

2018-2019 Phase One: Continuous Improvement Diagnostic_09292018_08:23

Phase One: Continuous Improvement Diagnostic

Coventry Oak Elementary

Shamiah Ford
2441 Huntly Place
Lexington, Kentucky, 40511
United States of America

Last Modified: 01/07/2019

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.

Teaching and Assessing for Learning were the common lowest areas between the parent and staff survey. The specific target that will address under this sections is: E.1. All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.

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.

A variety of stakeholders will be engaged in the development by utilizing the eProve surveys. A survey will be sent to parents, staff and students to provide feedback on areas of strength and areas for growth. All parents and staff will have the opportunity to provide feedback through the surveys. These surveys will be made available to parents and staff through Infinite Campus notifications, email and school-wide communication platform. The parent survey will be sent through multiple platforms to encourage participation. The student survey will be administered to 3rd-5th grade students with the assistance of the classroom teachers. Survey results will be shared with the Advisory Council (consisting of parents and teachers) and at staff meetings to include all stakeholders.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2018-2019 Phase Two: The Needs Assessment for Schools_10212018_13:54

Phase Two: The Needs Assessment for Schools

Coventry Oak Elementary

Shamiah Ford
2441 Huntly Place
Lexington, Kentucky, 40511
United States of America

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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?

School committees have been formed to participate in analyzing data and reviews policies, procedures and programming. The committees include: 1) Curriculum, Instruction and Assessment 2) Culture, Wellness and Resource 3) Planning and Professional Development/Learning. Within these committees, members were given various measures of data to analyze and perform our school's needs assessment. The committees include representatives from each grade level and department. School data is also reviewed bi-weekly with the Data Analysis Leadership Team to discuss instructional results and needs. This team consists of grade level representatives, interventionists, and administration. Data results are presented to the School Advisory Council monthly for review and feedback. The Advisory Council consists of two parents, three teachers and the principal.

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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: - 37.1% of students scored proficient on KPREP reading, and 29.1% scored proficient on math. - 32.1% of non-duplicated gap students scored proficient on KPREP reading, and 26.4 % scored proficient on math. Current Non-Academic State: - The number of behavior suspensions have decreased by 50% from the number of suspensions in 2017.

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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.

- 66% of incoming kindergartners scored not ready for kindergarten on the Brigance screener. - 67.9% of students in non-duplicated gap students scored below proficiency on KPREP reading, and 73.6% scored below proficiency in 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?

Our trend KPREP and MAP data shows math is a priority area for improvement. The percent of students scoring proficient increased at all grade levels; however, this area has been consistently lower than reading for the past two years.

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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](#)

- Delivery of Instruction: develop a process classroom teachers use when measuring instructional effectiveness based on student data; strategies and programs are implemented in classrooms and process to measure their effectiveness on student achievement - Assessment Literacy: monitor the validity of assessments (formative and summative) to ensure congruency to the standards/targets; teachers monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students

ATTACHMENTS

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Strengths/Leverages

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

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

- Both reading and math proficiency increased from 2016-2017 according to KPREP. - The number of behavior referrals has decreased by 50% from the number of referrals in 2017. - Attendance rate at or above 95% for majority of instructional weeks in 2017-18.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2018-2019 Phase Two: School Assurances_10212018_13:58

Phase Two: School Assurances

Coventry Oak Elementary

Shamiah Ford
2441 Huntly Place
Lexington, Kentucky, 40511
United States of America

Last Modified: 10/25/2018

Status: Open

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Phase Two: School Assurances

Introduction

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

School Assurances

Preschool Transition

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

- Yes
- No
- N/A

COMMENTS

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

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

Targeted Assistance Activities

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

- Yes**
- No
- N/A

COMMENTS

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

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

Teacher Quality

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

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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

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

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

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)
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2018-2019 Phase Three: Comprehensive Improvement Plan for Schools_11282018_09:59

Phase Three: Comprehensive Improvement Plan for Schools

Coventry Oak Elementary

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2441 Huntly Place
Lexington, Kentucky, 40511
United States of America

Last Modified: 12/19/2018

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)
 Evidence Based Practices	Evidence Based Practices	
 Goal Builder	Goal Builder	

**2018-2019 Phase Three: Closing the Achievement Gap
Diagnostic_12022018_10:15**

Phase Three: Closing the Achievement Gap Diagnostic

Coventry Oak Elementary
Shamiah Ford
2441 Huntly Place
Lexington, Kentucky, 40511
United States of America

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

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

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

See attachment

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.

Coventry Oak Elementary School is a diverse environment in regards to socio-economic status, race, ethnicity, and culturally. We love to celebrate these unique and diverse backgrounds and promote the respect and discovery of each and every one. Our diversity continues to increase as it relates to our ELL, F/R lunch, Hispanic and African American population. We are aware that there are gaps in learning results across our diverse populations. To address these gaps we are using our MultiTiered Systems of Support process with a team of highly skilled educators and supplemental staff. This team designs schedules and services for each student needing services beyond their classroom level of learning. Students who score in the 20th percentile or below on our universal screener (MAP) in reading or math are benchmarked using FASTbridge assessment probes. These probes assist with identifying specific skill deficits for each student. Coventry Oak currently has one full time RTA (Read to Achieve) interventionist, one full time reading interventionist, one full time math interventionist, four special education teachers and two ESL teachers. These interventionists alongside our ESL teachers service our students in the areas of growth per their results on their progress monitoring. These probes are given every two weeks to monitor student progress and effectiveness of instruction. Meetings with the MTSS team are held to analyze student progress and effectiveness of instruction.

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.

All gap groups showed progress in the area of math over the previous two academic years. ELL and disability students remain the lowest scoring group in the area of math. In reading, Hispanic, ELL and F/R Lunch students showed progress from the previous year. ELL and disability students were again the lowest scoring group in the area of reading.

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

All gap groups showed improvement in the area of math over the previous two academic years. In reading, Hispanic, ELL and F/R Lunch students showed improvement from the previous year.

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

African American and disability students showed slight regression in the area of reading. There was no regression from any of the gap groups in the area of math. All groups lacked progression in the areas of social studies and writing.

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).

See attached PD plan

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.

Coventry Oak has a high population of poverty with at least 66% of students not ready for kindergarten. Most of these students qualify in more than one gap group. Our gap population has continued to increase over the past two years. The teachers at Coventry Oak have learned to implement four reading and math programs over the past 2 years. Therefore, our data does not show consistent implementation of programs to determine the effectiveness.

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.

Per our Committee Policy, teachers have selected a school committee to participate in analyzing data and reviews policies, procedures and programming. The committees include: 1)Curriculum, Instruction and Assessment 2) Culture, Wellness and Resource 3) Planning and Professional Development/Learning. Within these committees, teachers were given various measures of data to analyze and perform our school's needs assessment. We also have an Instructional Leadership Team (ILT) at Coventry Oak Elementary. This team includes representatives from each grade level and department to participate in discussions and decisions related to student 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 Proficient/Distinguish scoring percentage of students qualifying for ELL students from 27.1 to 63.5 in reading and 26.2 to 63.1 in math by 2022-2023 as measured by state-required academic assessments. - Proficient/Distinguish scoring percentage of students qualifying for ELL students from 27.1 to 34.3 in reading and 26.2 to 33.5 in math by 2018-2019 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.

See attachment

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement Gap Group Identification	Achievement Gap Group Identification	I
 Measurable Gap Goal	Measurable Gap Goal	II.E
 PD Plan	PD Plan	III

2018-2019 Phase Three: Executive Summary for Schools_12022018_10:19

Phase Three: Executive Summary for Schools

Coventry Oak Elementary

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2441 Huntly Place
Lexington, Kentucky, 40511
United States of America

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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?

Coventry Oak Elementary is one of the newest schools in Fayette County. We opened our doors in fall 2016 in a residential area near the junction of Georgetown and Spurr roads. Our school name blends two important neighborhoods in northwest Lexington – Coventry, a newly established neighborhood, and Oakwood, a historic one. Coventry Oak Elementary school is diverse - socioeconomically, racially, in ethnicity and culture. We love to celebrate our uniqueness and promote respect and discovery among us all. Our motto is “Challenge minds, create learners, cultivate futures.” Coventry Oak is laying the foundations for a bright future. We have developed a solid mission, vision and creed that establishes our hopes, dreams and promises for the futures of our children. Our innovative staff consists of an administrative team (Principal and the Professional Growth and Effectiveness Coach) in collaboration with the Special Education Facilitator, the RTI coach, the Child Guidance Specialist, Positive Behavior Intervention Supports Coach, Family Resource Center Coordinator and the Social Worker. Beyond our leadership staff we have 24 classroom teachers, 1 preschool teacher, 5 special area teachers, 4 full-time special education teachers (1 MSD), 2 English as a Second Language teachers, 2 reading recovery interventionists, 1 math interventionist, a speech language pathologist, an occupational therapist, a school psychologist, a diagnostician, and a gifted/talented teacher.

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.

Mission statement: Our mission is to challenge minds and create lifelong learners through a collaborative community that prepares every child for a successful future. Vision statement: All Coventry Oak Elementary students will be respectful, responsible, prepared, problem solvers at school and within the community. Coventry Oak is continuing to lay the foundations and experiencing great success in the second year of our existence. Thus far, we have developed a solid mission, vision, and creed that establishes our hopes, dreams, and promises for the futures of the children we serve. We have created and designed instruction that aligns to the Common Core State Standards (CCSS) as well as promoting a Project-Based/ Personalized Learning platform for all students and all standards. Our students are now 1:1 in grades K-5 with Chromebook and iPad technology. Inquiry based instruction is not limited to just our science lab here at Coventry Oak. We believe that students learn best by experiencing content through explicit instructional opportunities. We believe that school is beyond our four walls and can be promoted through varieties of learning opportunities.

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.

Notable of Achievements in the past two years: - 2018 Awarded Bronze Banner for PBIS Fidelity Implementation; 2018 STLP advanced to state level competition in two categories; 2017-18 Academic Team placed 2nd in regional competition; 2018 received FCEA grant; 2018 received Wellness Banner; PBIS (Positive Behavior Interventions and Supports) School - Established 2016 - Sustainability + Wellness Board Recognition: Bronze Blossom Wellness - Regional Level Achievement - STLP Club - 1:1 Student Technology Devices - Established 2017 - REAL Program - Established 2017 - Junior Achievement Program Participants - Recipients of the Altrusa Dictionary Project - DARE Program - Established 2017 - Awarded the RTA (Read to Achieve) Grant in 2017 - Awarded Community Born Learning Program Grant in 2017 - Awarded Partners for Youth Grant in 2017

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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.

As we have developed our role in our community we have begun to develop several community partnerships. Some of those include Georgetown College, Lexington Police Department, Nerd Squad, Bluegrass United Christian Church, God's Pantry, Spellbinder, District High School affiliations with Teens Against Tobacco, Dunbar Peer Tutors, Junior Achievement, and Fifth Third Bank.

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