

Gap Goals

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

Goal 3 (State your Gap goal): Increase the Proficient/Distinguish scoring percentage of African American students in the area of Reading from 16.5% to 52.25% and in the area of math from 13.7% to 49.45% by the year 2023-2024.

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.

Find attached chart.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Arlington Elementary Gap Group Identification	Gap group chart for 2017.	I
 Arlington Measureable Gap Goal	Chart of Gap goal	III, III

Arlington Elementary Executive Summary 2018

Phase Three: Executive Summary for Schools

Arlington Elementary School

Kimberly Lippert
122 Arceme Ave
Lexington, Kentucky, 40505
United States of America

Last Modified: 12/07/2018

Status: Open

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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

Arlington Elementary was established as a one room school house in the early 1900s. It is located on the north side of Lexington in the North Limestone area. Arlington Elementary is a pre-K through 5th grade elementary school. Our current enrollment including preschool is 319. Arlington provides one unit of full day preschool as well as full day kindergarten. Arlington Elementary received a brand new renovation in 2010. Arlington is very proud of it's diverse student population. We are currently 27% Caucasian, 28% African American, 39% Hispanic, and 95% Free and Reduced. Arlington currently serves a large population of students who live at the poverty level. Although this can be a challenge, Arlington prides itself in having great community support and partnerships. Many of our dedicated community partners such as Lexington Sunrise Rotary, Midway University, Transy University, Embrace Church, Arlington Christian Church and the Common Good provide mentoring services, after school care, delivery of instruction, college tuition opportunities, and family support systems. Arlington's partnerships allow us as a school to meet academic and basic needs for our students and families.

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.

Arlington Elementary exists to provide, a positive, welcoming and safe environment for our school community to ensure our students are college and career ready to excel in a global society. As a school, we work towards our mission by having students actively engaged in rigorous instructional activities in both an independent and collaborative setting. Together, students and teachers will use assessments to evaluate student learning, and determine student needs to guide instruction. Our focus at Arlington is to meet the needs of all students at all academic levels through differentiated instruction. We are committed to building a strong educational environment with our students, staff, families and communities.

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.

Arlington Elementary is very proud of our achievement in the area of program reviews which include Arts and Humanities and physical education. Our current programs allow our students to shine in their individual strengths. Arlington takes pride in our school structures for instruction working through a multiple tier system of instruction to meet the needs of our students. Our

students continue to show academic growth in their learning using this tiered system known as SOAR time. Arlington continues to work on moving more students towards proficiency in the areas of reading and math. Arlington staff are currently engaged in professional learning on SLOP strategies, Hattie high yield strategies such as Questioning and Discussion techniques, feedback and explicit vocabulary instruction. Arlington staff have been trained through Data Wish protocols to analyze student data in order to change instructional practices to meet the learning needs of all 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.

Arlington Elementary prides itself as being a community school that provides students with many enrichment opportunities during and after school hours. We currently have a master schedule that includes a SOAR TIME (RTI block). This hour block of instruction allows students to get extra supports in the areas of reading and math as well as enrichment activities in both areas. Arlington is also very proud of our after school activities such as cheerleading, basketball, soccer, PAC, STLP, Science Explorers, Cooking Club, and an Accelerated Learning Lab. We currently have 4 staff members who are National Board Certified with our music teacher winning state music teacher of the year. We have also received the Bronze Award from the state for PBIS (positive behavior instruction school). We are very proud of our school community and students that we serve.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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