

## Phase One: Continuous Improvement Diagnostic 2018 James Lane Allen

Phase One: Continuous Improvement Diagnostic

### **James Lane Allen Elementary School**

Gregory Williams  
1901 Appomattox Rd  
Lexington, Kentucky, 40504  
United States of America

Last Modified: 10/01/2018

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.

Increase the number of parents completing Title 1 and FRC surveys. Increase the number of parents participating in committee work and SBDM elections. Offer family nights that provide learning opportunities for families in the areas of how they can support and advocate for their child's learning and how to become actively involved in our school community. These areas were identified because we do have a core group of parents that participate but we need to increase the overall level of participation. We want our families to be an integral part of their children's education.

#### **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.

Our family nights will include a component that will help families understand their role in their child's learning and how they can support and advocate for their child. We will offer at least one family night to show families the importance of our committees and how they can be part of that work. This will include information about SBDM and the election process. We will offer multiple opportunities to take our school surveys (i.e., Title 1, FRC) whether it be electronically or paper/pencil.

#### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## **JLA 1819 Phase Two: The Needs Assessment for Schools**

Phase Two: The Needs Assessment for Schools

### **James Lane Allen Elementary School**

Gregory Williams  
1901 Appomattox Rd  
Lexington, Kentucky, 40504  
United States of America

Last Modified: 11/01/2018

Status: Locked

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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?

The principal and PGES Coach do an initial data analysis (K-5). Once that is complete then they will lead the Leadership Team and staff through a similar process during Leadership meetings and Faculty meetings. Members of the Leadership Team along with the Principal and PGES Coach will then work with their teams and have them analyze the data specific to their levels. Data is reported to our SBDM Council. This process occurs when we have data available - KPREP 1 time year, MAP 3 times a year, Instructional Data (unit assessments, etc.) when they are completed. Minutes are kept by each group.

### **ATTACHMENTS**

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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.

According to KPREP: \* in Reading for grades 3-5, 35.8% of the students scored novice. \* in Math for grades 3-5, 34.3% of the students scored novice. \* our growth score was 19.4 which was 3.6 points above the recommended threshold cutscore. \* all accountable groups growth scores were 19.3 and higher 94% of our students did not receive a behavior referral.

## **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.

74% of gap students scored below proficiency on the KPREP test in reading. 74% of gap students scored below proficiency on the KPREP test in math.

### **ATTACHMENTS**

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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 data shows that over the last two academic years that the number of gap students scoring below proficiency in Reading and Math is of great concern because it has been above 70% for both years.

### **ATTACHMENTS**

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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](#)

KCWP 1: Design and Deploy Standards Last year we implemented a new reading program and we are implementing a new math program. Through our PLC processes we need to make sure that Tier 1 instruction and assessment is focused on the appropriate standards and all students have access to the curriculum.

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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%.

94% of our students did not receive a behavior referral in 17-18. The growth scores for Hispanic students (19.4), ELL (19.4) and Free/Reduced Lunch (19.3) were higher than the recommended threshold cutscore set by the state (15.8).

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## Phase Two: School Assurances JLA 1819

Phase Two: School Assurances

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## Phase Two: School Assurances

### Introduction

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

## School Assurances

### Preschool Transition

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

- Yes
- No
- N/A

#### COMMENTS

#### ATTACHMENTS

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

### Professional Development

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

- Yes
- No
- N/A

#### COMMENTS

#### ATTACHMENTS

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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**

## **ATTACHMENTS**

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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 (State your proficiency goal): Increase proficiency in combined Reading and Math from 32.5% to 66.25% by 2022-2023 as measured by state required academic assessments.

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 Increase proficiency in Reading from 32.1% to 39.1% by 2018-2019 as measured by state required academic assessments.	Develop a systematic approach in order to design and deliver core instruction to ensure that 80% of students are 80% successful in Tier 1 for Reading and Math.	Process Continue to use the PLC process to ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Formative and summative assessment data will be analyzed in PLCs.		
	Continue to develop a systematic approach to design and deliver instruction to ensure that all students have access to a guaranteed and viable curriculum.	Process Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments supporting the implementation of Reading Wonders as our Tier I instructional materials.	Eleot data will be reviewed and analyzed by Principal and PGES Coach.		
		Process Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular	Eleot data will be reviewed and analyzed by Principal and PGES Coach.		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		adjustments regarding the implementation of guided reading strategies.			
<p>Objective 2            Increase proficiency in in Math from 30.4% to 36.8% by 2018-2019 as measured by state required academic assessments.</p>	Develop a systematic approach in order to design and deliver core instruction to ensure that 80% of students are 80% successful in Tier 1 for Reading and Math.	Process Continue to use the PLC process to ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Formative and summative assessment data will be analyzed in PLCs.		
	Continue to develop a systematic approach to design and deliver instruction to ensure that all students have access to a guaranteed and viable curriculum.	Process Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments supporting the implementation of Investigations III and EnVision as our Tier I instructional materials.	Eleot data will be reviewed and analyzed by Principal and PGES Coach.		

## 2: Separate Academic Indicator

Goal 2 (*State your separate academic indicator goal*): Increase proficiency in separate academic indicators from 24.7% to 62.4% by 2022-2023 as measured by state-required academic assessments.

<p>Which <b>Strategy</b> 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"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> 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"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<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 Increase proficiency in in separate academic indicators from 24.7% to 32.7% by 2018-2019 as measured by state required academic assessments.</p>	<p>Develop a systematic approach in order to design and deliver core instruction to ensure that 80% of students are 80% successful in Tier 1 for Science, Social Studies and Writing.</p>	<p>Process Continue to use the PLC process to ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures for Science, Social Studies and Writing.</p>	<p>Formative and summative assessment data will be analyzed in PLCs.</p>		
<p>Objective 2</p>					

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

### 3: Gap

Goal 3 (*State your Gap goal*): Increase the percentage of Free and Reduced Lunch students scoring proficient/distinguished in Reading from 27% to 63.5 by 2022-2023 as measured by state required academic assessments.

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.*)

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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 Increase the percentage of Free and Reduced Lunch students scoring proficient/distinguished in Reading from 27% to 35% by 2018-2019 as measured by	Continue to have a system in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.	Continue to develop a clearly defined MTSS process, including such information as service frequency, intervention programs/strategies, progress monitoring checks and develop a protocol and monitoring/documentation tool for	Tier 2 and Tier 3 data monitored every 4-6 weeks by administration and teachers. FAST data and other available data will be used to monitor progress.		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
state required academic assessments.		tiered intervention movement considerations.			
Objective 2					

#### 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](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

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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 (*State your Growth goal*): Reduce novice from 34.3% in Math down to 17.0% and from 35.8% in Reading to 17% by 2022-2023 as measured by state required academic assessments.

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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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 Reduce novice in reading from 34.3% to 30% and in math from 35.8% to 31.8% by 2018-2019 as measured by state required academic assessments.	Continue to have a system in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.	Continue to develop a clearly defined MTSS process, including such information as service frequency, intervention programs/strategies, progress monitoring checks and develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	Tier 2 and Tier 3 data monitored every 4-6 weeks by administration and teachers. FAST data and other available data will be used to monitor progress.		
Objective 2					



## 6: Transition Readiness

Goal 6 (*State your Transition Readiness goal*): Increase percentage of 5<sup>th</sup> graders transition ready for 6<sup>th</sup> grade based on MAP scores in the combined areas of Reading and Math from 43.3% to 71% in 2022-2023.

<p>Which <b>Strategy</b> 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"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> 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"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<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
Objective 1 Increase percentage of 5 <sup>th</sup> graders transition ready for 6 <sup>th</sup> grade based on MAP scores in the combined areas of Reading and Math from 43.3% to 49.3% in 2018-2019.	Develop a systematic approach in order to design and deliver core instruction to ensure that 80% of students are 80% successful in Tier 1 for Reading and Math.	Process Continue to use the PLC process to ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Formative and summative assessment data will be analyzed in PLCs.		
	Continue to develop a systematic approach to design and deliver instruction to ensure that all students have access to a guaranteed and viable curriculum.	Process Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments supporting the implementation of Reading Wonders as our Tier I instructional materials for Reading and Investigations III and EnVisions for Math.	Eleot data will be reviewed and analyzed by Principal and PGES Coach.		

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

**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 2018-2019 JLA

Phase Three: Closing the Achievement Gap Diagnostic

### **James Lane Allen Elementary School**

Gregory Williams  
1901 Appomattox Rd  
Lexington, Kentucky, 40504  
United States of America

Last Modified: 12/29/2018

Status: Open

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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.

Achievement Gap Group spreadsheet for JLA is 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.

JLA is committed to serving all students. Over 50% of our students speak English as a second language. To better reach our students, we have begun implementation of the Sheltered Instruction Observation Protocol (SIOP). We use the Plan, Do, Study, Act process to create and implement our instructional plans through the PLC process. We review our Tier 2 and Tier 3 data during our monthly MTSS meetings with all necessary staff.

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.

According to our KPREP index data in Reading we have the following gaps: \* White - 73.2 Hispanic - 38.1 \* All Students - 51.3 ELL - 33.2 \* All Students - 51.3 Free/Reduced - 46.3 In Reading we were able to reduce the number of students scoring novice for African American, ELL and F/R students. According to our KPREP index data in Math we have the following gaps: \* White - 72.2 Hispanic - 44.2 \* All Students - 52.6 ELL - 39.4 \* All Students - 51.3 Free/Reduced - 48.0 In Math we were able to reduce the number of students scoring novice for Hispanic, ELL and F/R students.

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

In Reading we were able to reduce the number of students scoring novice for African American, ELL and F/R students. In Math we were able to reduce the number of students scoring novice for Hispanic, ELL and F/R students.

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

In Reading the percent of Hispanic students scoring novice increased 3.3%. In Math the percent of African American students scoring novice increased 0.3%.

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).*

We are providing PD in literacy and math, including but not limited to our new literacy program, Wonders and also in our new Math programs, Investigations and enVisions. We are providing PD in Guided Reading instruction to address student deficits in reading. We have provided PD to address family engagement needs.

### **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.

Our number of ELL students increases each year. Each year, the majority of our incoming kindergarten students are not prepared to enter school according to the Brigance.

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.

We analyze our data through our PLC process using data analysis at each grade level and also school wide. Our Instructional Leadership Team and SBDM Council will review and analyze this work and provide recommendations. Our MTSS team is made up of our administration, intervention teachers, homeroom teachers, SpEd staff and ELL teachers. During the school year they review Tier 2 and Tier 3 data/plans and revise as needed.

### III. Planning the Work

#### Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Increase the percentage of Free and Reduced Lunch students scoring proficient/distinguished in Reading from 27% to 35% by 2018-2019 as measured by state required academic assessments.

#### **ATTACHMENTS**

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

#### 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 is the Closing the Achievement Gap Summary for JLA.

#### **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)
 Achievement Gap Identification 1819 JLA	Identified Gap groups for JLA.	I
 Measurable Gap Goal for JLA 2018-2019	This is the information concerning our Gap Goal for 2018-2019.	III

Gap Group/Total number of students	Percentage of Total School Population
Latino/Hispanic - 223	49%
African American - 78	17%
Free/Reduced - 375	83%
ELL - 225	50%
Special Education -59	13%



## Phase Three: Executive Summary for Schools 2018-2019 JLA

Phase Three: Executive Summary for Schools

### **James Lane Allen Elementary School**

Gregory Williams  
1901 Appomattox Rd  
Lexington, Kentucky, 40504  
United States of America

Last Modified: 12/29/2018

Status: Open

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## Phase Three: Executive Summary for Schools

### Executive Summary for Schools

#### Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

James Lane Allen Elementary has approximately 450 students in grades K-5 and 52 students that participate in preschool. We offer one full day preschool class and one preschool class that has a morning and afternoon session. Our school is an integral part of Lexington's diverse community. 71% of our students come from diverse backgrounds with over 52% speaking a second language other than English. Approximately 83% of our students qualify for free/reduced lunch and through a federal grant all students eat breakfast and lunch for free. In the summer of 2014 our school renovation was completed bringing about many updates to our building. We have an active partnership with our PTA. The PTA provides support for our academic and behavior programs including but not limited to guest artists and support for our family nights.

#### **ATTACHMENTS**

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

#### 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.

The mission of James Lane Allen Elementary is that we will develop proficient learners and successful citizens through high expectations in a positive, caring environment. We value and embrace the diversity in every learner. We strive to make sure that all students are given the opportunity to achieve at high levels and are provided the necessary support through a variety of state and local grants. We are a Title 1 school which helps us to fund several certified staff to address our needs in Literacy and Math. Title 1 money is also used for student and teacher materials. We have multiple Family Nights each school year to allow families to participate in their children's education. We have written for and received grants in Math that allow us to meet the diverse learning needs. The Math Achievement grant serves students in our Primary Program. In May 2015 we received a 21st Century Community Learning Centers grant from the state. This grant serves students in grades 3-5 with an afterschool and summer program that focuses on reading and math support. During this school year we are implementing a K-5 reading program, Wonders and in Math we are implementing two programs, Investigations (K-2) and enVisions (3-5). We also provide ELL staff member for each grade to support ELL students. We are implementing the Sheltered Instruction Observation Protocol (SIOP) with our staff. Our PBIS team continues to focus on identified areas of need including the consistency of consequences by staff, parent involvement and the analysis of behavior data.

#### **ATTACHMENTS**

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

#### 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.

James Lane Allen Elementary is focused on improving the percentage of students scoring proficient and distinguished in all academic areas with an overall reduction of students scoring novice. This past year our KPREP data showed gains in Math and Writing. According to KPREP, our Growth score was 19.4 which was 3.6 points above the state required score. All of our accountable student groups growth scores were above the state requirement, resulting in our school being labeled as Other. Over the next three years we will continue to focus on closing our achievement gaps and reducing the number of students scoring novice. Over the next three years to help close gaps we will continue to work on and refine our implementation of the SLOP Protocol, Wonders Reading program and Investigations Math and enVisions Math. This will impact our Tier 1 instruction in literacy and math. We will strengthen our PLC process using the Plan, Do, Study, Act process to address data based planning (i.e., using formative and summative assessments to inform our instruction). Our PBIS team will continue to focus on identified areas of need based behavior data and teacher surveys.

### **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.

James Lane Allen Elementary provides after school opportunities in several areas. In the area of Arts & Humanities students have the opportunity to be part of the JLA Chorus, Percussion Ensemble and Art Club. Students may also join the Student Technology Leadership Program (STLP) which also has several robotics teams. Our STLP Team qualified and competed in the state competition the last couple of years and they were champs for their Community Service project in 2015. Our JLA Primary and Intermediate academic teams regularly compete for the region and district championships. We offer a Girls on the Run program for our students in the spring. Our Family Resource Center provides many resources to our school community.

### **ATTACHMENTS**

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

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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