

Phase One: Continuous Improvement Diagnostic 2018-2019

Phase One: Continuous Improvement Diagnostic

Booker T. Washington Elementary

Veda Stewart
707 Howard St
Lexington, Kentucky, 40508
United States of America

Last Modified: 11/14/2018

Status: Locked

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

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

Part I:

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

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

Based on current stakeholder feedback and data, our school will address improvement in the following three areas: (1.) R.I.P- Rigorous Instructional Process o State Standards- Use grade level meetings to review standards and discuss best practices for instruction; Leadership will attend planning sessions with assigned grade levels o Higher Order Thinking Questions- PLCs, planning sessions, and meetings will be used to define best practices; staff will share HOT question strategies with each other; observations will be used to identify HOT questions and improved use of HOT during instruction o Writing- training; writing checklist per grade, using opportunities to incorporate writing into ALL subjects and grade levels, including special areas, conferencing with peers and teachers to review writing, and implementation of research based writing program o Looking at Data- use of MAP, KPREP, FAST and summative and formative assessments to use data to adjust instruction and assessment as needed o Scholar Engagement- incorporate strategies that will improve engagement, gradual release and scholar modeling and peer critiques; use information from walkthroughs and observations to improve engagement o Feedback- administration, teacher, and scholar feedback; additional stakeholder feedback (family and community); PZ team (2.) M & M- Monitoring and Movement o Teacher Feedback- conferencing, giving intentional feedback to scholars, families, and staff o Scholar Feedback- learn to give peer critiques and take feedback from peers, feedback to leadership team and teachers o Teacher – Admin. Feedback- walkthrough schedule to create more fidelity, lesson plan observation schedule to create intentional feedback, lesson plan feedback tool, share feedback of PZ team and other observations within the building, MTSS fidelity checks o Building Capacity- PD within school, district and other; include teacher feedback and decision making (3.) ICE- Inclusive Cultural Environment o Academic Integration- include interpreters and translations to be involved in all after school parent events o Speakers/Mentors- classrooms and special areas invite speakers and mentors of other cultures, invite professionals of other cultures o Holidays/Celebrations- include various cultures, study similarities and differences o Hallway Displays- add more cultures into hallway displays- including famous people and professionals o Embracing Home Cultures- classroom teachers will be culturally responsive by researching the cultures represented within the classroom- invite speakers and include class studies of various cultures represented within the class o Diverse Professionals- include professionals of all cultures, discuss professions specific to various cultures, invite culturally diverse professionals to speak and model within the classroom

ATTACHMENTS

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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.

Through intentional practices, we will gather feedback from a variety of stakeholders, including scholars, staff, families, and community partners. Information from scholars will consist of monthly meetings with class representatives and class surveys. Families will be provided opportunities to share in the improvement process through monthly engagement activities, surveys, feedback forms on process, PTA, SBDM, and newsletters. The staff will continue with intentional professional learning communities, weekly BRAVO analysis, and plus deltas feedback.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 30-60-90 Day Strategic Initiatives Plan	30-60-90-Day Strategic Initiatives Plan	1, 2

Phase Two: The Needs Assessment for Schools 2018-2019

Phase Two: The Needs Assessment for Schools

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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?

Leadership team developed protocol and collected necessary data to disaggregate (see attached current data). The team used a five step process which included the help of stakeholders including staff, families, community partners, PZ Team, and Cambridge Education. We began by first clearly defining our problem. We have identified three major pillars for the 2018-2019 school year. They include Rigorous Instructional Practices (RIP), Monitoring and Movement (M&M), and Inclusive Cultural Environment (ICE). We then decided that we must then measure the progress and timeline of these strategic initiatives as outlined in our 30-60-90 day plan (see attached). We will then collect data to review and analyze for progress. As stated in our plan, we will make revisions and add or delete from our plan as needed, based on evidence from data collection and analysis.

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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: o Brigance (2018 Brigance Testing) 9% Kindergarten Ready- 3/30 students (14%- 5/34- last year) • FAST (Fall 2018 FAST Screening) o Reading: 16% Below 10th Percentile- 41 students; 5% Between 11th and 20th Percentile- 12 students (Last Year- 23% Below 10th Percentile- 69 students; 7% Between 11th and 20th Percentile- 21 students) o Math: 7% Below 10th Percentile- 17 students; 7% Between 11th and 20th Percentile- 18 students (Last Year- 12% Below 10th Percentile- 36 students; 3% Between 11th and 20th Percentile- 10 students) • MAP (Fall 2018 MAP Assessment) o Reading- 42% on grade level (35%- last year) o Math- 39% on grade level (28%- last year) • KPREP (Spring 2018) o Reading- 22% on grade level (13% last year) o Math- 17% on grade level (13% last year) o Social Studies- 11% on grade level (22% last year) o Writing- 2% on grade level (2% last year) Current Non-Academic State: Teacher Attendance: Teacher attendance rate is currently 87.23% versus 85.71% this time last year. Student Attendance: Student attendance rate (Preschool) is currently 84.97% versus 84.89% this time last year. Student Attendance: Student attendance rate (Grades K-5) is currently 92.84 % versus 93.5% this time last year. The number of behavior referrals received to date are 15 versus 16 received at this time last year. Family Engagement numbers are currently at 231 versus 259 in attendance for the same events last year.

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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.

Brigance- 91% Not Ready (86% last year) MAP- 59% not proficient in reading and math (67% last year) KPREP- 80% not proficient in reading and math (87% prior year) 89% students receive free lunch as determined by poverty levels 40% English Learners (29% last year)

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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?

reading, math, writing

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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](#)

2- Delivery of Instruction R.I.P- Rigorous Instructional Process o State Standards- Use grade level meetings to review standards and discuss best practices for instruction; Leadership will attend planning sessions with assigned grade levels o Higher Order Thinking Questions- PLCs, planning sessions, and meetings will be used to define best practices; staff will share HOT question strategies with each other; observations will be used to identify HOT questions and improved use of HOT during instruction o Writing- training; writing checklist per grade, using opportunities to incorporate writing into ALL subjects and grade levels, including special areas, conferencing with peers and teachers to review writing, and implementation of research based writing program o Looking at Data- use of MAP, KPREP, FAST and summative and formative assessments to use data to adjust instruction and assessment as needed o Scholar Engagement- incorporate strategies that will improve engagement, gradual release and scholar modeling and peer critiques; use information from walkthroughs and observations to improve engagement o Feedback- administration, teacher, and scholar feedback; additional stakeholder feedback (family and community); PZ team 4- Review, Analyze, and Apply Data Results M & M- Monitoring and Movement o Teacher Feedback- conferencing, giving intentional feedback to scholars, families, and staff o Scholar Feedback- learn to give peer critiques and take feedback from peers, feedback to leadership team and teachers o Teacher – Admin. Feedback- walkthrough schedule to create more fidelity, lesson plan observation schedule to create intentional feedback, lesson plan feedback tool, share feedback of PZ team and other observations within the building, MTSS fidelity checks o Building Capacity- PD within school, district and other; include teacher feedback and decision making 6-Establish a Learning Culture and Environment Inclusive Cultural Environment o Academic Integration- include interpreters and translations to be involved in all after school parent events o Speakers/Mentors- classrooms and special areas invite speakers and mentors of other cultures, invite professionals of other cultures o Holidays/Celebrations- include various cultures, study similarities and differences o Hallway Displays- add more cultures into hallway displays- including famous people and professionals o Embracing Home Cultures- classroom teachers will be culturally responsive by researching the cultures represented within the classroom- invite speakers and include class studies of various cultures represented within the class o Diverse Professionals- include professionals of all cultures, discuss professions specific to various cultures, invite culturally diverse professionals to speak and model within the classroom

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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%.

Reading proficiency has increased from 35% last year to 42% this year based on MAP. Reading proficiency has increased from 13% (2016-2017) to 22% (2017-2018) based on KPREP. Math proficiency has increased from 13% last year to 17% this year based on MAP. Math proficiency has increased from 13% (2016-2017) to 22% (2017-2018) based on KPREP. Our school has shown an increase in students identified as gifted and talented, increasing from 1 student last year to 25 students this year.

ATTACHMENTS

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Phase Two: School Assurances 2018-2019

Phase Two: School Assurances

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Phase Two: School Assurances

Introduction

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

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

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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

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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

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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

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

- Yes**
- No
- N/A

COMMENTS

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Parent and Family Engagement

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

- Yes
- No
- N/A

COMMENTS

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Teacher Quality

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

- Yes
- No
- N/A

COMMENTS

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Title I Application

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

- Yes
- No
- N/A

COMMENTS

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Paraeducators

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

- Yes
- No

- N/A

COMMENTS

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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

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase Three: Executive Summary for Schools_11232018_19:46

Phase Three: Executive Summary for Schools

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Lexington, Kentucky, 40508
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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?

2018-2019 Student Demographics: Number of students enrolled: K-5: 251 Total (129 Male, 122 Female) Preschool: 14 Total (9 Male, 5 Female) Percentage of general education students: K-5: 89%- 223 Total Preschool: 93%- 13 Total Percentage of special education students: SPED K-5: 11%- 28 Total (17 Male, 11 Female) Preschool: 7%- 1 Total G/T K-5: 10%- 25 Total (13 Male, 12 Female) Percentage of English Language Learner students: 34%- 86 Total (44 Male, 42 Female) In-school suspensions: 0; Out of school suspensions: 0 Percentage of students that are Title 1 eligible: 100% Latest attendance percentage: K-5: 96.7% Preschool: 79.37% Ethnic make-up of the students (percentages): 0% American Indian or Alaska Native 0.7% Asian 45% African American 42% Hispanic/Latino 3% Two or More Races 9% White The original Booker T. Washington Elementary School was built in 1916 and today is the site of the Black and Williams Neighborhood Center. The present facility was built in 1971 and is situated in a park area on approximately eight acres of land that provide an array of learning experiences for the students. Extensive renovations were completed throughout the building during the summer of 1999. Booker T. Washington Elementary became the first public Montessori Magnet School in Fayette County on February 22, 1994. Montessori education, begun by Dr. Maria Montessori in Italy a century ago, is built upon a philosophy of learning supported by a broad curriculum. The Academy at Lexington was a Fayette County Public Magnet School which began as a pilot program in the summer of 1996 at Northern Elementary School. In the summer of 1997, the Academy program was held at Mary Todd Elementary School. In the fall of 1997, the program was placed within Linlee Elementary School where it remained until May, 2000. In August of 2000 the Academy at Lexington was located in the annex adjoining the Central Offices building while renovation of its future permanent site on Price Road was underway. We then moved to our permanent home in January 2002, located at 475 Price Road. With the merger of The Academy at Lexington and Booker T. Washington Elementary, the summer of 2005 was proven to be a true milestone for both of these schools. Now, these schools dawn the new name of Booker T. Washington Academy. Although, Booker T. Washington Academy does not still hold the title of Montessori Magnet, we the staff are proud to take this school and its students in a new expected direction of excellence. In 2013-2014, the academy separated into the Booker T. Washington Primary Academy at 707 Howard St., serving grades preschool through second; and the Booker T. Washington Intermediate Academy at 475 Price Road, serving grades third through fifth. In 2015-2016, the two schools joined back together.

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our mission is to challenge our scholars academically at high levels, develop them socially and uplift them emotionally thereby creating motivated and critical thinkers who are ready to excel at

the next level. Purpose: Our purpose is to increase achievement for all students and develop positive character traits. Goal: Our goal is to create a safe, conducive learning environment using a variety of behavior management methods. Guideline for Success: Today We Will Be: S - Scholars T - That A - Are R - Responsible Responsible for learning, Responsible for our behavior, Responsible for respecting ourselves and others.

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Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Areas of improvement: Climate and culture have improved as evident in the TELL survey and parent/family surveys. Reading proficiency has increased from 35% last year to 42% this year based on MAP. Reading proficiency has increased from 13% (2016-2017) to 22% (2017-2018) based on KPREP. Math proficiency has increased from 13% last year to 17% this year based on MAP. Math proficiency has increased from 13% (2016-2017) to 22% (2017-2018) based on KPREP. Our school has shown an increase in students identified as gifted and talented, increasing from 1 student last year to 25 students (10%) at the beginning of this year. We have recently increased to 25% GT percentage in our school. Areas for improvement: Proficiency needs to improve overall in all academic areas. Novice reduction is needed in all academic areas. Writing is a major area of concern at 2% proficient. Family involvement needs to increase as well. We have a current goal of raising from 11% attendance to 25% attendance in family engagement opportunities and events.

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Additional Information

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

Booker T. Washington is a place where our promise is rising up to meet our potential. Every scholar, staff, and family is totally invested and believes in the power of the educational process. There is a joyful atmosphere that resonates throughout our halls and classrooms that encourages high expectations for all scholars. We truly believe as our namesake, Booker T. Washington believed that "excellence is to do a common thing in an uncommon way". We strive for excellence in all we do!

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2018-2019 Assessment Data	2018-2019 Assessment Data	
 2018-2019 Demographics	2018-2019 Demographics	, ,

Phase Three: Comprehensive Improvement Plan for Schools_11232018_19:49

Phase Three: Comprehensive Improvement Plan for Schools

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Phase Three: Comprehensive Improvement Plan for Schools

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 six Key Core Work Processes designed to systematically address the process, practice or condition that the school 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.

You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

(1.) PROFICIENCY: Goal: Novice scores in combined reading and math will decrease from 48% to 27.2% by 2023 as measured by state testing. Objective: Novice scores in combined reading and math will decrease from 48% to 43.84% by 2019. Strategy: Individualized Instruction and Data Analysis Activity: MTSS- Identifying Students- Analyzing Data R.I.P- Rigorous Instructional Process o State Standards- Use grade level meetings to review standards and discuss best practices for instruction; Leadership will attend planning sessions with assigned grade levels o Higher Order Thinking Questions- PLCs, planning sessions, and meetings will be used to define best practices; staff will share HOT question strategies with each other; observations will be used to identify HOT questions and improved use of HOT during instruction o Writing- training; writing checklist per grade, using opportunities to incorporate writing into ALL subjects and grade levels, including special areas, conferencing with peers and teachers to review writing, and implementation of research based writing program o Looking at Data- use of MAP, KPREP, FAST and summative and formative assessments to use data to adjust instruction and assessment as needed o Scholar Engagement- incorporate strategies that will improve engagement, gradual release and scholar modeling and peer critiques; use information from walkthroughs and observations to improve engagement o Feedback- administration, teacher, and scholar feedback; additional stakeholder feedback (family and community); PZ team M & M- Monitoring and Movement o Teacher Feedback- conferencing, giving intentional feedback to scholars, families,

and staff o Scholar Feedback- learn to give peer critiques and take feedback from peers, feedback to leadership team and teachers o Teacher – Admin. Feedback- walkthrough schedule to create more fidelity, lesson plan observation schedule to create intentional feedback, lesson plan feedback tool, share feedback of PZ team and other observations within the building, MTSS fidelity checks o Building Capacity- PD within school, district and other; include teacher feedback and decision making (2.) SEPARATE ACADEMIC INDICATOR: Proficient scores will systematically and substantially increase in Writing from 2% to 51% by 2023 as measured by state testing. Objective: Proficient scores will systematically and substantially increase in Writing from 2% to 11.8% by 2019 as measured by state testing. Strategy: Research Based Writing Strategies Activity: Grade Level Writing Checklists; Writing Strategies from Write Bright Common Core Elementary Writing; School will adopt a writing plan and policy; Grade levels will implement a writing on-demand monthly assessment during TIPS; Teachers will bring student writing samples to grade levels to determine next steps in writing instruction; Teachers will implement writing workshop in their classroom with the purpose of teaching the writing process R.I.P- Rigorous Instructional Process o State Standards- Use grade level meetings to review standards and discuss best practices for instruction; Leadership will attend planning sessions with assigned grade levels o Higher Order Thinking Questions- PLCs, planning sessions, and meetings will be used to define best practices; staff will share HOT question strategies with each other; observations will be used to identify HOT questions and improved use of HOT during instruction o Writing- training; writing checklist per grade, using opportunities to incorporate writing into ALL subjects and grade levels, including special areas, conferencing with peers and teachers to review writing, and implementation of research based writing program o Looking at Data- use of MAP, KPREP, FAST and summative and formative assessments to use data to adjust instruction and assessment as needed o Scholar Engagement- incorporate strategies that will improve engagement, gradual release and scholar modeling and peer critiques; use information from walkthroughs and observations to improve engagement o Feedback- administration, teacher, and scholar feedback; additional stakeholder feedback (family and community); PZ team M & M- Monitoring and Movement o Teacher Feedback- conferencing, giving intentional feedback to scholars, families, and staff o Scholar Feedback- learn to give peer critiques and take feedback from peers, feedback to leadership team and teachers o Teacher – Admin. Feedback- walkthrough schedule to create more fidelity, lesson plan observation schedule to create intentional feedback, lesson plan feedback tool, share feedback of PZ team and other observations within the building, MTSS fidelity checks o Building Capacity- PD within school, district and other; include teacher feedback and decision making (3.) GAP: Increase the percentage of F/R lunch students' proficient scores in Reading from 22% to 61% by 2023 as measured by state testing. Objective: Increase the percentage of F/R lunch students' proficient scores in Reading from 22% to 29.8% by 2019 as measured by state testing. Strategy: Individualized Reading Instruction Activity: Wonders (Tier 1)- Wonderworks (Tier 2) R.I.P- Rigorous Instructional Process o State Standards- Use grade level meetings to review standards and discuss best practices for instruction; Leadership will attend planning sessions with assigned grade levels o Higher Order Thinking Questions- PLCs, planning sessions, and meetings will be used to define best practices; staff will share HOT question strategies with each other; observations will be used to identify HOT questions and improved use of HOT during instruction o Writing- training; writing checklist per grade, using opportunities to incorporate writing into ALL subjects and grade levels, including special areas, conferencing with peers and teachers to review writing, and implementation of research based writing program o Looking at Data- use of MAP, KPREP, FAST and summative and formative assessments to use data to adjust instruction and assessment as needed o Scholar Engagement- incorporate strategies that will improve engagement, gradual release and scholar modeling and peer critiques; use information from walkthroughs and observations to improve engagement o Feedback- administration, teacher, and scholar feedback; additional stakeholder feedback (family and community); PZ team M & M- Monitoring and Movement o Teacher Feedback- conferencing,

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ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2018-2019 Goal Builder	2018-2019 Goal Builder	

Phase Three: Closing the Achievement Gap Diagnostic_11232018_19:45

Phase Three: Closing the Achievement Gap Diagnostic

Booker T. Washington Elementary

Veda Stewart
707 Howard St
Lexington, Kentucky, 40508
United States of America

Last Modified: 12/11/2018

Status: Locked

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

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

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

Free and reduced- 245 students- 100% of population

ATTACHMENTS

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II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

Our school has a positive climate and culture. We have only taken the KPREP test twice since moving from a K-2 school to a K-5 school two years ago. We have made minimal growth in all content areas. We have adopted a new reading and math program as provided by the district. these programs come with much support and professional development. The staff, students, and family have a positive attitude ad are working hard to move forward.

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.

Brigance- 91% Not Ready (86% last year) MAP- 59% not proficient in reading and math (67% last year) KPREP- 80% not proficient in reading and math (87% prior year) 100% students receive free lunch as determined by poverty levels 40% English Learners (29% last year) Gaps continue to exist in all academic areas. We are showing growth in several areas but still need to increase proficient scores and reduce novice scores in all areas.

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

Free and reduced- slight growth in all academic areas but still need to increase proficient scores and reduce novice scores in all areas.

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

Free and reduced- slight growth in all academic areas but still need to increase proficient scores and reduce novice scores in all areas.

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).

The school year has had a huge amount of PD offered by our district. each month teachers are attending PD events including reading, math, writing, ELL, PBIS, and Kaegan. Most of the teachers in our building have attended the Ron Clark Academy. We are beginning ESS services this month which will continue through May.

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

Conditions preventing the school from closing the existing achievement gap includes a high ESL population, high poverty rate. we also have a high transient rate with many enrollments and moves at the beginning of each month. Our kindergarten students also began at 91% not ready for kindergarten this year.

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.

SBDM meets monthly to make decisions regarding our school. Our leadership team which consists of the principal, assistant principal, social worker, curriculum specialist, school based instructional specialist, guidance specialist, and FRC coordinator meet twice a month to review data and make decisions and reflect on best practices. All teachers including general education, special education, ELL, and special areas meet weekly to plan and review current data.

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).

(1.) PROFICIENCY: Goal: Novice scores in combined reading and math will decrease from 48% to 27.2% by 2023 as measured by state testing. (2.) SEPARATE ACADEMIC INDICATOR: Proficient scores will systematically and substantially increase in Writing from 2% to 51% by 2023 as measured by state testing. (3.) GAP: Increase the percentage of F/R lunch students' proficient scores in Reading from 22% to 61% by 2023 as measured by state testing. (4.) GROWTH: Goal: Classification of "Less than Catch Up" to "Catch Up" will decrease from 82% to 41% by 2023 as measured by state testing. (5.) TRANSITION READINESS: Increase the percentage of (5th grade/ 8th grade) students who are "transition ready" in reading from 37% to 68.5% AND in math from 14% to 57% by the year 2023, as measured by reaching grade level benchmarks on district selected assessment (MAP).

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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 attached Gap Goal Summary

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement Gap Groups	Achievement Gap Groups	I, II.E, III, III
 Gap Goal Summary	Gap Goal Summary	I, II.E, III, III