

## Phase One: Continuous Improvement Diagnostic 2018-2019

Phase One: Continuous Improvement Diagnostic

**Ashland Elementary School**

Shannon Blackburn  
195 N Ashland Ave  
Lexington, Kentucky, 40502  
United States of America

Target Completion Date: 09/30/2018

Last Modified: 11/03/2018

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.

From the TELL survey that was administered two years ago, the area of Professional Learning was a great need at Ashland Elementary. Teachers indicated there needed to be differentiated learning opportunities as it relates to professional development. As we move forward with our professional development plan for the current year as well as the future, opportunities for greater in depth learning needs to take place. Our lowest indicator on the TELL survey was 71.9%, regarding, teachers have sufficient training to fully utilize instructional technology. This year we have integrated Google training throughout the fall semester both after school and during the school day. At the completion of the Google Training, teachers will complete the Level 1 Google certification test. From the parent survey administered in the Fall of 2018, 66% of parents reported students were often asked to complete worksheets, 57% of parents reported student listen to their teacher during instruction and only 29% of parents reported "I am interested in your answer." As Ashland moves forward, additional communication with families regarding the expectations in class will be focused on students being asked to explain their thinking. Students and teachers will work together to develop daily outcome and success criteria standards throughout all components of the school day. In addition, weekly classroom newsletters will be shared with Ashland families to communicate the major learning targets and outcomes of the grade level. Embedded in the weekly newsletter from the principal, focused objective and outcomes will be included such as "This month in \_\_\_\_\_ grade we are focusing on..." As the Fall 2018 parent survey also reveals, student thinking being a major component of parent awareness with 40% of parents supporting the phrase "You will be working on..." An intentional focus regarding metacognition training and deeper thinking will be a integrated into faculty meetings and professional learning communities. As related to TELL KY survey, especially as identified in the professional learning tab, teachers are often asked and reflective on the question of "what is your area of greatest need?" Surveys will be offered through the year to collect teacher voice as well as next steps. Based on the teacher survey results, professional development will be aligned and embedded in the PBIS committee and Curriculum, Instruction and Assessment committee notes and practices. These committees meet a minimum of once a month, but as the year progresses all stakeholders will be asked to focus on integrating the CSIP and all the various facets for school improvement. Conditions in the school will focus on improving professional development and teacher input especially in the area of encouraging student thinking. Outcomes and success criteria for each day will be communicated to the parents regularly so all stakeholders are involved in the education of the students at Ashland.

#### **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.

Parent's will be invited to participate in SBDM committees, PBIS and Curriculum, Instruction and Assessment, as well as Family Resource Center, PTA, The Arts, Community Partnership and Student Council. All parents will be informed of the various committees through the weekly/monthly newsletter disseminated by the principal. Meetings for the various committees will alternate from times right after school and in the evening for parents to be able to attend. As this year progressed, SBDM has scheduled one meeting during the semester to meet later in the later in the evening for more parent support and involvement. In addition, regular parent learning nights and Infinite Campus communication, parents will have an opportunity to sign up for committees to support the school. Through these communications, expectations will be identified for each committee and communicated through various forms. A Google Form will be used to determine the convenient times all stakeholders are able to meet and scheduling will occur after feedback from all.

**ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## Phase Two: The Needs Assessment for Schools 18-19

Phase Two: The Needs Assessment for Schools

**Ashland Elementary School**

Shannon Blackburn  
195 N Ashland Ave  
Lexington, Kentucky, 40502  
United States of America

Last Modified: 11/04/2018

Status: Open

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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?

Shannon Blackburn-Principal Ann Ingram-PGES Coach/Assistant Principal Colette Myers-SBDM Council Member Enrika Wright- SBDM Council Member Bethany Smith-SBDM Council Member Myranda Price-SBDM Parent Council Member David Phemister-SBDM Parent Council Member Joanne Kruer-Social Worker Various committees have met through the start of school. Teachers in grades K-5, met to complete the proficiency triangle correlated to MAP Fall data. SBDM Meetings in September and October focused on MAP data from the Spring of 2018 as well as Fall of 2018. The planning committee will meet as an SBDM Council in early November to finalize the Needs Assessment.

### **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.

Current Academic State: 72% of incoming Kindergarten students are ready for Kindergarten 67.7% of African American students scored below proficiency in KPREP reading. Nearly 80% of African American students scored below proficiency in KPREP Math. 45.6% of students in the consolidated student group scored below proficiency in KPREP reading. 55.8% of students in the consolidated student group scored below proficiency in KPREP math. There has been an increase in African American students from 76.8% to 79.4% of below proficiency as according to KPREP math. Non-Academic Current State: The number of behavior referrals has decreased from 60 in 2016 to 56 in 2018. Teacher absences has increased to \_\_\_\_\_

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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.

67.7% of African American students scored below proficiency in KPREP Reading. 17.2% of non-gap groups scored below proficiency in KPREP Reading Nearly 80% of African American students scored below proficiency in KPREP Math 18% of non-gap groups scored below proficiency in KPREP Math

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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?

In the 2016-2017 academic year, 50.5% gap students scored proficiency or better in reading. In 2017-2018, 46% of gap students scored proficiency in reading. In 2016-2017 academic year, 43.4% of gap students scored proficiency or better in math. In 2017-2018, 39% of gap student scored proficiency in math. The behavior data from 2017-2018 shows a increase of events from 2016-2017 with 44% to 56%. According to the teachers and the TELL survey, 93.7% of teachers believe Ashland is a good place to work. According to the parent survey data in the fall of 2018, 66% of parents respect the school, 21% feel there are important interactions, 59% feel the school is supportive and 16% trust the school and the learning being given daily.

### **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](#)

**Design and Deploy Standards (What should students know be able to do?)** Ashland has completed the assurances for current curriculum and is aligned to the state standards and components that support the instruction and assessment. Ashland follows the district curriculum map and pacing guides while also adopting the district-wide viable curriculum. Current focus will include, monitoring systems to ensure the curriculum is taught at a high level of fidelity and processes the teachers use to create clear and precise learning targets for students. In addition, processes for ensuring vertical curriculum work which includes introduction, development and mastery of standards.

**Design and Deliver Instruction (How will they learn it?)** Ashland has a systems of collaboration in place in order to meet the Tier 1 educational needs of all students through common planning and establishing the Master Schedule. Areas for improvement include, requiring a lesson plan template that will include: success criteria, learning intentions, Essential question, high yield strategies, culturally responsive teaching and learning, and assessment. Focused data meetings will assist teachers in knowing their first steps. The use of the eleot tool will assist in teachers knowing the level of engagement for students and where to go with the data collected.

**Design and Deliver Assessment Literacy: (How will we know they have learned it?)** Teachers are given a balanced assessment system focused standards by the district. Areas of improvement include monitoring the data from the various assessments, deconstructing the standards, establishing learning targets, providing feedback, using data for next steps, utilizing formative and summative data to increase student achievement, identifying priorities and actionable steps to impact student learning, the accurate use of the grading system and ways to ensure students can communicate how they track and evaluate their progress and setting learning goals.

**Review, Analyze Apply Data Results (How will we know they have learned it?)** All components of this domain are under review. Ashland is establishing a repeatable and uniform system for knowing the data. School administrators are working to ensure there is a uniform way of examining and interpreting all data to determine priorities for school success.

**Design, Align, Deliver Support Processes (What will we do if they know it already, don't know it, or need other support?)** The SBDM Council was an important component to hiring additional staff to support students. By approving the hiring of a math interventionist at the start of school, helped support the MTSS process. Areas for improvement include, processes in place to ensure appropriate academic interventions and meeting the needs of all students, evaluating teachers to ensure high levels of teacher effectiveness and student learning is occurring, and using data points to inform modification to curriculum and instructional practices.

**Establish Learning Culture and Environment (What will we do if they know it already, don't know it, or need other support?)** PBIS systems have been established and supported over the last year. By implementing PBIS, the culture of the building is safer and supports the reduction of bullying in the classroom. The universal expectations establish minimum requirements of behaviors. Parents receive communication regarding their students behavior through conferences and phone calls. Areas to improve include culturally responsive teaching and learning as well creating classrooms which embrace culturally responsive teaching and learning.

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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%.  
Proficient and Distinguished students have increased...

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## Phase Two: School Assurances 2018-2019

### Phase Two: School Assurances

**Ashland Elementary School**

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195 N Ashland Ave  
Lexington, Kentucky, 40502  
United States of America

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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

#### ATTACHMENTS

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### Professional Development

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

- Yes
- No
- N/A

#### COMMENTS

#### ATTACHMENTS

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### Comprehensive Needs Assessment

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

- Yes
- No
- N/A

#### COMMENTS

#### ATTACHMENTS

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

- Yes
- No

- N/A

## **COMMENTS**

## **ATTACHMENTS**

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### **Instructional Strategies**

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

- Yes
- No
- N/A

## **COMMENTS**

## **ATTACHMENTS**

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### **Targeted Assistance Activities**

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

- Yes
- No
- N/A

## **COMMENTS**

## **ATTACHMENTS**

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

- Yes
- No
- N/A

## **COMMENTS**

## **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**

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### **Teacher Quality**

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

- Yes
- No
- N/A

### **COMMENTS**

### **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**

### **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**

### **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**

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

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# Comprehensive Improvement Plan for Schools

## Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

## Operational definitions of each area within the plan

**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

**Measure of Success:** the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

## Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
  - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
  - For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

## 1: Proficiency Goal

Goal 1 (*State your proficiency goal*): Increase Proficiency in Combined Reading and Math from 70.4 to 85.2 by 2022-2023 as measured by state-required academic assessments

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 70.4 to 73.3 by 2018-2019 as measured by state-required academic assessments	KCWP 2: Develop a systematic approach for the <b>design and delivery of instruction</b> in order to ensure all students are receiving highly effective Tier 1 instruction.	PROCESS Teachers will ensure congruency is present between standards, learning targets, and assessment measures.	eleot walkthroughs, lesson plans		
		Practice- Teachers will construct student-friendly learning targets and ensure students understand the success criteria within each learning target	eleot walkthroughs, lesson plans		
		Ensure continuous ongoing professional development in the area of best practice/high yield instructional strategies/Culturally Responsive Teaching & Learning (CRTL) strategies to aid in curricular adjustments when students fail to meet mastery	lesson plans, eleot walkthroughs, common assessments		

## 2: Separate Academic Indicator

Goal 2 (*State your separate academic indicator goal*): Increase combined proficiency in Separate Academic Indicators; Science, Social Studies, Writing, from 62.4 to 81.2 by 2022-2023 as measured by state-required academic assessments.

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](#)
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase combined proficiency in Separate Academic Indicators; Science, Social Studies, Writing, from 62.4 to 66.1 by 2018-2019 as measured by state-required academic assessments.	KCWP 2: Develop a systematic approach for the <b>design and delivery of instruction</b> in order to ensure all students are receiving highly effective Tier 1 instruction in science, social studies and writing.	Staff will ensure vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	eleot walkthroughs, PLC Minutes and agendas, lesson plans		
		Teachers will use formative and summative evidence to inform what comes next for individual students and groups of students.	formative and summative assessment data, PLC minutes, MTSS notes		

### 3: Gap

Goal 3 (*State your Gap goal*): Increase the Proficient/Distinguished scoring percentage of African American students from 53.0 to 76.5 by 2022-2023 as measured by state-required assessments.

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](#)
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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/Distinguished scoring percentage of African American students from 53.0 to 57.0 by 2018-2019, as measured by state-required assessments.	KCWP 2: Develop a systematic approach for the <b>design and delivery of instruction</b> in order to ensure all students are receiving highly effective Tier 1 instruction in science, social studies and writing.	Ensure continuous ongoing professional development in the area of best practice/high yield instructional strategies/Culturally Responsive Teaching & Learning (CRTL) strategies to aid in curricular adjustments when students fail to meet mastery	eleot walkthroughs, lesson plans, district created pacing guides and curriculum maps, PLC minutes and agendas		
	KCWP 6: <b>Establish a Learning Culture Environment</b> in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement	Ensure student conferencing occurs on a regular basis and discussions support a culture for learning through feedback provided by all members of the classroom	eleot walkthroughs, PLC minutes and agenda, MTSS notes		

### 4: Growth

Goal 5 (*State your Growth goal*): Decrease the percentage of African American students classified as “Less than Catch Up” from 68% to 34% in 2022-2023 as measured by state required tests.

<p>Which <b>Strategy</b> 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"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> 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"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<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
<p>Objective 1: Decrease the percentage of African American students classified as “Less than Catch Up” from 68% to 61% in 2018-2019 as measured by state required tests.</p>	<p>KCWP 2: Develop a systematic approach for the <b>design and delivery of instruction</b> in order to ensure all students are receiving highly effective, culturally responsive, evidenced based core instruction</p>	<p>Ensure continuous ongoing professional development in the area of best practice/high yield instructional strategies/Culturally Responsive Teaching &amp; Learning (CRTL) strategies to aid in curricular adjustments when students fail to meet mastery</p>	<p>PLC minutes, professional learning, eleot walkthroughs, lesson plans</p>		
	<p>KCWP 6: <b>Establish a Learning Culture Environment</b> in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement.</p>	<p>Ensure culturally responsive behaviors are modeled among faculty, staff, and students.</p>	<p>professional learning opportunities agenda and minutes,</p>		
	<p>Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.</p>	<p>lesson plans, PLC meeting agendas and minutes, total participation techniques and high yield strategies implementation</p>			

### 5: Transition Readiness

Goal 6 *(State your Transition Readiness goal)*: Increase the percentage of students who are “transition ready” in reading from 74% to 78% AND in math from 68% to 72% by the year 2020 as measured by reading grade level benchmarks on district selected assessment.

<p>Which <b>Strategy</b> 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</i></p>	<p>Which <b>Activities</b> 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</i></p>	<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</p>
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<p><i>justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p><i>the activity.</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p><i>the activity or activities.</i></p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Increase the percentage of students who are “transition ready” in reading from 74% to 76% and in math from 68% to 70% by 5/26/19, as measured by reaching grade level benchmarks on district selected assessment.</p>	<p>KCWP 6: Ensure expectations of students are clearly defined, and group norms have been established within the classroom. Encourage students opportunities in self-monitoring, including progress monitoring of goals.</p>	<p>Establish, teacher, and review clear schoolwide expectations (PBIS)</p> <p>Maintain student progress/assessment folders in the classrooms with data related to behavior, formative classrooms assessments data, and MAP data and goals.</p>	<p>student data folders, formative and summative assessments, PBIS meeting minutes and agendas</p>		

## Phase Three: Closing the Achievement Gap Diagnostic 2018-2019

Phase Three: Closing the Achievement Gap Diagnostic

**Ashland Elementary School**

Shannon Blackburn  
195 N Ashland Ave  
Lexington, Kentucky, 40502  
United States of America

Last Modified: 01/14/2019

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.

The attached Achievement Gap Group spreadsheet identifies the number and percentage of students in the following groups: disability with IEP, free/reduced-price meals, English learners, migrant, Asian, Hispanic, and African American.

#### **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.

There are 306 students at Ashland Elementary: 68% White, 22% African American, 3% Hispanic, 1% Asian, and 6% Other. Less than 5% of students have a disability with an IEP, and 3% of students are English Language Learners. 36% of students participate in the free or reduced price meal program. In addition to serving districted and neighborhood students, Ashland has a five day gifted program for grades 4-5. This year, Ashland is incorporating its rich arts program and a new endeavor, STEAM instruction, for participation from all Ashland students. Strong community partnerships and an active Parent Teacher Association enable school staff to schedule enrichment opportunities each Friday in the areas of visual and performing arts, science, engineering, math, and technology.

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.

Ashland is successfully closing the gap for Hispanic students, and students with disabilities. Ashland is focusing on closing the African American gap group as well as free and reduced lunch.

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

Over a span of three years, improvement can be seen in the reading content area for the following gap groups: African American, Hispanic, and Students with a Disability. Improvement can be seen in the math content area for students in the following gap groups: Hispanic, Free/Reduced Price Meals, and Students with a Disability.

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

Over a span of three years no improvement can be seen in the reading content area for students who participate in the Free/Reduced Price Meal Program. No improvement can be seen in the math content area for African American students.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

*(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).*

Teachers will participate in professional development related to the use of the new elementary series, Wonders, and will participate in PLCs as they learn to align outcomes with instruction and formative and summative assessments. Students in gap groups will be selected by teacher referral to Extended School Services based on MAP data and FAST benchmarking as well as in class performance on unit assessments, homework, and exit slips. Grades 4-5 will be served before school and grades K-3 will be served

### **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.

Possible barriers to learning include our RtI process and scheduling, aligning instruction to formative assessments and the use of that data, student accountability as related to progress and goal setting, and school-wide expectations.

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.

The school leadership team consisting of Angela Hummel (PGES Coach), Kristi Boaz (3rd grade teacher leader), Joanne Kruer (social worker/counselor/PBIS Coach) and Ann Ingram (Interim Principal) worked together to analyze data and identify key core processes and strategies for improvement. The instructional leadership team meets monthly with a representative from all areas: Bonnie McKay (Kindergarten), Colette Myers (1st Grade), Sharron Brown (2nd Grade), Kristi Boaz (3rd Grade), Jennifer Lopez (4th Grade), Kelsey Laborio (Gifted and Talented), Jennifer Williams (5th Grade), Kathleen Balling (arts). This team has focused on the use of the Wonders

### 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).

Increase Proficiency in Combined Reading and Math from 70.4 to 85.2 by 2022-2023 as measured by state-required academic assessments Increase combined proficiency in Separate Academic Indicators; Science, Social Studies, Writing, from 62.4 to 81.2 by 2022-2023 as measured by state-required academic assessments. Increase the Proficient/Distinguished scoring percentage of African American students from 53.0 to 76.5 by 2022-2023 as measured by state-required assessments. Decrease the percentage of African American students classified as “Less than Catch Up” from 68% to 34% in 2022-2023 as measured by state required tests.

#### **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.

see attachment

#### **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)
 Achievement Gap Group Spreadsheet	The attached Achievement Gap Group spreadsheet identifies the number and percentage of students in the following groups: disability with IEP, free/reduced-price meals, English learners, migrant, Asian, Hispanic, and African American.	I
 CSIP 18-19	This attachment supports the Planning Work portion of Closing the Achievement Gap.	III, III
 Measurable Gap	This attachment summarizes the CSIP goals for GAP.	III

Gap Group/Total number of students	Percentage of Total School Population
African American 34 students	19%
Free and Reduced Lunch 68 students	38%
Disability 20 students	11%
English Language Learners 1 student	0.50%
Migrant 0 students	0%
Asian 3 students	1.60%
Hispanic 9 students	5%



## Phase Three: Executive Summary for Schools 2018-2019

Phase Three: Executive Summary for Schools

### **Ashland Elementary School**

Shannon Blackburn  
195 N Ashland Ave  
Lexington, Kentucky, 40502  
United States of America

Last Modified: 01/07/2019

Status: Draft

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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?

#### **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.

#### **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.

#### **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.

#### **ATTACHMENTS**

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

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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