

18-19 Phase One: Continuous Improvement Diagnostic_10222018_11:53

Phase One: Continuous Improvement Diagnostic

Madeline M Breckinridge Elem School

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2101 St Mathilda Dr
Lexington, Kentucky, 40502
United States of America

Last Modified: 10/23/2018

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.

Class sizes are reasonable such that teachers have the time available to meet the needs of all students. Because the majority of our student population is below proficiency, creating reasonable class sizes will allow the teacher focus on student need. Professional learning is differentiated to meet the needs of individual teachers. The experience of our staff is varied which creates a diverse need of professional learning. This should be address so that teachers are able to participate in professional learning geared to their needs and interests.

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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.

Breckinridge will engage shareholders by improving our notification and communication. Stakeholders will be selected based on their expertise, knowledge, and skill set related to the process. They will be notified of their role through email, phone call and/or an in person meeting. Meeting dates and times will be determine by each group including a parent to ensure that it will occur at a time when they will be able to attend.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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18-19 Phase Two: The Needs Assessment for Schools_10222018_11:33

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?

Breckinridge has adopted the Data Wise Project from the Harvard Graduate school as our method of review, analyzing, and applying data. The process has 8 continuous components for improvement: 1) organize for collaborative work 2) build assessment literacy 3) create data overview 4) dig into student data 5) examine instruction 6) develop action plan 7) plan to assess progress 8) act and assess. In addition to the Data Wise process our school analyzes data through Professional Learning Communities. Teacher teams meet frequently to analyze data during the course of teaching a unit of instruction. Results of the Data Wise process are shared with grade level team leads during monthly meetings as well as the SDBM council. These meetings are documented through the Meeting Wise minute template and housed in the school Google drive.

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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.

38% of all students scored Proficient/Distinguished in Reading 38% of all students scored Proficient/Distinguished in Math Hispanic students had the highest growth indicator at 19.6 The number of behavior referrals has decreased

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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.

AA students scored low in the growth area with 15.8 growth points Students with disabilities scored lowest in the growth area with 14.1 points

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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?

African American reading data has shown an increasing trend with increasing novice 41.6 (2016) 56.3 (2017) 54% (2018) African American math data has shown increasing trends in novice 32.7 (2016) 42.9 (2017) 49% (2018) F/R lunch students are increasing novice in reading 32.1 (2016) 36.5 (2017) 38% (2018) F/R lunch students are increasing novice in math 23.2 (2016) 26.3 (2017) 32% (2018)

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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](#)

Through the implementation of the Data Wise and Professional Learning Community processes we will focus our resources and efforts on assessment literacy and reviewing, analyzing, and applying data results in an effort to produce change. We will focus on the following questions: How are the validity of assessments (formative and summative) monitored to ensure congruency to the standards/targets? What processes are used by teachers to deconstruct standards to ensure learning targets are congruent to the standards and are the laser focus of instruction? How do teachers utilize formative and summative information for increased student achievement? What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction? How do teachers monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students? How do teachers monitor and evaluate achievement as related to the learning target and standards? How do teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)? What system is in place for teachers to monitor students' progress on standards in order to know when they have achieved mastery?

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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%.

ELL students have the largest growth indicator at 19.5 points Hispanic students had the highest math index at 16.3

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2018 KPREP	Data	
 Data Wise Training	Part 2	
 Teacher Data Wise	PD around data wise	
 Worksheet	Data Wise worksheet sample	

18-19 Phase Two: School Assurances_10222018_11:53

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

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

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

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

ATTACHMENTS

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

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

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

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

ATTACHMENTS

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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

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Learning Compact	Title 1	8
 Master Schedule	Examples of school wide services to students	11
 PD Plan	Sample of PD Plan	4
 Parent Survey	Parent Survey	7
 Policy	Title 1	8
 Strategies	Professional Development Team Meeting	5
 Team Meeting Schedule	Year Long Plan	7

Phase Three: 2018-2019 Comprehensive Improvement Plan for Schools_11132018_09:41

Phase Three: Comprehensive Improvement Plan for Schools

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Status: Open

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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.

n/a

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)
 EBTP	evidence based practices	
 Goals	Goals	

**Phase Three: 2018-2019 Closing the Achievement Gap
Diagnostic_11132018_09:42**

Phase Three: Closing the Achievement Gap Diagnostic

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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 attached

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.

The culture and climate of Breckinridge is very welcoming for our students in our gap population. The school focuses on providing equitable access for all students to a quality education. Each summer homeroom teachers make home visits to each student in their class to meet students and their families in their comfort zone. The office staff is trained in using the Language Line for on non-English speaking families to reduce the language barrier. Interrupters are provided at all school functions outside of the school day as well as parent conferences. The majority of the school is counted as part of the gap population so Breckinridge strives to meet basic, educational and emotional needs as well of all of our students.

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.

Based on data from the last 2 years, Hispanic students have successfully closed the gap in both reading and math. These students had the highest overall growth of any sub-group. The students with disabilities gap still exists. These students did not make the growth expectation.

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

Hispanic students have shown improvement in the areas of reading and math. ELL students have shown improvement in reading and math.

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

Students with disabilities have not made adequate progress. The reading index for these students was significantly lower than other sub-groups. These same students are making equivalent scores with all other sub-groups according to the math index.

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 and staff will continue to participate in implementing engagement strategies through the KAGAN system. Engaging all students in learning should yield gap closure. Teachers and staff will receive professional development in culturally responsive teaching practices. Guest speakers from local universities will share strategies for classroom teachers to use that are identified as being culturally responsive. Teachers have also participated in professional learning around Marzano strategies as well as Teach Like A Champion. Teachers have continued their professional learning around both reading and math curriculum. There are 5 teams that are participating in the co-teaching for GAP closure initiative. This allows teachers to be trained in best practices focused on the needs of special education students. Our school has 5 homeroom teachers and 2 special education teachers and one coach participating in the co-teaching model. Both school administrators have completed Cognitive Coaching professional development to better assist the staff with problem solving and determining a growth area. Cognitive coaching allows teachers to identify an area of growth and determine steps to improve their teaching practices.

ATTACHMENTS

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

One condition that has been a barrier to closing the gap is that many students are transient. Students tend to move in and out of our school which creates gaps in their learning. Students with a history of transiency may have gaps across grade levels. A root cause of this barrier could be that Breckinridge is a high poverty school. Students in our school move multiples times a year and possibly attend our school more than once during the course of the school 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.

The school's SBDM council is involved in the continuous improvement and planning processes. The council meets monthly to discuss progress on achievement data. Teachers are involved in closing the achievement gap by analyzing current data and developing plans to address specific student needs. Teachers participate in the PLC process as a form of continuous improvement by discussing what is working and what changes need to happen for student growth and achievement. Partners Involved- all classroom teachers, mentors, local churches, University of Kentucky, Asbury University, Valvoline, Junior Achievement

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 the percentage of students with disabilities from 13% to 21% by 2018-2019 in combined reading and math as measured by state required academic assessments.

ATTACHMENTS

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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.

KCWP 4: Review, Analyze, and Apply Data

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)
 AGGI	gap group identification	I
 Gap Goal	Measurable Gap goal	III

Phase Three: 2018-2019 Executive Summary for Schools_11132018_09:43

Phase Three: Executive Summary for Schools

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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?

Located in the historic Idle Hour neighborhood, Breckinridge Elementary is named after Madeline McDowell Breckinridge, a well-known philanthropist and great-great granddaughter of statesmen Henry Clay. The original building had only 16 classrooms, but now we service more than 550 students. Breckinridge is a true picture of diversity. The ethnic balance is as follows: 22% white, 36% African-American, 33% Hispanic, 5% Asian, and 4% other. Students qualifying for free and reduced lunch make up 80% of the population. The schools English Language Learner population is 30% and students receiving special education services makes up 12% of the population. During the 2014 school year the school recived a \$14 million dollar renovation that provided modern updates to the facility space. Breckinridge is a proud to partner with many faith based organizations in the area and local universities such as Asbury and University of Kentucky. Breckinridge partners with The University of Kentucky College Mentoring Program to support college and career readiness at the elementary level. Breckinridge has an average of 80 community members who serve annually to mentor students in supporting social, emotional and academic growth. Breckinridge has developed a partnership with Valvoline to include the Big Brothers/Big Sisters program as well as Junior Achievement. Our school has also adopted the co-teaching initiative to promote academic achievement by utilizing the strategies to achieve excellence.

ATTACHMENTS

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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.

Breckinridge Elementary exists to create a collaborative community of learners that ensures all students achieve at high levels and are prepared for lifelong success in a global society. Students who attend Breckinridge will receive rich and diverse learning experiences that challenge and inspire them to achieve. Our school envisions a learning community that promotes superior student success in all areas through sustaining a culture of high expectations and mutual respect between all stakeholders. We will be a "school of distinction" by focusing on exclusively what is best for students. We believe in fostering collaborative and community partnerships, engaging families, creating a student centered school system, and developing a culture of caring and mutual respect that supports life long learning. As we focus on the development of the whole child, we encourage all stake holders to participate in clubs and activities that develop community and interest within our schools. Every child receives a targeted learning plan according to their specific needs that includes an action plan to support growth and proficiency.

ATTACHMENTS

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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.

Breckinridge has established supportive community partners in Dean, Dorton and Ford accounting firm, Southland Christian Church, Urban Impact, Crossroads Christian Church, Asbury University, and The University of Kentucky. Our school looks to embrace these community partners and others to provide multiple points of positive impact to support the needs of the whole child. We currently have two organizations working with our students and families in academic settings after schools where they tutor students in areas of weakness. This year 70 students in grades 1-4 were chosen to participate in the UK chapter of College Mentors for Kids based on our school's persistence to graduation report. This is an 8 month program that provides Breckinridge students with the opportunity to go to UK's campus and connect with a college student. During their time there, our students are taught the importance of higher education, cultural awareness and community service. This is beneficial for our students because it offers them a safe place to go after school twice a week and the opportunity to learn about and experience what it would be like to be a college student at The University of Kentucky. Over the last three years, literacy has been a focus of the school. The teachers are provided with sub-release days for common planning to implement literacy best practice strategies to increase student achievement. Teachers at all grade levels have been trained in Wonders Literacy for teaching reading and writing during their literacy block. Teachers have been trained in KAGAN engagement strategies to help move students to a more authentic engagement. The MTSS leadership team has developed a school handbook that clearly outlines intervention protocols and the systemic problem solving process for students who need additional tier 2 and tier 3 support for academic growth. Our school strives for every child to be a successful independent reader. The school uses Investigations and EnVisions math curriculums as our core math program. These programs have lessons and a framework that aligns with the common core math standards. We are proud to serve as a CT4GC school in our district. This initiative is now implemented in grades K-5. We are focusing on closing the achievement gap in reading and math for our students with special needs. The CT4GC teams have attended professional development and are implementing the 8 steps for continuous classroom improvement. Our school has an intentional focus on data driven instruction to promote a culture of learning and celebrate student achievement.

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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.

In addition to providing high quality instruction for all children at Breckinridge, we are continuing to prepare our students for college or future careers. Included in this plan are community, college, and faith based partnerships. Students from Breckinridge have the opportunity to work with mentors from the high school, college, and business community to enhance their core curriculum with real world experiences. Our school partners provide mentors who weekly volunteer with students. These mentors serve as both academic and life coaches. These relationships form bonds that provide security and support to our students. These partnerships through the year provide additional support for our teachers as they volunteer and also provide random acts of kindness to show our teachers how much they are valued. At Breckinridge, we focus not just on the core subjects, but emphasize the development of the whole child. All children receive a social emotional curriculum to promote alternative thinking solutions. All students also receive foreign

language instruction, STEAM lab, and the arts as part of their balanced education. Teachers meet weekly in professional learning communities to collaboratively plan research based instructional strategies and design units of instruction aligned with the common core standards. In addition, teachers meet to review formative, summative, and benchmark assessments. This data is essential when targeting areas of student needs to allow strategic planning to deliver tier 2 and tier 3 instruction for maximum student growth.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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