

Phase One: Continuous Improvement Diagnostic_10052018_10:45

Phase One: Continuous Improvement Diagnostic

Dixie Elementary Magnet School

Robin Ryan Steiner

1940 Eastland Pkwy

Lexington, Kentucky, 40505

Last Modified:

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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.

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 upon the TELL survey, the area in which we can improve the most is in the area of

managing student conduct. 53.8% of teachers said the students follow the rules of conduct. 69.2%

of teachers felt that policies and procedures about students conduct are clearly understood by the

faculty and 79.5 of faculty believed students at this school understand the epectations for their

conduct. We have already begun to work on improving this situation with our monthly PBIS

meetings, the formation of a new behavior team last year, and by analyzing behavior monthly at

both faculty and Instructional Leadership Team meetings. We have also begun implementing stronger Tier 2 and Tier 3 behavior interventions. Academically, we will focus on increasing the proficiency and growth of both our ELL and African American students. According to our KPREP data our African American students fell below with 54.5 proficiency, 50.7 separate academic indicators, and 15.5 growth. Our ELL students fell below with 43.6 proficiency, and 39.5 separate academic indicators.

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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.

We will engage the faculty through our Instructional Leadership Meetings. These meetings are scheduled for the first Monday of every month and includes grade level and special area team leaders as well as administrators. We also schedule more frequent meetings when necessary, specifically to discuss the CSIP and it's implementation. I will also involve other parents and teachers through our SBDM. SBDM meetings are held minimally monthly on the second Monday of the month. The CSIP will be a monthly agenda item as well. Further, we will focus on our academic challenges during our MTSS meetings where we discuss student growth and recommend Tier 2 and Tier 3 interventions for students falling below grade level. We also analyze the effectiveness of interventions students are receiving and alter these when necessary. MTSS meetings involved all grade level and intervention teachers.

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Phase II: The Needs Assessment School Diagnostic_02062018_10:19

Phase II: The Needs Assessment School Diagnostic

Dixie Elementary Magnet School

Robin Ryan Steiner

1940 Eastland Pkwy

Lexington, Kentucky, 40505

Last Modified:

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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 shareholder groups involved. How frequently does this planning team

meet and how are these meetings documented?

We have a clearly defined process for reviewing, analyzing and applying data results throughout

the school year. This occurs weekly in our grade level PLCs where we look at curriculum,

instruction and common assessment data. Further, our MTSS team meets with teachers and

administrators every 6 weeks to analyze current MAP and FAST data and to determine tiered

interventions for students. We also have an Instructional Leadership Team that meets monthly. This team is comprised of team leads from each department as well as administrators. The ILT reviews all types of data including academic, behavior, attendance, and technology data. Further, the team helps to make decisions school-wide. Finally, our SBDM Committee is comprised of teachers, the principal and parents. SBDM makes curricular decisions for the school and remains up-to-date on KPREP, MAP and behavior data. SBDM meets at least once per month. All of these groups have been involved with and played a role in our Needs Assessment. The ILT worked most closely with this document however and provided feedback for all teams in the building. All of these meetings are documented with agendas and meeting minutes.

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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 non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 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 2016 schools year – a decrease from 92% in 2015.

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Understanding Continuous Improvement: The Needs Assessment

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-The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016. Our student attendance has been increasing this year with an average of 96.96% for the 2018-19 school year thus far, which is an increase from 96.22% for the 2017-18 school year, vs. an average of 95.4% for the 2016-17 school year and an average of 95.75% for Fayette County. We have also observed a dramatic decrease in our behaviors for the year. Last year we had 366

behavior incidents vs. 553 for the 2016-17 school year. That is a significant decrease from the previous year, of 34%. We are already seeing a decrease in behavior referrals this year as well.

For the month of September, we had 24 behavior referrals vs. 52 for the 2017-18 school year. This is more than a 50% decrease. At the same time our MAP data is improving overall. In the fall, we had 51% of our students scoring proficient and 23% of our students scoring novice in math. Our winter data shows 59% proficient and 18% of students novice in math on MAP. We saw similar changes in reading with 55% scoring proficient and 20% scoring novice in reading on MAP in the fall. That improved to 60% proficient and 18% novice in the winter. If the trend continues as it did last year, we will have even fewer students scoring novice and more showing proficiency in the spring. Overall we saw major increases in our kindergarten class this year with 82% proficient and only 3.9% novice in reading in the winter! We also experienced increases in our KPREP data with our 3rd grade going from 56.1% in 2016-17 to 62.7% in 2017-18 in math and 57.3% to 61.4% in reading. 4th grade also increased in math from 55.1% to 56.5%. However, reading showed declines from 51.7% to 42.3% Our novice reduction improved in both areas. We experienced the opposite in 5th grade with a decline in math scores from 69.5% to 56.6% and an increase in reading scores from 53.7% to 59.2%. Our novice reduction increased in both areas as well. We had a tremendous increase in parent contacts last year with 18,579 parent contacts vs. 12,536 for the 2016-17 school year, almost a 35% increase. This number does not include the number of contacts also made through Class Dojo which numbered in the 1,000s. The implementation of Class Dojo school-wide has also had a positive impact on our parent contacts during the school 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 students in non-duplicated gap scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Overall, our students performed above the state norms on KPREP. However, two groups fell below. Our African American students fell below with 54.5 proficiency, 50.7 separate academic indicators, and 15.5 growth. Our ELL students fell well below with 43.6 proficiency and 39.5 separate academic indicators. We will need to address our Hispanic population. Our ELL students in both 1st and 3rd grade are struggling with reading. When looking at the conditional growth percentile in MAP these students are growing at a much lower rate than their peers. Additionally our gifted students struggled to make suggested growth in MAP in 4th grade. Our 1st grade special education students will also require additional support in Reading as their conditional growth is also in the 1%. Our data was scattered for our gap groups on KPREP. We saw both increases and decreases in reading and math depending upon the grade level and gap group. We did not have enough students with disabilities to do any true comparisons. Our Free and reduced lunch students experienced increases in our KPREP data in reading and math for grades 3, and 4th in math. Otherwise, we saw declines in the number of students who were proficient. We did not have enough students to make comparisons in KPREP for our Hispanic students.

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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 has been a concern in the past with KPREP; however, we are seeing improvement in our

reading MAP scores this year. I continue to be concerned with the growth of our ELL students

particularly at the 1st and 3rd grade levels according to our MAP data. Overall our attendance and

behavior data continue to show significant improvement over the past two years as well as our parent involvement. The achievement of our black students continues to lag behind our white students, but this too varies by grade level.

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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 school improvement strategies outlined below:

1- [Deployment of Standards](#)

2- [Delivery of Instruction](#)

3- [Assessment Literacy](#)

4- [Review, Analyze and Apply Data Results](#)

5- [Design, Align and Deliver Support Processes with Sub-group Focus](#)

6- [Establish a Learning Culture and Environment](#)

We are focusing this year on the deployment of standards through the continued implementation of

our Reading Wonders curriculum. Further, because the program is different from what has been in

place in the past, the delivery of instruction is also changing. In addition, we continue to review,

analyze and apply data results based on the implementation of this curriculum and the assessment

results. We are also focusing on the deployment of standards through the implementation of our

new math programs Envisions and Investigations. We are also focusing in on our ELL students

through further training in SIOP strategies, training a mentor teacher and forming a SIOP

Committee. The committee will make recommendations to the staff regarding changes in the

delivery of instruction. We are analyzing our KPREP and MAP data to focus in on our African

American and ELL students who are falling behind our other students. We are gathering academic

data related to these students and implementing Tier 2 and Tier 3 interventions during our new RTI

block. We will be tracking student progress throughout the year.

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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%. The increase in parent contacts from 12,536 in the 2016-2017 school year to 18,579 during the 2017-2018 school year. The decrease in behavior referrals from 544 in the 2016-2017 school year to 355 during the 2017-2018 school year. We continue to experience a decrease in behavior referrals with a 50% decrease in September from 52 referrals in September of 2017, to 24 referrals

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in September of 2018. The increase in attendance from just over 95% to just over 96% for students for the year, to starting the 2018-19 school year with attendance at close to 97%.

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Phase Two: School Assurances_10052018_11:59

Phase Two: School Assurances

Dixie Elementary Magnet School

Robin Ryan Steiner
 1940 Eastland Pkwy
 Lexington, Kentucky, 40505

Last Modified:

Status:

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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.

Phase Two: School Assurances

Introduction

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

ATTACHMENTS

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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

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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

School Assurances

Preschool Transition

Professional Development

Comprehensive Needs Assessment

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N/A

COMMENTS

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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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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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Instructional Strategies

Targeted Assistance Activities

Parent and Family Engagement

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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

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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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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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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

Teacher Quality

Title I Application

Paraeducators

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N/A

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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

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Paraeducator Non-Instructional Duties

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Phase Three: Comprehensive Improvement Plan for Schools Dixie Elementary Magnet School

Robin Ryan Steiner
1940 Eastland Pkwy
Lexington, Kentucky, 40505

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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.

As a TSI school for our African American and ELL students, we have chosen to focus on these

areas. Since our science scores were the lowest for our other areas tested, we will focus on that as

well. Finally, we have written a goal around our kindergarteners transition readiness.

Please see

the attached Comprehensive Improvement Plan for Schools Template.

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

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Attachment Name Description Item(s)

Dixie CSIP attachment
Comprehensive School Improvement plan.
ESSA
Documenting evidence based practices
ESSA evidence
reading programs
SIOP evidence
SIOP
computer programs
evidence for programs
evidence for LL
ESSA evidence

ATTACHMENT SUMMARY

Phase Three: Closing the Achievement Gap Diagnostic_10242018_10:34

Phase Three: Closing the Achievement Gap Diagnostic

Dixie Elementary Magnet School

Robin Ryan Steiner
1940 Eastland Pkwy
Lexington, Kentucky, 40505

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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.

We have identified our ELL students and our African American students for our identification. It is the reason we were labelled a TSI school.

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

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

The school is quite diverse. Currently we have 77 ELL students. More than 13 languages are spoken at the school and we have students from more than 12 countries. We try to meet the needs of all students at Dixie. Further, we have a large population of students living in poverty. Our population of students with disabilities is approximately 14%. We work hard to meet the needs of the variety of learners in our school and classroom. The district has implemented a language line so that we can speak with parents in their native language. Further, we invite Swahili and Spanish interpreters to all of our afterschool events, conferences and open houses. We want all of our students to be able to participate in these events. We try to provide for our families needing assistance through our FRYSC and school Social Worker. We have a weekly backpack program for more than 125 of our students. Our parents speak positively regarding the school's culture and climate as do our teachers. Dixie's gap population, that we have been designated a TSI school for, consists of ELL students as well as African American students. Many ELL students are newcomers who have fled their native lands and are in the US as refugees. Some of these students have never had formal education, others have had a limited or interrupted education. English acquisition is on-going as most of these students never spoke English prior to entering the US. EL students are mostly comprised of students from South/Central America who speak Spanish and those from West Africa who speak many dialects, mostly Swahili. These students are immersed into our classrooms and receive services from ELL staff members. Many of our ELL students also receive targeted intervention services. Our Family Resource Center Coordinator works closely with many ELL families to provide support outside of school as most no longer receive assistance from the Kentucky Refugee ministry. These services include, but are not limited to, clothing, food, school

supplies, and job placement help for parents.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the

school successfully closed and which ones persist? Use the work steps below to answer.

Combined Reading and Math for African American 2014-15 54.7%, 2015-16 44.6%, 2016-17

59.5% 2017-18 We had an 11% gain from the previous year and a 5% gain from 2 years ago.

However, overall our scores declined in both reading and math for the 2017-2018 school year.

Combined Reading and Math for Hispanic students 2014-15 30%, 2015-16 33.4%, 2016-17 35%.

Again, it continues to be lower; however, we have made a 5% gain in two years. Our scores in

reading and math increased over the past two years. Combined Reading and Math for ELL

students 2014-15 (not enough students), 2015-16 29.4%, 2016-17 38.3%, 2017-2018 14%. Our EL

scores went up a year ago, but declined considerably this year. Our percentage of novice EL

students in reading declined, while our apprentice and proficient numbers increased.

We did see

declines in our numbers of novice students amongst our students with disabilities, free and

reduced lunch students, Hispanic, and EL students. We saw an increase in novice students

amongst our African American students in both reading and math. However, we also saw an

increase in our numbers of African American students who were proficient and distinguished in

reading and math. It appears our numbers of apprentice students are decreasing and students are

moving both ways. Our African American, EL and free and reduced lunch students also increased

the percentage of distinguished students tested in math. We saw declines in distinguished

students in reading in all gap groups except our students with disabilities.

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

Our data involving our free and reduced lunch students has shown a decline in the number of

novice students, and increases in apprentice and proficient in reading, while our number of free

and reduced lunch students continues to increase. We also saw a decline in our numbers of novice

II. Achievement Gap Analysis

EL students in reading and an increase in our apprentice and proficient students. We experienced an increase in our numbers of African American students who are proficient in reading. Our percentage of students with disabilities at the novice level in reading and math has declined dramatically, while the numbers have increased in all other categories including distinguished in reading. Our percentages of EL students proficient and distinguished in math has increased as well.

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

Two big causes for concern are our achievement gaps with our ELL students and African American Students. Our African American students were .2 points away from reaching growth on the KPREP norm. However, they still fall below our students overall in growth, proficiency and other academic indicators. Our ELL students, many of whom tested for the first time in KPREP, are falling way below their peers at the state and district level. On this assessment, 60% of ELL students scored Novice in Reading and 46.6% scored novice in math. Both of these groups of students saw a reduction in the number of students reaching proficiency and an increase in the number of students scoring novice. While overall scores of these students did not meet proficiency, they continue to grow at or above the expected rate on other assessments, specifically MAP.

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 SBDM PD committee has planned additional professional development for all staff members regarding best practices for ELL students. During this PD, staff will learn specific strategies proven

to be successful with EL students. Focus during this PD will be on Tiers of Words for language acquisition, key academic vocabulary, as well as appropriate accommodations and test modifications. In addition, staff members continue to participate in ongoing reading professional developments offered through the district as well as math professional development to accompany the newly adopted district curriculum. Further, all staff will receive professional development in Culturally Responsible Teaching and Learning to address the teaching and learning of our gap populations. We will focus on high yield instructional strategies of Marzano and Hattie. After school services include ELL homework club, which takes place weekly. During this time staff members work with ELL students (K-5) on a variety of topics and assist them in the completion of homework. Additionally, both 4th and 5th grade have additional homework clubs afterschool weekly to offer additional support to targeted students.

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

Our ELL population shifted dramatically over the past several years and continues to change. Four years ago there were fewer than 40 ELL students in the school. We did not meet the threshold of having enough students in the group for their scores to count toward our KPREP overall. Starting in the 2015-16 school year, the school began to see growth in this population. By 2016-17, the population of ELL students had nearly doubled and by 2017-2018, the population of ELL students increased to over 100 students. Recently, we have been experiencing declines in our ELL population. We began the 2018-19 school year with 82 ELL students and our population has declined to 77 students currently. Part of the conditions that prevent us from closing the gap is the transitory nature of our ELL population. We are experiencing students moving in and out of our school regularly which makes it difficult for consistency.

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 process used to involve teachers, leaders and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap includes the use of the Instructional Leadership Team that meets monthly to discuss the CSIP. This team includes:

Robin Steiner, Principal; Cheri Presley, PGES Coach; Justin Welch, Administrative Dean/Behavior Coach; Alice Cox, Stephanie Haggard, Donna Beheler, Amber Livingood, Amy Pavona, Becky

McQuerry, Hannah VonSchlutter, Crystal Peters, teachers. The SBDM is also involved in

examining the CSIP monthly. This includes: Robin Steiner, Principal; Liz Rogers, Kara Gray and

Lindsay Schweitzer, teachers, and Chris Tracy and Clair Reynolds, parents. • We started a RTI

block this year • We have hired more intervention teachers to work with Tier 2 and Tier 3 students

during the RTI block • We have trained a SIOP mentor, formed a SIOP Committee and will be

implementing SIOP strategies school-wide • We have trained more teachers in the use of SIOP

strategies • We are starting homework clubs and ESS after school and will target these students •

We have developed a spread sheet of all targeted students and will monitor all interventions and

progress monitoring

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Dixie Elementary Magnet School

Robin Ryan Steiner

1940 Eastland Pkwy

Lexington, Kentucky, 40505

Last Modified:

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SUMMARY.....

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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?

Currently our school has a total enrollment of 552 students, which does not include our pre-school

students. We have a somewhat transition population; however, our enrollment seems to hover

somewhere between 550-560 students. The school is quite diverse. Our demographics include:

49% white, 7% two or more races, 14% Hispanic, 28% black, and 1% Asian. Our staff demographics do not match our student demographics. Currently we have 77 ELL students. More

than 13 languages are spoken at the school and we have students from more than 12 countries.

We try to meet the needs of all students at Dixie. Further, we have a large population of students

living in poverty. We receive Title 1 funding as a result. Our population of students with disabilities

is approximately 14%. We work hard to meet the needs of the variety of learners in our school and

classroom. The district has implemented a language line so that we can speak with parents in their

native language. Further, we invite Swahili and Spanish interpreters to all of our afterschool

events, conferences and open houses. We want all of our students to be able to participate in

these events. We try to provide for our families needing assistance through our FRYSC and school

Social Worker. We have a weekly backpack program for more than 125 of our students. Our

parents speak positively regarding the school's culture and climate as do our teachers. Dixie's gap

population, that we have been designated a TSI school for, consists of ELL students as well as

African American students. Many ELL students are newcomers who have fled their native lands

and are in the US as refugees. Some of these students have never had formal education, others

have had a limited or interrupted education. English acquisition is on-going as most of these students never spoke English prior to entering the US. EL students are mostly comprised of students from South/Central America who speak Spanish and those from West Africa who speak many dialects, mostly Swahili. These students are immersed into our classrooms and receive services from ELL staff members. Many of our ELL students also receive targeted intervention services. Our Family Resource Center Coordinator works closely with many ELL families to provide support outside of school as most no longer receive assistance from the Kentucky Refugee ministry. These services include, but are not limited to, clothing, food, school supplies, and job placement help for parents. We have excellent parent involvement in terms of attending events at the school. We often have well over 300 people in attendance at school events. Most of our teachers have 100% of parents participating in parent/teacher conferences. Last year we had more than 18,000 parent contacts during the year. We had more than 1500 adults in attendance at events. We will exceed that level this year, as we had more than 460 people attend our opening orientation at the beginning of the year. That's a much higher number than the previous year.

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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.

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We currently have a design thinking team that is revising our mission and vision statements. They have been working for over a year to complete this goal. Many teachers felt the current mission and vision statements were completed without their input. The school's current vision is the Dixie

Magnet Elementary School strives to positively impact the future by preparing our students to be confident, hardworking and goal-oriented individuals. Our vision is to strengthen our students' abilities to live healthy, balanced lives in which they both fulfill their responsibilities and use their compassion and creativity to make a positive difference in the world. We strive to individually prescribe education for all students. In addition, the five components of the arts (music, drama, visual art and media/digital art) are naturally integrated into daily instruction. Our arts integrated approach engages students towards mastery of higher level content through arts infused learning opportunities. Dixie students apply 21st century skills: collaboration, creativity, communication, critical and creative thinking, as well as character development and high quality human relationships. Our mission is Excellence in Intellect, Creativity and Character. Our Beliefs We believe.... students' learning needs should be the primary focus of all decisions impacting the work of the school. The responsibility for educating a child is a partnership involving the family, school and community. Each child is unique and differs from other individuals in their capabilities, interests, needs and rate of physical, intellectual, emotional and social growth; therefore, diversity is accepted, appreciated and encouraged. Schools should be a safe environment where all children can be successful learners, performing according to their abilities and where the needs of all children are accommodated.

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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.

Over the last three years, student attendance continues to improve and increase.

During the

2015-16 school year, attendance was at 95.5%. It increased to 95.85 for 2016-17, and 96% for

2017-18. This year, our attendance has been over 96%. behavior at the school has improved

dramatically. Our behavior referrals continue to decrease as well. In 2016-17 we had close to 600

behavior incidents. We cut that almost in half last year to 347, and this year, every month, once again our referrals have been half of what they were the previous year. Our parent contacts have increased over time as well. During the 2016-17 school year we had just over 12,000 parent contacts. We increase that number to 18,579 for the 2017-18 school year and again, this year, our numbers are 2,000 above for the first trimester. Our parent attendance at Title 1 events continues to increase every year as well. For example we had 371 parents attend our Orientation during the 2017-18 school year, and we had 420 attend this year. We have been named a Blue Ribbon School as well. Finally, our free and reduced lunch students continue to see improvements and are scoring above both our state and district averages. Our numbers of novice students has declined amongst our students with disabilities, free and reduced lunch students, Hispanic and ELL students. This is while we continue to see an increase in our numbers of free and reduced lunch students.

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Additional Information

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

As a magnet school, in the past, Dixie was comprised of 40% neighborhood students and 60% magnet students. Over the past four years the demographics of the school have changed dramatically to 60% neighborhood students and 40% magnet students. Our demographics have changed as well with increasing numbers of free and reduced lunch, ELL and African American students. Although we have been labeled a TSI school for our African American and ELL populations, we continue to out perform the district and state in most categories. Our students continue to show significant growth in their MAP scores as well.

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