

2018-2019 Garrett Morgan Phase One: Continuous Improvement Diagnostic_09282018_13:52

Phase One: Continuous Improvement Diagnostic

Garrett Morgan Elementary

Sarah Woodford
1150 Passage Mound Way
Lexington, Kentucky, 40509
United States of America

Last Modified: 10/17/2018

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.

The eProve Climate and Culture Staff Survey began with questioning to determine the expectations at our school. The survey indicates that 95% of staff members feel that students are learning. 79% of respondents believe that students understand and 88% of respondents feel that students are able to explain their learning. Based on this survey data, it is evident that our school has established high expectations for teaching and learning. Only 67% of respondents, however, indicated that their work at our school was "collaborative." Attention to working in professional learning communities to disaggregate data, make meaning of standards, draft and modify assessments, and plan engaging, standards-based lessons for all students will all us to move forward.

ATTACHMENTS

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

Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

We will continue to use eProve Surveys for staff, students, and parents to provide feedback on continuous improvement. All stakeholders will have the opportunity to provide feedback.

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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Phase Two: The Needs Assessment for Schools_10312018_10:39

Phase Two: The Needs Assessment for Schools

Garrett Morgan Elementary

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Lexington, Kentucky, 40509
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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?

Our school uses the PLC process to review, analyze and apply data results from common unit assessments, benchmark assessments, MAP, and KPREP. Teams of teachers review the data and complete a data analysis packet both individually and as a small group. Our leadership team, in addition to working with KPREP and MAP data, uses ELEOT walkthrough data to determine our teachers' efficacy and the next steps for our school. MAP data, KPREP data, and ELEOT walkthrough data is shared monthly (as applicable) in our SBDM Council. Teams of teachers meet in PLCs weekly and both our leadership team and SBDM meets monthly. Meetings are documented through agendas and 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 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.
- The number of students who scored at the proficient or distinguished level on the reading portion of KPREP increased from 60.9% to 62.6% -The number of students who scored at the proficient or distinguished level on the math portion of KPREP increased from 55.4% to 63.2% -Only 22% of our African American students scored at the proficient or distinguished level in reading -Only 18% of our African American students scored at the proficient or distinguished level in math

ATTACHMENTS

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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.

89% of African American students scored below proficiency on the KPREP test in reading as opposed to just 10% of non-gap learners 74% of African American students scored below proficiency on the KPREP test in math as opposed to just 8% of non-gap learners

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Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

In analyzing data trends from our KPREP, MAP, and unit assessment data from the last two academic years, it is evident that culturally-responsive teaching remains a significant area for improvement for our school. In recognizing that, our staff has already undergone 12 hours of professional development, centered around best practices for reaching students of varying backgrounds.

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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Design and Deliver Instruction: -improve systems of communication and collaboration to ensure Tier II instructional needs are met and needs for improvement are identified -monitor lesson plans to ensure teachers design lessons with students cultural, social, and developmental needs in mind -monitor unit assessment data to ensure both best practice and standards-based instruction is delivered in instruction Review, Analyze, and Apply Data -develop a system to ensure that students are actively involved in their own data and making decisions about their own learning Design and Deliver Assessment Literacy -as a faculty, learn best practice for ensuring consistent feedback is given to students on the progression of their learning -in PLCs, use assessment data to prioritize and implement actionable steps that impact instruction (particularly for Tier II and Tier III students) -continue to improve upon our school's grading system to accurately communicate student learning and mastery of content

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%.

Our school experienced growth in both our index and percentage of students who scored proficient or distinguished in both reading and math.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase Two: School Assurances_10312018_11:00

Phase Two: School Assurances

Garrett Morgan Elementary

Sarah Woodford
1150 Passage Mound Way
Lexington, Kentucky, 40509
United States of America

Last Modified: 10/31/2018

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Phase Two: School Assurances

Introduction

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

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.
- Yes
 - No
 - N/A

COMMENTS

ATTACHMENTS

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Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.
- Yes
 - No
 - N/A

COMMENTS

ATTACHMENTS

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Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.
- Yes
 - No
 - N/A

COMMENTS

ATTACHMENTS

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4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.
- Yes
 - No

- N/A

COMMENTS

ATTACHMENTS

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Instructional Strategies

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

- Yes
- No
- N/A**

COMMENTS

ATTACHMENTS

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Targeted Assistance Activities

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

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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Parent and Family Engagement

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

- Yes
- No
- N/A

COMMENTS

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

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ATTACHMENT SUMMARY

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Comprehensive Improvement Plan for Schools

Rationale

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

Operational definitions of each area within the plan

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

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

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

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

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

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

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

Guidelines for Building an Improvement Plan

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

1: Proficiency Goal

Goal 1

By 2023, increase combined proficiency in reading and math (as measured by KPREP data) from 62.9 to 81.45.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1- By the end of 2018-2019 school year, proficiency in reading will increase from 63 to 76.7 as measured by the K-PREP assessment.	KCWP-2: Design and Deliver Instruction	Through PLC structure, monitor delivery of content through use of district-mandated monitoring tools and review of grade level unit plans to ensure alignment to district pacing guide and inclusion of all standards. Once a month in PLCs, conduct “status check” of progress through district pacing guide. PLC minutes will reflect discussions and action on progression through standards.	In addition to the 2018-2019 K-PREP proficiency objective being reached, proficiency on unit, summative assessment data for reading and math will increase, as well.	Teachers Administration PLC Minutes Observations	\$0

<p>Objective 2-</p> <p>By the end of the 2018-2019 school year, math proficiency will increase from 63 to 66.7 as measured by the K-PREP assessment.</p>	<p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>Use formative and summative assessment data to monitor efficacy of instruction and plan and deliver next-steps in instruction.</p> <p>As our school works toward a grading system which measures mastery of standards, develop a monitoring tool for each formative and summative assessment.</p>	<p>In addition to the 2018-2019 K-PREP proficiency objective being reached, proficiency on unit, summative assessment data for reading and math will increase, as well.</p>	<p>Teachers Administration PLC Minutes Observations</p>	<p>\$0</p>
		<p>Through the PLC process, teachers will work together to complete a data analysis for assessments. The analysis will include a “Plan of Action” which includes the dates, times, and strategies used for additional teaching/learning.</p>	<p>In addition to the 2018-2019 K-PREP proficiency objective being reached, proficiency on unit, summative assessment data for reading and math will increase, as well.</p>	<p>Teachers Administration PLC Minutes Observations</p>	<p>\$0</p>
	<p>KCWP 3: Design and Deliver Assessment Literacy</p>	<p>Provide professional development for teachers on assessments tools provided through Investigations/Envisions (in addition to unit assessments and benchmarks).</p>	<p>Teachers will be able to access and use all assessment tools available in Investigations/Envisions.</p>	<p>Teachers Administration District Math Support Observations</p>	<p>\$0</p>

2: Separate Academic Indicator

Goal 2		
By 2023, GME will increase combined proficiency in the areas of writing, social studies, and science from 80.7 to 90.35.		
<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By the end of the 2018-2019 school year, proficiency in science will increase from 41 to 46.9 as measured by the K-PREP assessment.	KCWP 2: Through PLC structure, monitor delivery of content through use of grade level unit plans to ensure alignment to district pacing guide and inclusion of all standards.	Once a month in PLCs, conduct “status check” of progress through district pacing guide. PLC minutes will reflect discussions and action on progression through standards.	In addition to the 2018-2019 K-PREP proficiency objective being reached, proficiency on unit, summative assessment data for science will increase, as well.	Teachers Administration	\$0
		Grade level teams will participate in a mid-year collaboration with the STEM teacher to review and make adjustments to curriculum beyond pacing for the 2nd half of the year.		Teachers Administration PLC Minutes Observations	\$0
	KCWP 1: Teachers will ensure that Tier I curriculum meets the intent of the standard.	Teachers will participate in an evaluation of Science curriculum resources to use for Tier I instruction.	In addition to the 2018-2019 K-PREP proficiency objective being reached, proficiency on unit, summative assessment data for science will increase, as well.	Teachers Administration	\$0
		The 4th grade level will pilot a		4th Grade Teachers	\$0

		program, analyze the data for effectiveness, and make a recommendation to school leadership for purchase.		Administration	
Objective 2 By the end of the 2018-2019 school year, proficiency in social studies will increase from 68% to 71.2% as measured by the K-PREP assessment.	KCWP 2: Through PLC structure, monitor delivery of content through use of grade level unit plans to ensure alignment to district pacing guide and inclusion of all standards.	Once a month in PLCs, conduct “status check” of progress through district pacing guide. PLC minutes will reflect discussions and action on progression through standards.	In addition to the 2018-2019 K-PREP proficiency objective being reached, proficiency on unit, summative assessment data for social studies will increase, as well.	Teachers Administration	\$0

3: Gap

Goal 3
By 2023, increase the combined proficiency in reading and math all students in the gap group from 35% to 67.5%.

<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1</p> <p>By May of 2019, 44.2% of non-duplicated gap students will score at or above proficiency in reading.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Tier III Intervention Team RTI Team and grade level teachers meet regularly to determine appropriate research-based intervention strategies and assess the effectiveness of the intervention plan as evidenced by formative and summative assessment.</p>	<p>Tier II and Tier III plans</p> <p>Progress monitoring plans</p> <p>Formative assessments</p>	<p>Ongoing</p> <p>Regular education teachers</p> <p>Intervention teachers</p>	<p>\$0</p>
	<p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>PLC Teams Regular education, ELL, special education, and intervention teachers to write IEP and PSP goals to align with common core standards and data to support the individual needs of students.</p>	<p>IEP and PSP plans</p> <p>Formative and Summative assessments</p>	<p>Ongoing</p> <p>Regular education</p> <p>Intervention</p> <p>ELL</p>	<p>\$0</p>
<p>Objective 2</p> <p>By May of 2019, 41.5% of non-duplicated gap students will score at or above proficiency in math.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Teacher Professional Development Throughout the year, staff will have embedded and formal professional learning to grow their understanding of math curriculum, to improve math instruction.</p>	<p>Professional Development Plans</p> <p>Formative Assessment</p>	<p>Ongoing</p> <p>Regular education</p> <p>Administrations</p>	<p>\$0</p>

	KCWP 4: Review, Analyze, and Apply Data	Attendance The guidance counselor, attendance clerk, and principal will work collaboratively with parents and district personnel to remove barriers that result in chronic absences and tardies.	Student action plans Attendance reports	Teachers Guidance Counselor	\$0
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4: Graduation rate

Goal 4 (State your Graduation Rate goal):

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
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Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
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In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

5: Growth

Goal 5:
Increase the average combined reading and math growth in grades 3-5 from 16.7 to 58.35 by 2023.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
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- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By May 2020, Garrett Morgan will increase combined KPREP reading typical growth from 19.5 to 27.5.	KCWP 4: Review, Analyze, and Apply Data	PLC teams, instructional support staff, and intervention teachers will collaborate to review formative assessment data to ensure Tier II and Tier III interventions are targeted on standards-based instruction.	Formative assessments	Ongoing Regular education Special education Intervention Leadership Team	\$0
Objective 2 Garrett Morgan will increase combined KPREP math typical growth from 13.9 to 22.5.	KCWP 5: Design, Align, and Deliver Support	Teachers will work collaboratively with the GT coordinator to develop differentiated instruction to extend student learning for students who have already mastered grade level core content, while increasing rigor and student engagement.	Formative assessments	Ongoing Regular education Special education Intervention Leadership Team	\$0

6: Transition Readiness

Goal 6
By 2023, 5th grade combined readiness in reading and math for the ACT will increase from 47.9% to 73.95% as measured by the MAP assessment.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1</p> <p>By the end of the 2018-2019 school year, 5th grade readiness in reading for the ACT will increase from 58.3% to 62.5% as evidenced by the MAP assessment.</p>	<p>KCWP: Design and Deliver Instruction</p>	<p>Teachers will utilize the Learning Continuum provided by the MAP assessment to plan Tier II instructional support.</p>	<p>Students with reading deficits will have their instructional needs identified and met during Tier II intervention.</p>	<p>Teachers Administration Tier II lesson plans</p>	<p>\$0</p>
	<p>KCWP: Design and Deliver Assessment Literacy</p>	<p>Teachers complete reading diagnostics at each grade level 3 times per year: fall, winter, and spring. Each diagnostic will be specific to the specific skills needed at each grade level.</p>	<p>Teachers will gain clarity in the specific needs of students in reading.</p>	<p>Teachers Administration District Reading Support</p>	<p>\$0</p>
<p>Objective 2</p> <p>By the end of the 2018-2019 school year, 5th grade readiness in math for the ACT will increase from 37.5% to 43.75% as evidenced by the MAP assessment.</p>	<p>KCWP: Design and Deliver Instruction</p>	<p>Teachers will utilize the Learning Continuum provided by the MAP assessment to plan Tier II instructional support</p>	<p>Students with reading deficits will have their instructional needs identified and met during Tier II intervention.</p>	<p>Teachers Administration Tier II lesson plans</p>	<p>\$0</p>

7: Other (optional)

Goal 7 (State your goal):

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

Phase Three: Closing the Achievement Gap Diagnostic_12072018_11:24

Phase Three: Closing the Achievement Gap Diagnostic

Garrett Morgan Elementary

Sarah Woodford
1150 Passage Mound Way
Lexington, Kentucky, 40509
United States of America

Last Modified: 12/10/2018

Status: Locked

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

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

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

Spreadsheet 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.

Garrett Morgan Elementary has a diverse population. The following subgroups comprise the gap population: African American: 17% Hispanic: 6% 2 or more races: 6% ELL: 10% IEP: 9% Free and Reduced Lunch: 38%

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.

See below.

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

Proficiency has improved for hispanic students in the area of reading and math. In reading, proficiency increased from 50% in 2016 to 56% in 2017. In math, proficiency increased from 31% in 2016 to 22% in 2017.

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

The overall proficiency of gap groups in the last two academic years has regressed. For the majority of gap groups, the biggest regression has been in the area of reading. Proficiency decreased from 47.1% in 2016 to 36% in 2017. The African American subgroup decreased from 40% to 34. Proficiency for the subgroup of 2 or More Races decreased from 64% to 50%.

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

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

The school's professional development plan seeks to engage teachers in building a deeper understanding of: 1) content standards and pedagogy, 2) effective strategies when meeting students' psychological needs, and 3) standards based grading and assessment. The school's ESS plan provides academic and social skills instruction beyond the school day to identified students in the gap subgroup. The combination of the professional development and ESS plans addresses the two conditions impacting our gap population, thus widening our achievement gap: behavior and Tier II and Tier III instructional support.

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.

In recent months, gap students have comprised 93% of school-wide discipline referrals. Providing sufficient and effective behavioral support for these students is imperative. An additional condition that has prevented Garrett Morgan Elementary from closing existing achievement gaps is the consistency in quality, reliable human and instructional resources at the Tier II and Tier III support levels. Low achieving students need access to a variety of instructional materials that meet their skill deficits in smaller group settings.

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 following individuals/groups have participated in the CSIP process through idea development, data analysis, providing feedback, or executing revisions: Sarah Woodford (principal) Mary Maldonado (PGE Coach) Teresa Palmer (Behavior Coach) Susan Nally (Guidance Counselor) Site-Based Decision Making Council

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).

Garrett Morgan Elementary will increase the reading proficiency rate for all students in the gap group from 36% to 42% by 2023 as measured by the K-PREP assessment.

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.

Attached

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)
 Gap Goal	Gap Goal	III
 Gap Group Spreadsheet	Gap Group Spreadsheet	III

Gap Group/Total number of students	Percentage of Total School Population
African American /128	17%
Hispanic/45	6%
2 or More Races/48	6%
ELL/77	10%
IEP/68	9%
Free/Reduced Lunch/290	38%

Phase Three: Executive Summary for Schools_12102018_09:20

Phase Three: Executive Summary for Schools

Garrett Morgan Elementary

Sarah Woodford
1150 Passage Mound Way
Lexington, Kentucky, 40509
United States of America

Last Modified: 12/10/2018

Status: Locked

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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?

Garrett Morgan Elementary is located at 1150 Passage Mound in Lexington, KY. Although Garrett Morgan is situated in The Home Place neighborhood, it is also with a few miles of thriving, local commerce. This location is ideal for proximity to students and families and building relationships with local businesses and churches. With its inaugural year in 2016, GME has experienced tremendous growth and support from the community in just three years. With a current student population of 766 students and 45 certified teachers, the school has increased by nearly a fourth since its opening. An active PTA ensures parents have an opportunity to be involved and supports for students remain at the forefront.

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.

Garrett Morgan Elementary will be a positive and safe environment that: Engages students in rigorous instruction Ensures all students learn and grow Celebrates and respects the unique community of learners we represent Garrett Morgan Elementary exists to: Create life-long learners who value education and are encouraged to explore, make mistakes, and problem solve Develop students' unique interests and talents to aide in the endless possibilities of their future success. Garrett Morgan Elementary embodies our mission and vision by: 1) having high expectations for ourselves and all of our students as evidenced through teacher growth plans and student data binders, 2) providing purposeful, rigorous, and individualized instruction planned through the PLC process, and 3) creating a safe environment for our students with the implementation of PBIS and a hierarchy of behavioral support staff.

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.

The achievements of Garrett Morgan students are many and span a variety of content and extra-curricular based activities. Garrett Morgan has consistently scored in the top third of district elementary schools on the K-PREP assessment with notable improvement and proficiency in writing. With a quality arts education, the GME chorus has expanded to include musical theatre. Students participate in local and all-state choirs, perform a spring musical and refine their skills in drama, dance, and art. The school's STLP, Robotics, Battle of the Books, and Academic Teams compete at district and state levels (when available) annually. In addition to the aforementioned

extra-curricular activities, the following opportunities exist to address the unique interests held by our diverse population: Girls on the Run, clogging, creative writing, Morgan Mentors, geography, cursive handwriting, recycling, energy conservation, basketball, and MVP (Men with Valor and Purpose). Despite the vastness of opportunities and achievements of students, Garrett Morgan continues to seek ways to engage our gap group population in learning and activities to increase family involvement and student achievement. Finding ways to involve all students in extensions and additional, engaging learning activities during the school day continues to be our challenge. This is our most significant area of growth.

ATTACHMENTS

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

Additional Information

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

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)
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