

## 2018 Phase Three: Closing the Achievement Gap Diagnostic

Phase Three: Closing the Achievement Gap Diagnostic

**Liberty Elementary**  
Gerry Brooks  
2585 Liberty Rd  
Lexington, Kentucky, 40509  
United States of America

Last Modified: 12/19/2018  
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.

African American Students - 16% Free and Reduced Lunch Students - 39%

#### **ATTACHMENTS**

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## II. Achievement Gap Analysis

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

The climate and culture at Liberty Elementary School focuses on our mission statement, in which the needs of the students come first - including all gap students. With a focus on teacher leadership and recognition along with the development of policies which address confidentiality and positive leadership skills, we believe we are experiencing positive changes that enhance the climate and culture of our school.

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 KPREP scores for the past 3 years, Liberty has reduced the amount of novice students in both reading and math for ALL gap groups.

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

Combined Reading and Math Male - 68.7 to 70.7 African American 43.7 to 46.8 Free and Reduced Lunch 39.8 to 48.3

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

All had progression

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).*

EDD funds are used for both extended time and in school time - part time intervention staff and after school intervention program School PD focuses on math numeracy and reading fluency with month trainings by certified staff members

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

all gaps continue to close

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.

Leadership team addresses specific academic needs of all students - academic teacher teams review plans for PD sessions and Rtl schedules. All students in the 40% and below on MAP assessments receive Tier 2 or Tier 3 intervention Our school was chosen as a model site for intervention with exemplary ratings in the following areas: • Core Instruction with Differentiation • Use of Learning Targets and Kentucky Academic Standards • School Implementation Team

### 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 combined reading and math from 32% to 38% by 2018-2019 as measured by state-required academic assessments.

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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.

Develop a systematic approach in order to design and deliver core instruction to ensure at least 80% of students successful in Tier 1 reading and math instruction.

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## ATTACHMENT SUMMARY

| Attachment Name   | Description             | Item(s) |
|---|-------------------------|---------|
|  AG Liberty | Liberty AG 2018         | I       |
|  CG Summary | Closing the Gap Summary | III     |

## 2018 Phase Two: The Needs Assessment for Schools

Phase Two: The Needs Assessment for Schools

**Liberty Elementary**  
Gerry Brooks  
2585 Liberty Rd  
Lexington, Kentucky, 40509  
United States of America

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## Phase Two: The Needs Assessment for Schools

### Understanding Continuous Improvement: The Needs Assessment

**Rationale:** In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

## Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

all data is reviewed by certified staff as assessments are completed - Rtl staff review all progress monitoring data monthly - all grade levels review progress data every 3 month - grade levels meet weekly to review unit assessments and writing prompts - SBDM is informed of assessments as they are completed - spreadsheets for all student are maintained through Google docs and are updated weekly

### **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.
- % of novice students in all academic areas decreased on KPREP current percentages of notice reading 3rd grade - 15.1 4th grade - 11.6 5th grade 9.9 math 3rd grade - 6.3 4th grade - 7.0 5th grade 8.1 behavior referrals have dropped significantly due to the implementation of our PBIS system

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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.

Our focus will be on science this year - while we were lower than both state and district in the % of students scoring novice, the number scoring P/D was 34.1 - this is a focus area for our school

### **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?

academic trends show growth in all academic areas - AA student growth is not progressing as quickly as other sub groups

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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 - we will focus Rtl to ensure students at 40% and below are receiving separate services from Rtl staff beyond classroom teachers

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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%.

Rtl program is model school recognized by the state - we have reduced % of students scoring novice in all academic areas for the past 3 years

### **ATTACHMENTS**

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**ATTACHMENT SUMMARY**

| Attachment Name  | Description | Item(s) |
|--|-------------|---------|
|  % 4th     | Novice 4th  |         |
|  5th grade | % novice    |         |



## 2018 Phase Two: School Assurances

Phase Two: School Assurances

**Liberty Elementary**  
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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

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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

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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

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## ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
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## 2018 Phase Three: Comprehensive Improvement Plan for Schools

Phase Three: Comprehensive Improvement Plan for Schools

### **Liberty Elementary**

Gerry Brooks  
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## Phase Three: Comprehensive Improvement Plan for Schools

### Comprehensive Improvement Plan for Schools

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

**Operational definitions of each area within the plan:**

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

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

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

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

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

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

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


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

na - see attached

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## ATTACHMENT SUMMARY

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|--|---------------------------|---------|
|  CSIP 2018 | Liberty CSIP Goal Builder |         |

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## 2018 Phase Three: Executive Summary for Schools

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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?

Liberty Elementary serves a diverse population of students and families. The following is a snapshot of our school demographics: White 60% AA 16% Latino/Hispanic 11% Asian 5% Other 6% Free/Reduced Lunch 42% Total Female 347 Total Male 362 Student Total 709 Our dedicated staff consists of a leadership team, which includes the Principal and the Professional Growth and Effectiveness Coach in collaboration with the Special Education Facilitator, the Rtl coach, the Child Guidance Specialist and the Social Worker. Beyond our leadership team, we have thirty-two homeroom teachers, five full-time exceptional child educators, two Reading Recovery teachers, 1.5 ESL teachers, five interventionists, a speech language pathologist, an occupational therapist, a school psychologist, a diagnostician, a family resource center coordinator, and a gifted and talented teacher. Our established community partnerships are vital to the success of our school. Some of our community partners include Eastland Church of God, Cosi, Canes, North East Christian Church, Qdoba, Puccini's, Crossroads Christian Church, Chiro One Care, Junior Achievement, Hamburg Pediatric Dentistry, White, Greer and Maggard Orthodontics, and the University of Kentucky College of Nursing. All of our community partners serve our school in a unique way, yet we all have a vested interest in meeting our school's mission for student achievement and success.

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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.

Vision Statement: Liberty Elementary will be a top-performing school that puts students' needs first, creates a positive atmosphere of collaboration and transparency, and ensures all students develop critical thinking and problem-solving skills. Mission Statement: The needs of our students come first. To accomplish this we will: - Model positive, respectful interactions among all students, staff, and community members. - Celebrate individual successes of students and staff. - Use data in Professional Learning Communities to drive and improve instruction. - Develop and adhere to consistent and rigorous expectations. - Participate in specific professional development for individual accountability, improvement, and reflection. - Use all resources (including technology, staff, curriculum, programming and funding) to promote student achievement. - Create a collaborative culture that values ownership of all students and shared responsibility. - Facilitate opportunities for students to take ownership of their learning and behavior in order to develop intrinsic motivation and pride. Liberty has developed a successful academic program that captivates students' imaginations and provides stimulating learning activities to promote mastery of the common core standards. In addition to our strong core program, we are especially proud to offer our students these exceptional learning opportunities: Our Spanish Immersion program now extends from Kindergarten through 5th Grade. In 2013, Liberty was accepted in the International Spanish Academies, an educational network sponsored by the Embassy of Spain that recognizes

and supports outstanding Spanish Immersion programs. We continue to be an active part of this program. Liberty's science program focuses on a hands-on, minds-on approach to learning. Using inquiry-based process skills and the scientific method, students are actively engaged in investigations that target key ideas in life, earth and physical science. Our Science Lab teacher, Scott Peterson brings his passion and expertise to motivate and engage students in Science learning every day. He also understands the importance of collaborating with classroom teachers to help ensure Science is also taught in the classroom. He is available to plan with teams and provide materials for classroom Science lessons. Liberty develops creativity, performance, and a love of the arts in its students through strong Arts and Humanities programs. The visual arts, vocal music, dance, drama, band and orchestra provide students with knowledge and opportunities to explore and express themselves artistically. These programs are celebrated at the end of every school year during "Picnic with the Arts". Liberty Elementary School is a very diverse school socio-economically, ethnically and culturally. We embrace and celebrate this diversity. However, this diversity creates challenges to eliminate achievement gaps that exist between and among those various groups. To address these gaps, Liberty has implemented Multi-Tiered Systems of Support. Students who score in the 25th percentile or below on our universal screener (MAP) in reading or math are benchmarked using FAST probes. These probes assist with identifying the specific skill deficits for each student. Liberty currently has five full-time intervention teachers who work under the direction of our Rtl coach. Intervention teachers work collaboratively with the regular education teachers, go into classrooms, and pull small groups of students to provide intense and targeted intervention. Liberty's two Reading Recovery teachers and ESL teacher also pull small groups to ensure that all students are receiving the instruction and intervention they need. FAST progress monitoring probes are used as a monitoring tool for all identified students. These probes are given every two weeks for Tier II students and every week for Tier III students to monitor student progress and effectiveness of instruction. Liberty's Intervention Team (LIT) meets, at teacher and/or parent request, to develop a plan of action for students with academic and/or behavioral concerns. The members of this team may vary depending on the specific needs of the student and may include administration, classroom teachers, guidance specialist, interventionists, speech language pathologist, occupational therapist, school psychologist, school diagnostician, family resource center coordinator and other district personnel as needed. The team hears all concerns, examines and analyzes all relevant data and develops a plan of action specific to individual student needs. The implementation of the plan is monitored, and the team meets periodically to discuss progress and revise the plan as necessary.

## **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.

Over the past three years, some of Liberty's notable achievements include: -School in Progress award from KY Green and Healthy Schools -Live Green Lexington award in Engineering Club from Fayette County and Bluegrass Greensource -Elite Status for participation in the LFUCG Wastebuster Program -Regional ROBOT and Programming Awards (Lego team) -Elementary Presentation first place in state competition (STLP) -Multiple gold level E=USE -Kentucky School Social Worker of the Year, 2015 -2015-2016 - Distinguished School KPREP -2014-2015 KPREP Award for High Progressing School Liberty's strong, professional staff and unique programming make our school a welcoming and positive environment for students to be successful. However, our school faces several challenges directly related to size and diversity. One significant challenge is engaging parents in their children's educational experience. With our mission in mind, we believe

working collaboratively with parents will directly increase student achievement, create a sense of belonging, and promote engagement in learning. We recognize we have been much more successful in engaging parents of higher socio-economic status. Our continued efforts must be intentional, inclusive, personal and specific to various groups and neighborhoods. Another significant challenge for Liberty and our community is the lack of readiness of our incoming Kindergarten students. Our state standards have increased in rigor. With this, the expectations for learning certain prerequisite skills before entering Kindergarten have increased. Unfortunately, almost half of our incoming Kindergarten students in the 2014-2015 school year did not come with mastery of prerequisite skills. We believe by communicating expectations and required preschool skills with daycare establishments, local churches, home care providers, and parents we can increase student achievement and opportunities for success. We developed a "Top 10 Skills Your Child Needs to Know BEFORE Kindergarten" flyer and distributed to all families at the time of registration. The data for this year's incoming kindergarten students improved significantly. On the Brigance K screener, 74% of our new kindergarten students scored "K Ready or Ready with Enhancement". This is an increase from last year where only 52% of incoming students scored "K Ready". We believe the communication of expectations directly resulted in this increase. It is our plan to continue and expand communications of this type. For this current school year, we have become a United Way Born Learning Academy. This program offers six workshops for parents and caregivers of children, from birth to age 5. The workshops cover the following topics: building relationships, building your child's language skills, nutrition and health, how children learn and routines and learning on the go. Our goal is to have 100% of incoming kindergarten students score "Ready" on the district universal screener, Brigance. Another serious challenge we face is meeting the needs of our special education population. These students require highly trained specialists, special equipment for daily activities and routines, and a variety of teaching strategies and methods to be successful. To provide these services, a team of experts must work collaboratively with high expectations for proficient achievement for all students.

## **ATTACHMENTS**

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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.

Liberty Elementary has a very experienced and professional staff. What sets our teachers apart from others is their understanding of the importance of building relationships. Many go above and beyond the work day to support students and their families. Some examples include: mentoring, after school tutoring, providing cultural opportunities, daily check in, attending extracurricular events such as ballgames or birthdays, anonymously adopting families at Thanksgiving and Christmas, phone calls home when students are absent, and check in over breaks and during the summer. The school also offers a number of extracurricular opportunities to support student achievement and develop well-rounded individuals. These include: -Honors Chorus -Science Club -Drama Club -Liberty Scholars Mentoring Program -STLP -Girls On The Run -Girl Scouts -Boy Scouts -Lexington Children's Theater Classes -Drama Club -Cooking Club -Extended School Services -Spanish Chess Club We realize in order for students to learn at optimal levels, students' basic needs must be met. To help provide assistance to families in need, there is a full time Family Resource Center at Liberty. The coordinator works with community agencies, local churches and private donors for basic needs assistance. Some services to families and students include assistance with: Clothing Shoes Winter Coats Eye Glasses Holiday Meals Christmas Gifts Parenting Classes Transportation Middle school transition School Supplies

## **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) |
|-----------------|-------------|---------|
|-----------------|-------------|---------|