Phase One: Continuous Improvement Diagnostic 2018

Phase One: Continuous Improvement Diagnostic

Northern Elementary School
Meredith Ramage
340 Rookwood Ext'd
Lexington, Kentucky, 40505
United States of America

Target Completion Date: 10/02/2018
Last Modified: 10/02/2018
Status: Open

TABLE OF CONTENTS

eProve diagnostics

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.

Northern will continue to build on the implementation of PBIS. We will use the structures from PBIS to enhance the experience for student and for staff. This structure is used to build culture and climate in the building and to help students feel safe. Our three expectations are to be safe, respectful, and responsible. In order to ensure that consistency is present for positive approaches and for corrective behavior we will use the structures set in place with fidelity. We also want to work with parents on two way communication as a means to provide support for parents and students.

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 ELL teachers, PTO and FRC will work in partnership on various projects and recruitment efforts. ELL teachers are conducting home visits to learn more about our immigrant families. They share the information gathered with staff members that have direct access to the student. The PTO is working to engage parents with events at the school that promote health and wellness. Our FRC sent out a needs assessment survey at the beginning of the year to help guide the work of the FRC. We also gave parents a feedback survey about two way communication. We will also utilize translation services to help us get as many parents involved as possible.

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)

Phase Two: The Needs Assessment for Schools 2018-2019

Phase Two: The Needs Assessment for Schools

Northern Elementary School
Meredith Ramage
340 Rookwood Ext'd
Lexington, Kentucky, 40505
United States of America

Target Completion Date: 11/01/2018
Last Modified: 10/31/2018
Status: Open

TABLE OF CONTENTS

e|Prove diagnostics

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?

Though a combination of survey data, assessment data, and stakeholder feedback information, we were able to gather information to help us get a better picture of our current state. Students were given a brief survey about their perceptions of themselves as readers. Students were asked to share whether or not they like to read, consider themselves good readers, and know how to pick a book that is right for them. Parents were given a survey asking about the climate at the school. Surveys were sent via email, and Facebook. Translated surveys were sent home as well in Spanish, Swahili, and French. Staff were surveyed on school climate and culture as well using questions from our TELL survey. Results of these surveys were shared with SBDM Council, staff, and parents in order to review and analyze data. Furthermore, KPREP and MAP data were analyzed primarily by staff to find patterns, strengths and areas for growth. Staff worked in groups to analyze the data by subgroup and subject. Grade level teams analyzed other types of data on a weekly basis. The whole staff analyzed behavior data once a month. Data is shared with SBDM monthly. These meetings are documented through agendas and minutes which are also shared with the staff.

<u>ATTACHMENTS</u>

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

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.

Current Academic State: -Overall, in 2016-2017, 35% percent of students on average were scoring above the 40th percentile in Reading and Math on MAP. In 2017-2018, over 50% of students on average were scoring above the 40th percentile in Reading and Math on MAP. - On 2017-2018 KPREP, Hispanic students had a growth index of 18.2 but scored 33% P/D on Reading and 29% P/D on Math. -Subgroups identified by KPREP as gap groups are White and African American students. - When comparing Office Discipline Referrals, our August ODR's are down 3.52 per 100 students to 2.53 per 100 student from August 2017- August 2018. They are down from 9.34 per 100 students in September 2017 to 6.12 in September 2018. -78% of staff qualify Northern as a great place to work and learn as measured by a TELL-like survey. -88% of parents agree that their child has at least one person advocating for their child at Northern.

ATTACHMENTS

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

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.

59% of White students scored below proficiency on KPREP test in Reading. 72% of African American students scored below proficiency on KPREP in Reading. 67% of Hispanic students scored below proficiency on KPREP in Reading. 60% of White students scored below proficiency on KPREP test in Math. 78% of African American students scored below proficiency on KPREP in Math. 71% of Hispanic students scored below proficiency on KPREP in Math.

ATTACHMENTS

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

Trends

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

Data trends on KPREP and MAP note that students at Northern Elementary are showing evidence of growth on both tests in Reading and Math. In regard to MAP, on average, 52% of students are meeting their growth goals in Reading and 57% are meeting their growth goals in Math but approximately 60% of students are still are not reaching the 50th percentile in Reading and Math for all subgroups. In regard to KPREP, students are growing at or just below the expected rate of growth but are still scoring below Proficient in all subgroups. Reaching 50th percentile, proficiency, and grade level are significant areas for improvement.

ATTACHMENTS

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

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](#)

Northern will focus its resources around KCWP 2: Design and Deliver Instruction as well as KCWP 4: Review, Analyze, and Apply Data. Through our work using the DataWise process we will simultaneously target Tier I instruction as well as use data to drive instruction.

ATTACHMENTS

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

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%.

-When comparing Office Discipline Referrals, our August ODR's are down 3.52 per 100 students to 2.53 per 100 student from August 2017- August 2018. They are down from 9.34 per 100 students in September 2017 to 6.12 in September 2018. -Northern consistently holds steady with 98.52% of students falling in Tier I for behavior, 1.48% in Tier 2, and 0% in Tier III. -Overall, in 2016-2017, 35% percent of students on average were scoring above the 40th percentile in Reading and Math on MAP. In 2017-2018, over 50% of students on average were scoring above the 40th percentile in Reading and Math on MAP.

<u>ATTACHMENTS</u>

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

eProve diagnostics

Phase Two: School Assurances 2018-2019

Phase Two: School Assurances

Northern Elementary School
Meredith Ramage
340 Rookwood Ext'd
Lexington, Kentucky, 40505
United States of America

Last Modified: 10/31/2018
Status: Open

TABLE OF CONTENTS

e|Prove diagnostics

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.

eProve diagnostics

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

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

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

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

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

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

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

eProve diagnostics

Novice Reduction for Gap Closure

Standards & Curriculum Support

Instruction

Continuous Improvement & Assessment

Environment & Support

Continuous Improvement Planning Cycle

Combined Workbook for:

Phase 3 - *Plotting the Course*

- **Establishing Goals, Objectives, Strategies and Activities**

AND

Phase 4 – *Making District/School Improvement Continuous*

- **Progress Monitoring and Evaluation**

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 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.

Goal 1 (*State your proficiency goal):* By 2023, the school will increase the combined proficiency in reading and math from 31.55% to 65.78%.	

| Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*
● KCWP 1: Design and Deploy Standards
● KCWP 2: Design and Deliver Instruction
● KCWP 3: Design and Deliver Assessment Literacy
● KCWP 4: Review, Analyze and Apply Data
● KCWP 5: Design, Align and Deliver Support
● KCWP 6: Establishing Learning Culture and Environment | Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*
● KCWP1: Design and Deploy Standards Classroom Activities
● KCWP2: Design and Deliver Instruction Classroom Activities
● KCWP3: Design and Deliver Assessment Literacy Classroom Activities
● KCWP4: Review, Analyze and Apply Data Classroom Activities
● KCWP5: Design, Align and Deliver Support Classroom Activities
● KCWP6: Establishing Learning Culture and Environment Classroom Activities | In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the combined proficiency in reading and math increase from 31.55% to 38.4% by 2018-2019.	KCWP 5: Design, Align, and Deliver Support: School leaders must establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management.	Process: utilize data wise questions as to evaluate 'as is' state at a minimum of every 30 days. (Data wise questions include: What does the data tell us? What does the data not tell us? What are cause for celebration? What are causes for concern? What are the next steps for school/district improvement?) Teacher Estimates of Student Achievement (1.62) and Collective Teacher Efficacy (1.57).	Increase in proficiency as evidenced by district common assessment scores with actions documented in rolling agenda that have informed instruction.		
		Practice: utilize daily formative data collection tools, benchmark data, summative data, non-academic data, formative and summative teacher observations, and or learning walk details to ensure high levels of	Increase in learning environment score averages as evidenced by monthly ELEOT walkthrough data.		

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4
Adapted by Kelli Prater, Continuous Improvement Coach

		teacher effectiveness and student achievement. (Collaborative Teacher efficacy, Hattie 1.57 effect size) Condition: Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning. (Collective Teacher Efficacy 1.57; Hattie, 2018)	Increase in proficiency in reading and math KPREP, MAP and district common assessment scores Rolling Agendas and lesson plans that reflect PDSA, collegial participation and standards based instruction		

Goal 2 (*State your separate academic indicator goal):* By 2023, Northern will increase the percent proficient/distinguished for separate academic indicator from 15.2 to 23.68%.

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 Northern will increase the percent proficient/distinguished from 15.2 to 16.8% on separate academic indicator.	. KCWP3: Ensure teachers utilize formative and summative information to increase student achievement, and that students can communicate how they track and evaluate their progress and set goals.	Condition: ensure all users of assessment data use information to benefit student learning (writing data analysis PLCs with scoring rubrics as part of PDSA process). (Hattie, Feedback 0.70)	Increase in proficiency as evidenced by On Demand writing scores (KPREP and teacher created) with actions documented in rolling agenda that have informed instruction.		

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4
Adapted by Kelli Prater, Continuous Improvement Coach

3: Gap

Goal 3 (*State your Gap goal):* increase the percentage of White students scoring Proficient/Distinguished from 41.7% to 70.85 % by 2023. Increase the percentage of African American students scoring Proficient/Distinguished from 28.1% to 35.95% by 2023.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* - KCWP 1: Design and Deploy Standards - KCWP 2: Design and Deliver Instruction - KCWP 3: Design and Deliver Assessment Literacy - KCWP 4: Review, Analyze and Apply Data - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* - KCWP1: Design and Deploy Standards Classroom Activities - KCWP2: Design and Deliver Instruction Classroom Activities - KCWP3: Design and Deliver Assessment Literacy Classroom Activities - KCWP4: Review, Analyze and Apply Data Classroom Activities - KCWP5: Design, Align and Deliver Support Classroom Activities - KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the Proficient/Distinguished scoring percentage of white students from 41.7% to 47.53% by 2018-2019. Increase the Proficient/Distinguished scoring percentage of African American students from 28.1 to 35.29% by 2018-2019.	KCWP 4: Develop a system to ensure that student data is collected, analyzed, and being used to drive classroom instruction. (FAST, MAP)	Condition: Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc. Interventions for student with learning needs .77 (Hattie, visible learning.com 2018)	Schedule reflects PLC meeting time monthly as evidenced by PLC minutes that reflect data driven decision making.		
		Process: utilize data wise questions as to evaluate 'as is' state at a minimum of every 30 days. (Data wise questions include: What does	Progress monitoring records using FAST relative to MAP with positive trend lines.		

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4
Adapted by Kelli Prater, Continuous Improvement Coach

		the data tell us? What does the data not tell us? What are cause for celebration? What are causes for concern? What are the next steps for school/district improvement?) Teacher Estimates of Student Achievement (1.62) and Collective Teacher Efficacy (1.57).			
	KCWP 5: monitor student data regularly to ensure continuous improvement	Practice: Create and monitor a "Watch (Cusp) List" for students performing below proficiency. Teacher Estimates of Student Achievement (1.62)	Increase in proficiency as evidenced by Data Wall Tracking system.		

Fully Implemented	Partially Implemented	Not Implemented

Horizon Goal:
- increase the percentage of White students scoring Proficient/Distinguished from 41.7% to 70.85 % by 2023. Increase the percentage of African American students scoring Proficient/Distinguished from 28.1% to 35.95% by 2023.

180 Day Goal:

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4
Adapted by Kelli Prater, Continuous Improvement Coach

-

In the first 30 days, we will know we are successful when:
- ➤ Teachers are utilizing high yield strategies in planning and when delivering instruction.

- ➤ MTSS meetings are held, where all stakeholders that work directly with gap students are present, to align tiered instruction for gap students at risk.

- ➤ Teachers are assessing students with NSGR Reading assessment monthly.

- ➤ Planning and PLC Meetings are held to analyze assessment data and determine successes and address concerns.

The measures/evidence we will use are:
- ● ELEOT walkthrough data.

- ● MTSS meeting minutes and plans for specific gap students.

- ● NSGR assessment data

- ● Rolling agendas utilizing the data wise questions as well as a data analysis protocol.

First 30 days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
● Teachers that teach reading participate in an NSGR training on how to administer the assessment and further knowledge on running record administration.	Lewellen, Ramage	August 2018	
● Teachers administer NSGR each month and attend "Move Up Day" in order to track reading levels on our data wall. A Watch list will be determined through this measure.	Lewellen, Tudor, Ramage	Sept 2018 (monthly)	
● Full staff training will occur on Data Wise Process, Rolling Agenda, Norms,	Ramage, Tudor, Lewellen	August – September 2018	
● Planning meetings are held once a week with each grade level. Rolling agenda will be used to show evidence of engagement strategies.	Lewellen	August 2018 ongoing	
● PLC meetings for data analysis are held once a week with each grade level. Rolling agenda will be used to show evidence of student data and instructional decisions based on data.	Ramage, Lewellen, Tudor	August 2018 ongoing	

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4
Adapted by Kelli Prater, Continuous Improvement Coach

● MTSS meetings are held to align tiered instruction and behavior supports for at risk students	Tudor, Ramage, Fischer	Determined within each individual student's plan	

If we are not successful, we will:

●

In 60 days, we will know we are successful when:

➢ Teachers are utilizing high yield strategies in planning and when delivering instruction.

➢ MTSS meetings are held, where all stakeholders that work directly with gap students are present, to align tiered instruction for gap students at risk.

➢ Teachers are assessing students with NSGR Reading assessment monthly.

➢ Planning and PLC Meetings are held to analyze assessment data and determine successes and address concerns.

➢ 50% attendance at Professional Learning through Zero Hour with the topic of Next Steps in Guided Reading. (Follow up from 2017-2018 school year)

➢ 95% attendance at Professional Learning pertaining to Trauma Informed Care as a CRTL measure.

The measures/evidence we will use are:

● ELEOT walkthrough data.

● MTSS meeting minutes and plans for specific gap students.

● NSGR assessment data

● MAP and FAST Data

● Mid Point KPREP-like Common Assessments for Reading and Math.

● Rolling agendas utilizing the data wise questions as well as a data analysis protocol, and planning notes.

● Plus/Delta Feedback from Trauma Informed Care professional learning

60 days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
● Teachers administer NSGR each month and attend "Move Up Day" in order to track reading levels on our data wall. A Watch list will be determined through this measure.	Administration and Teachers	October, November, December	
● Math and Reading teachers will utilize mid-point, standards based assessments	Classroom Teachers	October, November, December	
● Planning meetings are held once a week with each grade level. Rolling agenda will be used to show evidence of engagement strategies.	Lewellen	Weekly - ongoing	
● PLC meetings for data analysis are held once a week with each grade level. Rolling agenda will be used to show evidence of student data and instructional decisions based on data.	Ramage, Tudor, Lewellen	Weekly - ongoing	
● Staff will attend Trauma Informed Care Learning Modules once a month.	Fischer	October, November, December (ongoing)	
● Teachers who need to learn or complete their training on Next Steps In Guided Reading will attend Zero Hour Professional Learning.	Lewellen, Ramage, Tudor	Weekly, October and November	
● MTSS meetings are held to align tiered instruction and behavior supports for at risk students	Ramage, Tudor, Fischer	Determined within each individual student's plan	
● **If we are not successful, we will:**			
●			

In 90 days, we will know we are successful when:
➢ Teachers are utilizing high yield strategies in planning and when delivering instruction.

➢ MTSS meetings are held, where all stakeholders that work directly with gap students are present, to align tiered instruction for gap students at risk.

➢ Teachers are assessing students with NSGR Reading assessment monthly.

➢ Planning and PLC Meetings are held to analyze assessment data and determine successes and address concerns.

➢ 90% attendance at Professional Learning through Zero Hour with the topic of Total Participation Techniques.

➢ 95% attendance at Professional Learning pertaining to Trauma Informed Care as a CRTL measure.

The measures/evidence we will use are:

- ELEOT walkthrough data.

- MTSS meeting minutes and plans for specific gap students.

- NSGR assessment data

- MAP and FAST Data

- Mid Point KPREP-like Common Assessments for Reading and Math.

- Rolling agendas utilizing the data wise questions as well as a data analysis protocol, and planning notes.

- Plus/Delta Feedback from Trauma Informed Care professional learning

- 90% attendance at Zero Hour Professional Learning for Total Participation Techniques.

• **90 days action strategies:**	**Who is responsible (team leader(s)?**	**Deadline?**	**What is the plan for communication?**
• Teachers administer NSGR each month and attend "Move Up Day" in order to track reading levels on our data wall. A Watch list will be determined through this measure.	Classroom teachers and administration	January, February, March, April	
• Math and Reading teachers will utilize mid-point, standards based assessments	Classroom Teachers	January, February, March, April	
• Planning meetings are held once a week with each grade level. Rolling agenda will be used to show evidence of engagement strategies.	Lewellen	Weekly - ongoing	

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4
Adapted by Kelli Prater, Continuous Improvement Coach

	Ramage, Tudor, Lewellen	Weekly - ongoing	
● PLC meetings for data analysis are held once a week with each grade level. Rolling agenda will be used to show evidence of student data and instructional decisions based on data.	Ramage, Tudor, Lewellen	Weekly - ongoing	
● Staff will attend Trauma Informed Care Learning Modules once a month.	Fischer	January, February, March	
● Teachers will attend Zero Hour Professional Learning around Total Participation Techniques.	Ramage, Tudor, Lewellen	Weekly, January – April	
● MTSS meetings are held to align tiered instruction and behavior supports for at risk students	Ramage, Tudor, Fischer	Determined within each individual student's plan	
● **If we are not successful, we will:**			

<mark>5: Growth</mark>

Goal 5 (*State your Growth goal*): Decrease the percentage of White students classified as "less than catch up" from 10.5% to 5.2% for combined reading and math (and decrease the percentage of AA students classified as "less than catch up" from 21% to 10.5% for combined reading and math.

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.*)	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.*	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.
● 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	● 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	

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4
Adapted by Kelli Prater, Continuous Improvement Coach

• KCWP 6: Establishing Learning Culture and Environment	• KCWP6: Establishing Learning Culture and Environment Classroom Activities

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Decrease the percentage of White students classified as "Less that catch up" from 10.5% to 9.45% and the percentage of AA students classified as "less than catch up" from 21% to 18.9% in combined Reading and Math by measured by state assessment to 2018-2019.	KCWP 2: Design and Deliver Instruction: Develop a systemic approach for the design and delivery of standards in order to ensure that all students are being taught the standards at appropriate levels of rigor in Tier I.	Process: Ensure ongoing professional development in the area of best practice/high yield instructional strategies (based on ELEOT walk through and student assessment data) to aid in curricular adjustments when students fail to meet mastery. (Hattie, Cognitive task analysis 1.29)	Increased proficiency on KPREP, MAP and district common assessments Increased averages in ELEOT walk through data		

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4
Adapted by Kelli Prater, Continuous Improvement Coach

6: Transition Readiness

Goal 6 (*State your Transition Readiness goal*): Increase the percentage of 5th graders who are "transition ready" in reading from 40.4% to 59.6% AND in math from 30.3% to 69.7% in 2023 as measured by MAP projected proficiency report.

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.*)	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.*)	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.
- 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	- 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	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the number of 5th grade students who are "Transition Ready" in reading from 40.4% to 46.36% and in math from 30.3% to 37.27% by 2018-2019 as measured by MAP projected proficiency report. 1	KWCP 5 Develop a systemic approach to review, analyze, and apply data to ensure that students are actively involved in knowing their own data and making decisions about their own learning to impact achievement.	KCWP5 Condition: Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. Interventions for student with learning needs .77 (Hattie, visible learning.com 2018)	Progress monitoring of individual 5th grade students receiving support will show upward trends toward grade level goals. Increase in % in P/D students as measured by MAP in Winter and Spring sessions.		

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4
Adapted by Kelli Prater, Continuous Improvement Coach

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4
Adapted by Kelli Prater, Continuous Improvement Coach

Phase Three: Closing the Achievement Gap Diagnostic 2018-2019

Phase Three: Closing the Achievement Gap Diagnostic

Northern Elementary School
Meredith Ramage
340 Rookwood Ext'd
Lexington, Kentucky, 40505
United States of America

Target Completion Date: 12/31/2019
Last Modified: 12/27/2018
Status: Open

TABLE OF CONTENTS

eProve diagnostics

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.

We will use the Gap group spreadsheet to analyze our work.

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.

Almost all students at Northern fall into one or more gap categories, making for a very diverse group of students. Our teacher population is predominately female and Caucasian. While our staff are committed to the success of our students, we have found that we need to take some time to student how we can be culturally responsive and drive home high expectations.

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.

Overall Northern has struggled to reach proficiency, however we have achieved much growth for all subgroups in various measures. Our focus this year is to increase high yield strategies to raise student participation and make sure we are progress monitoring in a way that maintains growth and continues to guide our instruction.

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

Based on 2017-2018 KPREP data, 3rd grade students had a 12% increase in the number of students scoring Proficient and Distinguished. Our Hispanic students made the most growth as evidenced by their index on 2017-2018 KPREP data. Their index was 18.2 as compared to 16 for Caucasian and AA students.

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

Our subgroups are Caucasian and African American students due to their just missing the growth index as well as not attaining proficiency. We have achieved some measure of growth but are still working toward proficiency.

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 professional development encompasses 4 things. 1. Zero Hour professional development on guided reading in order to provide intentional small group reading instruction to student at their specific level. 2. Zero hour professional development on Total Participation Techniques in order to focus on high yield strategies and maintaining high expectations for all learners. 3. Utilizing a Data Wise process for classroom observations and analyzing data. 4. Trauma Informed Care Training once a month provided by in-house staff for all staff.

<u>ATTACHMENTS</u>
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.

Many of our students come to school in Kindergarten not ready. In addition we are a very transient school that enrolls students from other schools that have Kindergarten populations that aren't ready. Each year we have about 30% of our students who are new to our school that have major

gaps in their learning. Due to these conditions, it is imperative that we use data to drive our instruction so no time is wasted.

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.

Strategic partners are members of the Administrative Leadership Team - Meredith Ramage, Principal, Michelle Tudor, PGES Coach, LeeAnn Lewellen, SBIS, Ashley Fischer, PBIS Coach. In addition to these partners, the SBDM Council works with the school to help make decisions as well as the student support team, interventionists, ELL teachers, SPED teachers, and classroom teachers.

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).

Objective 1 Increase the Proficient/Distinguished scoring percentage of white students from 41.7% to 47.53% by 2018-2019. Increase the Proficient/Distinguished scoring percentage of African American students from 28.1 to 35.29% by 2018-2019.

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.

KCWP 4: Develop a system to ensure that student data is collected, analyzed, and being used to drive classroom instruction. (FAST, MAP) Condition: Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc. Interventions for student with learning needs . 77 (Hattie, visible learning.com 2018)CWP 4: Develop a system to ensure that student data is collected, analyzed, and being used to drive classroom instruction. (FAST, MAP) Process: utilize data wise questions as to evaluate 'as is' state at a minimum of every 30 days. (Data wise questions include: What does the data tell us? What does the data not tell us? What are cause for celebration? What are causes for concern? What are the next steps for school/district improvement?) Teacher Estimates of Student Achievement (1.62) and Collective Teacher Efficacy (1.57). KCWP 5: monitor student data regularly to ensure continuous improvement Practice: Create and monitor a "Watch (Cusp) List" for students performing below proficiency. Teacher Estimates of Student Achievement (1.62)

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
⊞ Gap Spreadsheet	Gap Spreadsheet	III

eProve diagnostics

Gap Group/Total number of students	Percentage of Total School Population
Free/Reduced Lunch /392	78%
African American/225	44%
Hispanic/125	25
ELL/25	25
SPED/13	65

Phase Three: Executive Summary for Schools 2018-2019

Phase Three: Executive Summary for Schools

Northern Elementary School
Meredith Ramage
340 Rookwood Ext'd
Lexington, Kentucky, 40505
United States of America

Target Completion Date: 12/31/2019
Last Modified: 12/27/2018
Status: Open

TABLE OF CONTENTS

e|Prove diagnostics

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?

Northern Elementary is a school of 470 students Early Start to 5th grade .We are located in an urban environment close to a major thoroughfare in Lexington, KY that is mostly retails shops, restuarants, and neighborhood. Three years ago we experienced a redistricticting in our district where we "traded" 100 students with a neighboring school. This forced our school to recalibrate in our structure for behavior and academic expectations. Northern student collectively represent around 15 countries around the world. Many students from these countries are classrified as refugess. Of our student population 45% of sutdents are African American, 32% are Caucasianm and 27% are Hispanic. Over 25% of our students are English Lanugage Learners. Northe rnis also home to a partial Spanish Immersion Program. This program is 1st through 5th and is being phased out due to low enrollment across the entire school. There are many challenges our school faces along with our community. Around 75% of our students qualify for free or reduced lunch prices. Because of this we are partnering with many community resources to provide support for families with shelter, food, and transportation. We work intentionally to increase parent communication and involvement so that all of our families are aware of what their children are learning and participating in at school. Recently, we were awarded an immigrant grant that allows us to provide further outreach to our Immigrant families.

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.

Our mission statement at Northern is that of Fayette County Public Schools. Our mission is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society. In order to meeting this, Northern has adopted four statements for guarantees we provide for our students. At Northern...1. Student success is guaranteed through the employee's collaborative commitment and positive work cultures. 2. Students are guaranteed a safe, positive, learning environment. 3. Students are guaranteed that the school will use a data-driven, continuous improvement model. 4. Students are guaranteed a standards-based viable curriculum to develop college and career readiness skills. To guarantee these things we have fully implemented Tier I, II, and III PBIS structures. Our teachers and grade level teams operate in Professional Learning Communities where conversations and instructional decisions revolve around student data. We offer a Tier I program for Reading and Math so that all student have access to a viable curriculum that is standards based.

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.

For two consecutive years, Northern has been recognized as a Bronze level PBIS school which denotes over 80% fideilty with Tier I PBIS implementation. We have also implemented Zero Hour Professional Development opportunity for staff for Guided Reading and Total Participation Techniques. Northern is designated as an Empowerment Zone school in Fayette County Schools. We work with a district team to help strengthen instruction and ensure academic and behavioral growth in students.

ATTACHMENTS

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

Additional Information

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

N/A

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

eProve diagnostics