

## Phase One: Continuous Improvement Diagnostic\_09282018\_14:20

Phase One: Continuous Improvement Diagnostic

### **Meadowthorpe Elementary School**

Stephanie Urbanek  
1710 Forbes Rd  
Lexington, Kentucky, 40505  
United States of America

Last Modified: 10/15/2018

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.

Surveys of stakeholders revealed the area for improvement for teachers fell within the category of the use of school time. The specific concern was for minimizing the required paperwork that teachers are required to do as well as having a sufficient amount of non-instructional time was provided. To address concern, the school meeting schedule has been altered to keep faculty meetings to a minimum to allow for teachers to use that time for planning and PLCs. Grade level teams will be provided with release time to allow for planning for the new math program and to study data for the need for instructional changes. To address the elimination of paperwork, data collection forms were merged into a year long data overview. Team Leads and grade level teams reviewed the changes and felt that the data needed to drive instruction would still be present on the new form and eliminate the need for teachers to duplicate information. The second category to address is in the area of the school council. About 40% of the surveyed stakeholders reported feeling as if the parents on the school council were not representative of the diversity within the school community. SBDM Council and PTA members were informed of survey results related to the representation on SBDM and worked to recruit a more diverse and representative parent group to run for SBDM. Finally, there was an identified need for additional technology and training in the area of instructional technology. To address these concerns, Title funding, and income generated by fundraising was used to purchase additional technology for students in all grades. The students in grades 3-5 are now 1 to 1 with Chromebook with a plan to expand that to second grade this year and then to K and 1. Training was provided by district personnel to all classroom teachers for effective use of this technology in the classroom. Additionally, technology programs have been added to the instructional resources available for students as a supplement to Tier 1 instruction and to support Tier 2. Teachers have been provided training in the use of these programs to advance student learning by both outside agencies as well as school staff.

#### **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.

The school will engage the SBDM Council, PTA, Staff, Team Leads and Leadership Team in the development of a process for continuous improvement. Input will be gathered through regular meetings as well as surveys. These groups represent a variety of stakeholders to include both school employees as well as parents. Meeting agendas for each of the stakeholder groups will include engaging stakeholders at least once per grading period at regularly scheduled meetings for each group. Results of surveys will be reviewed by Team Leads and presented to SBDM with plans to address any issues for improvement.

### **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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## Phase Two: The Needs Assessment for Schools\_10252018\_15:29

Phase Two: The Needs Assessment for Schools

### **Meadowthorpe Elementary School**

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Last Modified: 11/01/2018

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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?

In September and October of 2018 the Meadowthorpe Elementary SBDM and the staff, participated in data review and analysis disaggregation of KPREP, MAP, Fast data. Further disaggregation is done with all grade level teams and the school's leadership team and taken to council for review and further planning. Data is reviewed weekly by grade level teams, the leadership team as well as monthly by SBDM Council. All meetings are documented on the school's google drive and council meeting minutes on the school website and SBDM portal. Stakeholder members include the following: Stephanie Urbanek, Deanna Branham, John Dobson, Tara Cecil, Kaitlin Nevill, Abbey Pace, Sara Vogelpohl, Nathan Cornett, Emily Shell, Lori Smith, Becky Moberly, Daniel Parks, Lura Dauer, Drew Deifel, Rachel Mettillie, and Elisa Caldwell.

### **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.

Meadowthorpe Elementary has a dedicated staff who traditionally make their long-term careers at this school. 68% of certified teachers have five or more years experience, and both administrators have over five years of experience in an administrative role. New staff members have grade level mentors and plan with their teams twice a week, as well as meeting with the intern individually. Minority hiring has been a goal over the past three years and Meadowthorpe Elementary's minority staff to percentage is 19%. Meadowthorpe Elementary made gains this year in Reading and Math. In Reading, we reduced novice by 6.3% and increased our percentage of students scoring proficient by 3.1%. In Math, we reduced novice by 5.8% and increased our percentage of students scoring P/D by 5%. The analysis of KPREP data show that our sub-groups of students reduced novice and increased proficiency. In Reading, we reduced the percentage of AA students scoring Novice by 22.9% and increased our percentage of P/D by 14.6%. We also reduced the percentage of F/R students scoring Novice by 8.6%. In Math, we reduced the percentage of AA students scoring Novice by 23.7% and increased our percentage of P/D by 19.3%. We also reduced the percentage of F/R students scoring Novice by 13.2% and increased our percentage of P/D by 14.9%. In writing, 0% of our AA students scored Novice. In order to continue this trend we have created long range plans at each grade level utilizing a tier I reading and math program. This is to ensure that we are remaining to be tightly aligned to the Common Core, as well as scaffolding our instruction across grade levels. Teachers are participating in professional learning communities within their grade level teams to implement the backward planning model. This process is to ensure alignment to Common Core. Meadowthorpe is implementing a school wide tier 1 literacy and math program to ensure a viable curriculum is in place. We will continue to utilize FAST data and are currently using MAP data to identify those students who are at the 40%ile and below and grouped them accordingly based on their need. More intervention is being provided through a "push in" and pull out model. Meadowthorpe Elementary is utilizing additional instructional programs with students in math and reading abilities, such as SuccessMaker, WonderWorks, Envisions Intervention "Black Box", and Great Leaps. Certified Intervention teachers have been recruited and hired to intervene with our students and accelerate their learning to ensure that they reach and remain on grade level. Students that fall into this category are strategically progress monitored on missing skills with frequent data review and program adjustments as needed. In reading, our combined P/D percentage is 61.2% and in math it is 68.4%.

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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.

Meadowthorpe's focus area for the 2018-2019 is Reading. Our combined P/D percentage decreased from 64.7% to 61.2%. Overall proficiency in reading had a slight decrease despite the fact that there was a reduction of the gifted program by Fayette County in which fifty students who traditionally score P/D in the gifted special program cluster were no longer there. In response to this reduction, the master schedule was adjusted to allow for additional push in help for all grades during small group reading this model reduced the number of students reading below grade level at all grades. The school improvement focus will be a plan for increasing the number of students scoring Proficient/Distinguished in reading and growth for all students, Free/Reduced lunch and Special Ed. subgroups will also be a focus of both proficiency and growth.

### **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?

Students scoring below proficiency in reading continues to be a focus area for the school with free and reduced students having the most significant concern. Students are continuing to make steady gains in math including students in all subgroups except special education. Behavior data also continues to improve with a decrease in office referrals over the past two years and we continue to see an increase in positive referrals for students.

### **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](#)

Delivery of Instruction: Develop a PLC system of collaboration in order to meet the Tier 1 instructional needs of all students. Delivery of Instruction: Develop an approach to ensure the use of appropriate and effective high yield strategies. Review, Analyze and Apply Data Results: Improve and sustain data analysis to identify priorities and implement actionable steps that impact instruction and student learning. Establish a Learning Culture and Environment: Develop a system that allows for students to know where they are in their progression of learning.

### **ATTACHMENTS**

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## Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

Meadowthorpe Elementary reduced novice and increased the P/D percentage. In order to continue this trend we have created long range plans at each grade level utilizing a new tier I math program. This is to ensure that we are remaining to be tightly aligned to the Common Core, as well as scaffolding our math instruction across grade levels. We have also increased our focus on the math fluency standards a each grade level to improve automaticity. Meadowthorpe Elementary made great gains as well this year in reading and writing. Overall reading novice was reduced from 21.1 to 14.8. Teachers are participating in professional learning communities within their grade level teams and at the district level to implement the backward planning model for math and reading. We are continuing to use MAP data to identify those students who are at the 40%ile and below and grouped them according to missing math and reading skills. Certified Intervention teachers have been recruited and hired to intervene with our students and accelerate their learning to ensure that they reach and remain on grade level. Students that fall into this category are strategically progress monitored on missing skills with frequent data review and program adjustments as needed. Meadowthorpe Elementary made great gains this year in reading and writing as well as math. Overall reading novice was reduced from 21.1 to 14.8 and P/D percentage was increased in writing from 52.3 to 60.6. Overall proficiency declined slightly despite the fact that there was a reduction of the gifted program by Fayette County in which fifty students who traditionally score P/D in the gifted special program cluster were no longer there. In response to this reduction, the master schedule was adjusted to allow for additional push in help for all grades during small group reading this model reduced the number of students reading below grade level at all grades.

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## Phase Two: School Assurances\_11132018\_09:40

Phase Two: School Assurances

**Meadowthorpe Elementary School**

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Last Modified: 11/13/2018

Status: Open



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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

## **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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# Comprehensive Improvement Plan for Schools

## Rationale

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

## Operational definitions of each area within the plan

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

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

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

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

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

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

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

## Guidelines for Building an Improvement Plan

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



## 1: Proficiency Goal

Goal 1: *By 2023, Meadowthorpe Elementary will increase the combined (reading and math) percentage of proficient/distinguished students to from 62.8% to 81.4%.*

<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 <i>By 2018, Meadowthorpe Elementary will increase the combined (reading and math) percentage of proficient/distinguished scoring students to from 62.8% to 72.1%</i></p>	<p><b>KCWP2: Design and Deliver Instruction</b> Refine the process for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative).</p>	<p><b>KCWP2: Activity: Design and Deliver Instruction</b> Refine the Plan, Do, Study, Act process, occurring within PLCs, to ensure item analysis methods are occurring to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments will be.</p>	<p>PLC Minutes, Summative Assessment Reflections and Data Overviews will reflect data analysis and plans for adjustment to instruction</p>		<p>Title 1 Funds of \$4000.00 for PLCs at Work Institute</p>

## 2: Separate Academic Indicator

Goal 2: By 2023, Meadowthorpe Elementary will increase the percent of proficient/distinguished students in combined (science, social studies, writing) from 53.4% to 76.7%

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

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

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

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

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By 2018-2019 Meadowthorpe Elementary will increase the percent of proficient/distinguished students in combined (science, social studies, writing) from 53.4% to 58.0%	<b>KCWP1: Design and Deliver Instruction</b> Continue to implement a process to ensure ongoing professional development in the area of Evidence-based, best practice/high yield instructional strategies to aid in curricular adjustments.	<b>KCWP1: Activity: Design and Deliver Instruction</b> Teachers will incorporate the professional learning knowledge in the Evidence-based strategies of Feedback (.70) Direct Instruction and Expectations (.60) and knowledge of personalized student needs to procure a unique match that will propel student achievement in writing.	School Administrators will observe and monitor the use of high yield strategies through ELEOT observations, formal observations and lesson plans.		NA

### 3: Gap

Goal 3: By 2023 Meadowthorpe Elementary will increase the percentage of free and reduced students scoring proficient/distinguished in reading from 42.6% to 71.3 as measured by state 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:  By 2023 Meadowthorpe Elementary will increase the percentage of free and reduced students scoring proficient/distinguished in reading from 42.6% to 48.38% as measured by state assessments.	<b>KCWP5: Design, Align, and Deliver Support Processes</b> All teachers will be equipped to provide appropriate academic interventions and support services to students.	<b>KCWP5: Process: Design, Align, and Deliver Support Processes</b> The School Administration will support teachers in implementing and monitoring the impact of the RTI/MTSS Process with applicable checklists and documentation tools.	School Administrators through walk-throughs & lesson plans and weekly MTSS meetings that show data of identified gap groups are making progress.		N/A
	<b>KCWP1: Design and Deliver Instruction</b> Continue to implement a process to ensure ongoing professional development in the area of Evidence-based best practice/high yield	<b>KCWP1: Activity: Design and Deliver Instruction</b> Teachers will incorporate professional learning of Evidence-based best practices and high yield strategies (Feedback (.70), Direct Instruction and Expectations (.60)) with knowledge of student	School Administrators will observe the use of high yield strategies through walk-throughs & lesson plans		Professional Learning in the area of reading. \$2000.00 Title 1 Funding

	instructional strategies to aid in curricular adjustments.	needs in the identified student gap group to improve student achievement.			
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## 5: Growth

Goal 5: Decrease the percentage of all students progressing from the growth indicator of Less than Catch Up to Catch Up or Move Up from 22% to 11% in reading and 24% to 12% in math by 2023 as measured by state required 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: Decrease the percentage of all students progressing from the growth indicator of Less than Catch Up to Catch Up or Move Up from 22% to 20% in reading and 24% to 21% in math by 2018 as measured by state required assessments.</p>	<p><b>KCPW4: Review, Analyze, Apply Data Results</b> All teachers will be engaged in data based decision making.</p>	<p><b>KCPW4: Activity: Review, Analyze, Apply Data Results</b> Utilize data wise questions of What does the data tell us? What does the data not tell us? What are causes for celebration? What are causes for concern? What are the next steps for school improvement and growth? to evaluate “as is” state once per month to monitor progress of student growth.</p>	<p>School Administrators will monitor through PLC meetings and agendas to ensure documentation of data analysis, instructional changes and monitoring of student growth.</p>		<p>Title 1 Funds of \$4000.00 for PLCs at Work Institute</p>



## 6: Transition Readiness

Goal 6: By 2023, Meadowthorpe Elementary will increase the readiness of exiting 5th grade students in the area of math from 60.5% to 80% and readiness in reading from 59.1% to 80% as measured by MAP projection data predicting ACT scores of 22 or above.

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

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

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

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

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By 2018-2019, Meadowthorpe Elementary will increase the readiness of exiting 5th grade students in the area of math from 60.5% to 65% and readiness in reading from 59.1% to 64% as measured by MAP ACT (22 or above) Projection data.	<b>KCWP 4: Review, Analyze and Apply Data Results</b> A system is in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning.	<b>KCWP 4: Activity: Review, Analyze and Apply Data Results</b> Students will be actively involved in monitoring their data to adjust their learning and set goals (.60) through the use of data notebooks.	School administrators will monitor student use of data notebooks as reported by teachers through fidelity check.		N/A

## Phase Three: Closing the Achievement Gap Diagnostic\_12192018\_10:41

Phase Three: Closing the Achievement Gap Diagnostic

**Meadowthorpe Elementary School**

Stephanie Urbanek  
1710 Forbes Rd  
Lexington, Kentucky, 40505  
United States of America

Last Modified: 12/20/2018

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.

In October 2018 the Meadowthorpe Elementary SBDM and the staff, participated in data disaggregation review. As a result, strengths and opportunities for growth were identified. The SBDM Council reviewed the novice reduction goals and action plans and discussed next steps. The SBDM Council reviews all CSIP goals and approves them to move forward in continuous improvement. The 2018-19 plans evaluated by team leads and the full staff for continued implementation.

#### **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.

All staff are informed and aware of the Gap areas of concern and participated in plans for addresses those concerns. Grade level teams, team leads and administration work to plan and implement of tier 1 instruction. Master and supplemental schedules are adjusted to meet the needs of all students with the goal of increasing student achievement and growth. Staff receives professional development in best practices and high yield strategies to improve the delivery of instruction. All staff analyze data to drive their instruction and identify students who are not making progress.

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 gap with the greatest concern is free and reduced students who were 24.6% novice in reading down from 31.6% down from 36.2% and 20% novice in math. African American students had a similar percentage of novice students in reading, however saw a significant reduction from the previous testing year from 43.3% to 20.4%. Meadowthorpe did increase the P/D for free and reduced and African American students in both reading and math.

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

Free and Reduced students showed an increase in P/D reading from 43.3 to 46.2. Free and Reduced students showed an increase in PD in math from to 39.7 to 54.6. Free and Reduced students showed a decrease in novice in reading from 31.6 to 24.6. Free and Reduced students showed a decrease in novice in math from 36.2 to 20. African American students showed an increase in PD in reading from 28.3 to 42.9 African American students showed an increase in PD in math from 31.7 to 51.0 African American students showed a decrease in novice reading from 43.3 to 20.4. African American students showed a decrease in novice math from 30.8 to 40.0.

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

Students with disabilities showed a decrease in math of PD 32.3 to 29.2. Students with disabilities showed and increase in novice in math from 45 to 50.1. Students with disabilities showed an increase in novice in reading from 51.6 to 62.5. Students with disabilities showed a decrease in PD from reading to from 29.1 to 12.5

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).*

Meadowthorpe's professional development plan is centered around the increasing knowing in and implementing high yield instructional strategies to increase student achievement. This study provides the teachers with high yield strategies to integrate into their tier one and two classroom instruction. The staff is also participating in the Data Wise to identify our problem of practice based on data to make instructional changes and accelerated student growth and achievement. ESS services as well as intervention will provided academic support to the students identified in the gap groups. An additional after school ESS will also be offered to free and reduced as well as AA students who scored Novice or who are high risk.

## **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.

here is an increased need to differentiated instruction and tier two services to be provided by the classroom teachers. Teachers are not equipped to with the knowledge to effectively provide such services in addition to tier 1. We are working to provide teachers the materials and professional learning that will assist them in addressing such gaps. There is also a continued focus on instructional groupings that will better meet student instructional needs and accelerate the growth. These changes are reflected in the master schedule.

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.

All stake holders are involved int he continuous improvement planning process through data analysis anf feedback sessions in staff meetings, through surveys, and team meetings.  
Administrative Team - Deanna Branham and Stephanie Urbanek Leadership Team - Lura Dauer, Nathan Cornett, Sara Vogelpohl, Lori Smith, Becky Moberly, Emily Shell, Drew Deifel, Daniel Parks, Elisa Caldwell Grade Level Teams - All Classroom Teachers All Staff SBDM – John Dobson, Tara Cecil, Sara Vogelpohl, Kaitlyn Nevill, and Abbey Pace, Stephanie Urbanek

### 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).

By 2023 Meadowthorpe Elementary will increase the percentage of free and reduced students scoring proficient/distinguished in reading from 42.6% to 71.3 as measured by state 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.

Spreadsheet uploaded and completed.

#### **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)
 Closing the Achievement Gap Summary Spread Sheet: Measurable Goal	Gap Measurable Goals	III

## Phase Three: Executive Summary for Schools\_12192018\_10:42

### Phase Three: Executive Summary for Schools

#### **Meadowthorpe Elementary School**

Stephanie Urbanek  
1710 Forbes Rd  
Lexington, Kentucky, 40505  
United States of America

Last Modified: 12/20/2018

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?

In the fall of 1957, Meadowthorpe began holding classes in churches. In January 1958, the school moved into the present Leestown Middle School building. Three years later, the current Meadowthorpe building was constructed, and Leestown was converted to a junior high. Meadowthorpe, which was named for the subdivision of the school location. The first renovation was in 1988, and the latest makeover was completed in the Fall 2014. Meadowthorpe Elementary currently serves 459 students in grades K-5 and 31 students in our Early Start Program. Meadowthorpe Elementary is a traditional elementary school in that we serve students K-5 in self-contained classrooms; however, we are unique for our 5-day Quest (GAP) program that runs parallel to our regular program in grades 4 and 5. We also have an Early Start Program and a MSD classroom with one teacher and two para-professionals.

#### **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.

Meadowthorpe educates all students to be productive and responsible members of our changing world. Our staff members assure quality instruction in a secure, inviting and diversified environment. Our mission is to create a community that works together to ensure all students achieve at high levels and are prepared for lifelong success. Our guidelines for student success are as follows: Be Safe; Be Responsible; Be Respectful. Through our intentional focus on teaching for learning, all students are provided with a school experience in a nurturing environment with a focus on the Kentucky Core Academic Standards. Our school currently has a 6-day specials rotation. These include: Art, Music, Chinese, Science Lab, Physical Education and Technology. Students at Meadowthorpe are also provided with regularly scheduled guidance lessons conducted by our school counselor. Students have the opportunity to participate in extracurricular programs such as Orchestra, Band, Academic Team, Academic Challenge, Art Club, school musicals and performances, STLP, and Girls on the Run. Our dedicated staff consists of a leadership team, which includes the Principal, Administrative PGE Coach, and a Child Guidance Specialist. Beyond our leadership team, we have twenty-two homeroom teachers, four full time exceptional child educators with six para-professionals, MSD teacher with two para-professionals, Early Start teacher, ESL teacher, two full-time interventionists, one part time interventionist, Chinese teacher; six related arts teachers; speech pathologist, a school psychologist/diagnostician, family resource center coordinator, Achievement and Compliance Coach, part time social worker, part-time gifted and talented resource teacher, and a SAFE para-professional. Meadowthorpe is blessed with a strong and dedicated staff to ensure student achievement in all areas. In an effort to be more proactive in reaching our struggling learners, our MTSS program is a priority. The plan is to reach students who struggle as early as possible to prevent falling farther behind as they progress through the grades. Students are identified for intervention services based



on three criteria points: MAP scores, Fast benchmarking probes, and teacher input. MAP is used as a "screener." Students who score below the 40th percentile on MAP in reading or math, are benchmarked using Fast probes. The Fast benchmarking probes assist with identifying the specific area of need for each student. Teacher input is also a very important component in our intervention process when determining intervention needs. Meadowthorpe currently has two full-time and one part-time intervention teachers (one being Reading Recovery trained) who work collaboratively with the regular education teachers and pull small groups of students to provide explicit intervention based on specific learning deficits. Our ESL teacher also pulls small groups of students to ensure that all students are receiving the instruction and intervention they specifically need. Fast progress monitoring probes are used as a monitoring tool for all of the students who are identified for intervention. The probes are given every week for Tier II and Tier III students to monitor student progress and the effectiveness of instruction.

## **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.

Over the past several years, some of Meadowthorpe's notable achievements include the following: Our school earned scores of 83.6 in proficiency (math and reading), 76 in separate academic indicators (science, social studies and writing) and 19.1 in growth. The attached page outlines all these areas. That places us above the cut scores set by the state in all areas! In addition to our overall scores, there are also highlights to celebrate in the individual subject areas. In math, the number of students scoring proficient or distinguished increased by 5%, while the number of students scoring novice decreased by 5.8%. In reading, the number of students who scored novice decreased by 8.1%. Additionally, in social studies, the number of students who scored distinguished increased by 4.1%, while the number of students who scored novice decreased by 2.4%. In writing, the number of students who scored proficient or distinguished increased by 8.3%, while the number of students scoring novice decreased by 4.3%. Our Governor's Cup Academic Team has won a significant number of competitions. Meadowthorpe's strong staff and unique features, it makes for a welcoming and positive environment for students to be successful. However, according to our needs assessment, we have areas for improvement. Our first priority is that students are learning at high levels and making growth towards set goals. We continue to monitor growth of individual students, classes, grade levels, and as a school holistically. With our mission in mind, we believe that in order to increase student achievement we will need to intentionally plan lessons aligned with the state standards and based on the types of questions students will need to be prepared to answer. Meadowthorpe uses the PLC (professional learning communities) model to guide teacher learning and to work as a team with the same vision in mind. Our four guiding questions while planning are: 1. What do we want students to learn and be able to do? 2. How will we know if our students have learned? 3. How will we respond if they have not learned (re-teach, intervention)? and 4. How will we respond when students have learned (enrichment)? We will continue to do the following in order to reduce our novice performing students and increase overall student achievement: 1. Plan using state standards 2. PLC model and 4 guiding question cycle will be the basis of all team planning 3. Monitoring level of expectations and rigor in each classroom 4. Analysis of school and individual student data to monitor growth and novice reduction. 5. Analysis of test questions to ensure lessons are designed to prepare students for performing at high levels 6. Reflect on practices and learn new strategies/practices to improve teaching and learning According to K-PREP, unit assessments, and MAP data, students at Meadowthorpe are progressing in the areas of Reading and Math. With our

efforts for continuous improvement, we will see an increase in student achievement and a reduction in novice.

### **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.

We continue to strive for improvement in teaching and learning.

### **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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