

18/19 JME Continuous Improvement Diagnostic, Phase 1

Phase One: Continuous Improvement Diagnostic

Julius Marks Elementary School

Rebecca Puckett
3277 Pepperhill Rd
Lexington, Kentucky, 40502
United States of America

Target Completion Date: 09/30/2018

Last Modified: 11/14/2018

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 TELLKY survey was given the year prior to new administration arriving in July of 2017. A survey mimicking TELLKY questions, given mid year after new administration was in place, shows improvement in all areas, with 100% of staff in agreement with the statement, "faculty and staff have a shared vision." While the survey shows a shared vision is in place, our new category identification of TSI calls for the need to fine tune the vision with a focus on the African American students as an identified population for Targeted Support and Improvement. Continued collection of staff perception through survey data will be needed to keep a pulse on newly implemented strategies, processes, and practices. Families as stakeholders have had opportunity to provide feedback via eProve Climate and Culture Survey, however, only 41 families responded. In addition, feedback around Title 1 events and activities is collected through paper surveys. Most recently, 79 families responded and provided feedback after attending our Curriculum Night. Family feedback was positive and indicated the desire for additional information around student data and how to help students in math and reading outside of the school day. To help our school move forward, additional information from families will be needed to better identify perceptions due to the low number of responses with the eProve Culture and Climate survey.

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Part II:

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

Increased family stakeholder feedback will be sought through eProve surveys by extending the environment in which data collection takes place, use of various technology platforms to communicate the survey link, as well as increased advertisement of surveys through homeroom teacher communication tools. Specific information regarding the learning of African American students will be sought to address the Targeted Support and Improvement needs for increased student achievement. Evidenced based research will be used with the survey data to ensure the process and implementation match requirements of the Every Student Succeeds Act (ESSA.) In addition, SBDM Committees will increase communication inviting family members to join/attend

committee meetings as decisions are made for continuous improvement. To increase family engagement in gaining knowledge around student learning, we will hold three day events to engage families and increase participation when compared with our evening events of the prior year. Along with timely student data, feedback from the stakeholder engagement will be used to measure progress and make decisions through the following structures: School Leadership Team, Grade Level Teams, Professional Learning Communities involving certified staff, SBDM Committee meetings with family involvement, and SBDM Council.

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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18/19 Phase Two: The Needs Assessment for Schools_09302018_06:42

Phase Two: The Needs Assessment for Schools

Julius Marks Elementary School

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United States of America

Target Completion Date: 10/31/2018

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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?

State data for grades 3-5 is analyzed school wide once released in the fall. Analysis is provided by certified staff as well as SBDM Council members, including parents. The data is compared to other schools in the district and state as well as within our own school from year to year. Specific populations and groups are looked at to compare growth on KPREP. In addition to KPREP data, MAP data analysis is conducted by the same stakeholders. In addition to the school wide perspective, grade levels work to analyze reading and math KPREP and MAP data to identify skills showing strengths, skills showing weakness, professional support needed to address weaknesses, and professional strengths to build capacity. Grade levels meet weekly to continuously and collaboratively use data for instructional improvement. A school leadership team meets monthly to review analysis as it relates to next steps in planning for professional learning, budgets, and needed supports. All meetings are documented through minutes housed in a common platform accessible to all stakeholders involved. Regarding MAP data, specific content strands within math and reading were analyzed to identify strengths and weaknesses within each content area.

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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.

2017-2018 KPREP Data Shows: - 51% of students are proficient in reading - 4% increase in the number of students scoring distinguished in reading - 2% increase in the number of student scoring distinguished in writing - 46% of students are proficient in math - 50% of EL students scored proficient in both reading and math - African American students scored below the threshold in all three areas - 50% of African American students scored below proficient in math, writing, social studies, and science - The number of behavior events decreased from 230 in 2016-17 to 160 in 2017-18

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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.

63% of African American students scored below proficiency on KPREP in reading as opposed to just % 40% of non gap learners 73% of African American students scored below proficiency on KPREP in math as opposed to just 39% 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?

Based on trends from the previous two academic years, the following remain areas of concern: - while the percentage of African American students scoring below proficiency in reading decreased by 3% from the year prior, it remains a significant area of concern -math proficiency with students of color is another area of significant concern as the trend shows no improvement over the prior year

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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](#)

2-Design and Delivery of Instruction will be a focus of resources and efforts in order to produce desired changes. Specifically, we will ask these questions of ourselves to improve student achievement with students of color: What is the process used to measure teacher's instructional effectiveness based on student data? • How do school/district leadership ensure teacher's design lessons with students' cultural, social, and developmental needs in mind? • How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies (evidenced based practices) to implement in order to ensure congruency to the intent of the learning target? SBDM Council, with input from staff, will need to look at resources to make sure they are aligned with CSIP goals. While there are no apparent inequities in funding, we want to ensure resources support the gap group strategies and activities outlined in the 30-60-90 day plan.

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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 average attendance rate maintains 96%. Parent perception survey shows a score of 4.36/5 as reported in eProve survey fall 2018. Distinguished scores in reading increased by 4% from prior year.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Continuous Improvement Tool	Continuous Improvement Planning Cycle	

18/19 Phase Two: School Assurances_09302018_06:43

Phase Two: School Assurances

Julius Marks Elementary School

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Phase Two: School Assurances

Introduction

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

School Assurances

Preschool Transition

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

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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

Professional Development

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

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- Yes
- No

- N/A

COMMENTS

ATTACHMENTS

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

Instructional Strategies

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

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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Targeted Assistance Activities

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

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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

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

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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Parent and Family Engagement

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

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Teacher Quality

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

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- Yes
- No

- N/A

COMMENTS

ATTACHMENTS

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Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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18/19 Phase Three: Comprehensive Improvement Plan for Districts_12062018_09:51

Phase Three: Comprehensive Improvement Plan for Districts

Julius Marks Elementary School

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Status: Open

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Phase Three: Comprehensive Improvement Plan for Districts

Comprehensive Improvement Plan for Districts

Rationale: District 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, districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

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

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

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

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

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

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

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



You may enter an optional narrative about your Comprehensive Improvement Plan for Districts below. If you do not have an optional narrative, enter N/A.

See Attached Link

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)
 JME 18-19 CSIP Goals	Goals and 30-60-90 day plan	
 JME 18-19 Documenting Evidence Based Teaching Practices	Narrative	

18/19 Phase Three: Closing the Achievement Gap Diagnostic_11052018_12:48

Phase Three: Closing the Achievement Gap Diagnostic

Julius Marks Elementary School

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

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

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

See attachment

ATTACHMENTS

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

II. Achievement Gap Analysis

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

The school climate and culture, as related to the gap population, is intentional and supportive. Effective strategies to address needs of identified gap groups are sought out and discussed in Professional Learning Communities, SBDM Council, SBDM Committees, and PBIS Team. Student surveys are often used to gain student perception of culture and climate as it relates to the entire population. Student survey data helps build a positive culture and climate through addressing strengths and challenges from student perspectives.

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.

The Hispanic gap group has achieved the delivery target in math for 2015 and 2016 and all three prior years in reading. Students with disabilities IEP made a 17 point percentage gain in reading from 2016-2017. In math, students with disabilities IEP made a steady gain over the past two years of 11 percentage points.

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

Fifth grade students in the free/reduced lunch population made gains in both reading and math over the last two years, while students identified as two or more races made significant gains from 2016 to 2017. African American students in third grade showed some improvement in 2017 after a deep decline from 2015 to 2016.

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

Regression is evident in our African American population in reading and math in fourth and fifth grades. Fifth grade shows regression in writing with students qualifying for free and reduced lunch, students of color, and white (non-Hispanic) students.

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).

Our ESS plan includes social and emotional learning and supports, an after school component for enrichment, as well as a daytime waiver for writing support in grades 3-5. A portion of our daytime waiver included purchasing a part time guidance counselor to decrease the ratio of adult to students and build relationships, a known factor in increasing achievement in gap groups. Our ESS plan is submitted to FCPS student support office for approval and review. Our professional development plan includes Tier 1 learning around the district supported math program newly implemented this year, as well as training around PBIS structures to support all student, and identified students showing small group and individual social and emotional learning needs. Administrator and School Leadership Team, to build turnaround leadership qualities, will obtain professional learning on best practices in instructing culturally diverse students by reading Culturally Responsive Teaching and the Brain- Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students. The learning from the discussion and text will be shared with staff and serve as the foundation for our learning around Culturally Responsive Teaching and Learning to impact the achievement gap of African American students. Additional

resources around CRTL will be requested from the district equity office to support the learning in this targeted area.

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.

Inconsistent leadership prior to 2017 prevented the school from developing a clear vision, with accountability and support, to address gaps present. The lack of unified vision prevented the school from embracing many of the Key Core Work Processes, especially KCWP #2, Design and Deliver Instruction. This could have impacted the gap subgroups by not having processes in place to adjust instruction when students were not showing growth. In addition, the lack of evidenced based practices specific to the African American gap group may have impacted the growth. TELL survey data, 2017, clearly shows a need for increased cohesiveness and collaborative work toward a common vision.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

The School Leadership Team, along with SBDM Council, and teacher input through our PLC process and structures, worked to plan for the achievement gaps present. Those teacher members include: Jessica Rogers, Jodi Moore, Teri Mills, Hannah Denny, Mareesa Welch, Suzanne Taylor, Lauren Turner, Amy Barrentine, Kathi Haley, Kelsey Rozanski, Shannon Rose, and Whitney McDougal. Parent members on our SBDM Council are Mac Jarbo, and Grahmn Morgan. Student support staff contributing are Monica Thompson (PGES Coach, Meritt Emery, guidance counselor, and Adam Hovekamp, guidance counselor. The School Leadership Team will participate in professional learning around Culturally Responsive Teaching and Learning to build capacity and create a stronger leadership team to impact the active engagement of our African American population.

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 African American students scoring proficient in reading from 38% to 44% by 2019 as measured by state-required academic assessments. Increase the percentage of African American students scoring proficient in math from 27% to 34% by 2019 as measured by state-required academic assessments.

ATTACHMENTS

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Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.



Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Summary Sheet 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)
 JME 18-19 Achievement Gap Group Identification	Gap group identification	III
 JME 18-19 Measurable Goal	Goal Summary	III

18/19 Phase III: Executive Summary for Schools_02062018_10:10

Phase III: Executive Summary for Schools

Julius Marks Elementary School

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Lexington, Kentucky, 40502
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Phase III: Executive Summary for Schools

Executive Summary

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?

Julius Marks Elementary has approximately 700 students serving 72% free/reduced meal students, 29% African American students, 10% Hispanic students, 4% Asian students and over 10% students identified two or more races. Julius Marks is located in a residential neighborhood and pulls students from over three miles away, crossing two major roadways. This is important to note as many of our families are not residing in the immediate neighborhood. The amount of students in the free/reduced meal program has increased over the past five years and our school provides free breakfast and lunch for all 700 students, and two sessions of preschool. The community is split by distance but has a growing group of stakeholders bringing the overall school community together for a common purpose.

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.

Our mission is to create a collaborative community that ensures all students achieve at high levels and are prepared to excel in a global society. The Positive Behavior Interventions and Supports are a large part of the focus in efforts to provide optimum access to core content for all students. The collaborative community of Professional Learning Communities, family engagement, and committee work all help achievement and preparedness for a global society.

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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.

Julius Marks Elementary has identified several areas of improvement over the next three years. These include: improving structures and processes for increased student achievement, communication with all stakeholders regarding the learning that is ongoing, and a focus on improved Tier 1 instruction in both reading and math. We are striving to achieve great things with a focus on intentionally designing and delivering instruction with active strategies that support students of color to address the gap that exists.

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Additional Information

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

None at this time

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