2018-2019 RPE Continuous Improvement Diagnostic

Phase One: Continuous Improvement Diagnostic

Rosa Parks Elementary School
Claudine Barrow
1251 Beaumont Centre Ln
Lexington, Kentucky, 40513
United States of America

Last Modified: 09/26/2018
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.

For the 2018-2019 school year our goal is to fine tune our organizational structure to provide more opportunities for teacher leadership and involvement in decision making and problem solving to increase the percentage of teachers that agree with the statement "The faculty has an effective process for making group decisions to solve problems" from 82% agree/strongly agree to 90% agree/strongly agree as measured by staff surveys.

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.

Parents will be given the opportunity to serve on all committees by the SBDM council. Committee information will be sent to all parents and they designate committees that they are interested in. All teachers serve on committees and committee time and dates are set once membership is established. We decided that the stakeholders involved in the needs assessment should be a diverse group that would represent many different areas in our school. We will choose administrators, interventionist, ELL teachers, and GT teachers. In addition, we will have teachers from both primary and intermediate, as well as a parent and a PTA rep. Having a wide range of stakeholders will allow us to make better decisions about the needs of our school from a holistic point of view. This enables us to obtain many different perspectives that impact many different aspects of our school. The final plan is posted on the website and available for review in the school office. The plan is also shared at PTA meetings and updated online as progress notes are added.

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)

2018-2019 Phase Two: The Needs Assessment for Schools_09262018_17:43

Phase Two: The Needs Assessment for Schools

Rosa Parks Elementary School
Claudine Barrow
1251 Beaumont Centre Ln
Lexington, Kentucky, 40513
United States of America

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

Data results are reviewed often by Rosa Parks Staff. Teachers analyze and review data during PLCs weekly, also by the MTSS/PBIS team every 4 weeks. The leadership team, PTA board and SBDM Council meet monthly, using data results as needed to guide decisions. Minutes are kept for each of the stakeholder groups listed. Data from KPREP, MAP, FAST and other formative assessments are analyzed and curriculum is adjusted to increase learning results for all students. Current goals are established by looking at trend data, using the SWOT tool and protocol.

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.

2016-2017 DATA - 67% Non-duplicated Gap students scored Proficient in Reading. 52.,9% Non-duplicated Gap students scored Proficient in Math. 3rd Grade Math Proficiency 80.4 4th Grade Math Proficiency 73.9 5th Grade Math Proficiency 75.8 3rd Grade Reading Proficiency 89.7 4th Grade Reading Proficiency 79.0 5th Grade Reading Proficiency 75.0 All student groups scored above the state and district average in Reading and Math. The number of behavior referrals has decreased from 5% to 3%. 2017-2018 DATA - According to KPREP scores, 86% of students scored proficient or distinguished on reading and 83% scored proficient or distinguished on math. Our combined score was 84.5%. All student groups scored above the state and district average in Reading and Math. Fall MAP data shows that 80.5% of all students are working above average in math and 76.5 in reading. Brigance data: 82.1 of Kindergarten students were considered kindergarten ready. In 2015 is was 88.7 and in 2016 it was 80.9.

<u>ATTACHMENTS</u>

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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.

2016-2017 DATA - ELL students have declined from 80. Proficiency in Math to 58.3. F/R declined from 67.7 to 45% Proficiency in Math. 2017-2018 DATA - Free and Reduced students: READING - Novice 5% Apprentice 24% Proficient 48 % and Distinguished 24%. MATH - Novice 19% Apprentice 14% Proficient 48% and Distinguished 19%.

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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?

2016-2017 DATA - There has been a steady decline in proficiency for ELL and F/r in Reading and Math over a three year period. Both groups have significantly increased in population over this time period. 2017-2018 DATA - ELL and Free and Reduced students have significantly increased in population. About 10% of students are receiving this service. Science and writing continue to be areas of improvement. On KPREP we scored 51% and in writing 55%. There are significant students scoring apprentice in writing and science. We have 44% scoring apprentice in science and 40% in writing. In Brigance data, kindergarten readiness has decreased over the past 3 years: 2015 - 88.7, 2016 - 80.9, and 2017 82.1.

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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

We will focus our work around Design and Delivery of instruction. Specifically, we want to improve on the following practices/processes: teachers determining most appropriate and effective high yield strategies for the learning target, improving student cognitive engagement, clear system for students taking responsibility for their own learning, students involved in knowing where they are in their progression of learning. 2016-2017 DATA from RPE: Efforts over the past year have focused on having a systematic approach to problem solving for students below proficiency, School scheduling has been rearranged to provide access to school psychologist and resource staff to develop intervention plans and research based strategies for struggling students. ELL staff has been added to provide additional support in small group and whole class instruction.

ATTACHMENTS

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Potential Source of Problem

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%.

2016-2017 DATA - We have a 97% attendance rate. We continue to be above the state and district averages in all areas of academics. Writing scores are well above the state and district average with 60.5% above proficiency. 2017-2018 DATA - We have 97% attendance rate. We continue to be above state and district averages in all areas of academics. Writing scores are above the state and district average but decreased in proficiency by 15% last year. Our strengths are reading and math. In math the percentage of students that scored proficient and distinguished are as follows: 3rd - 83%, 4th - 83%, and 5th is 83%. In reading: 3rd - 88%, 4th - 83%, and 5th 85%.

<u>ATTACHMENTS</u>

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
📄 Demographic Comparison Data	data from Godsey	
📊 KPREP Data	Powerpoint for staff meeting	, , ,
📄 KPREP-MAP Data	scores comparing KPREP and MAP	, ,
📕 Key Core Processes	Highlighted	, ,
📕 Parent Survey 2018	Parent Survey 2018	
📕 Student Survey 2018	Student Survey 2018	
📕 Teacher Survey 2018	Teacher Survey 2018	

Phase Two: School Assurances RPE 18-19

Phase Two: School Assurances

Rosa Parks Elementary School
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Phase Two: School Assurances

Introduction

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

eProve diagnostics

School Assurances

Preschool Transition

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

ATTACHMENTS
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Professional Development

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

ATTACHMENTS
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Comprehensive Needs Assessment

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

- ● **Yes**
- ○ No

○   N/A

COMMENTS

ATTACHMENTS
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Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.
- ○   Yes
- ○   No
- ●   **N/A**

COMMENTS

ATTACHMENTS
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Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.
- ●   **Yes**
- ○   No
- ○   N/A

COMMENTS

ATTACHMENTS
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7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.
- ●   **Yes**
- ○   No
- ○   N/A

COMMENTS

MTSS

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

All staff are highly qualified at Rosa Parks Elementary.

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)

Phase Three: Comprehensive Improvement Plan for Schools 2018-2019

Phase Three: Comprehensive Improvement Plan for Schools

Rosa Parks Elementary School
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Lexington, Kentucky, 40513
United States of America

Last Modified: 12/18/2018
Status: Open

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

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

Operational definitions of each area within the plan:

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

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

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

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

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

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

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

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

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)
DOC RPE Comprehensive Improvement Plan for Schools	Goals, objectives, strategies, activities, and measure of success are in this document.	

Comprehensive Improvement Plan for Schools

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

Operational definitions of each area within the plan
Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

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

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

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

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

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

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

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

1: Proficiency Goal

Goal 1 (*State your proficiency goal):* Increase Proficiency in Combined Reading and Math from 84.5% to 92% by 2023-2024 as measured by state required assessments.

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase Proficiency in Combined Reading and Math from 84.5% to 86% by 2019-2020 as measured by state required assessments.	Design a systemic approach for the design and delivery of a high quality instructional program to ensure that all students are receiving highly effective Tier 1 instruction. KCWP 2	Process – Teachers will apply item analysis in the weekly PLC process to engage in PDSA activity in order to increase the effectiveness of Tier 1 instruction.	Monthly item analysis will determine an increase in student proficiency on common assessments.		
		Practice – Teachers will plan for and implement active student engagement strategies. (Feedback .70, Class Discussion .85, etc.) Hattie:Visible Learning 2018	Success will be measured by using the Eleot walkthrough data to reflect increase in the learning environment of Active Learning.		

2: Separate Academic Indicator

Goal 2 (*State your separate academic indicator goal):* Increase proficiency for separate academic indicator of writing for all students from 55.4% to 62.9% by 2023-2024.

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase proficiency in writing from 55.4% to 56.9% by 2019-2020 as measured by state required assessments.	Develop a systematic approach for teachers to demonstrate an understanding and in-depth knowledge of content and maintains an ability to convey this content to students. KCWP 2	Practice – Teachers will collaborate in PLC's to construct graphic organizers to be used in writing instruction.	Monthly calibration of scoring writing pieces during PLC will determine an increase in student proficiency on writing pieces.		
		Process – Utilize knowledge of best practice and strategies from The Writing Strategies Book by Jennifer Serravallo to give feedback to aid in curricular adjustments when students fail to meet mastery. (Feedback .70) Hattie: Visible Learning 2018	Success will be measured by using the Eleot walkthrough data to reflect increase of feedback in the classroom instruction.		

3: Gap

Goal 3 (*State your Gap goal):* Increase the average combined reading and math proficiency rates for all free and reduced students in the Gap Group (non-duplicated) from 67% to 74.5% by 2023-2024.

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.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By May 2019, 68.5% of non-duplicated gap students will score at or above proficiency in reading and math.	Make sure systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative). KCWP 1	Process - Ensure ongoing professional development in the area of best practices/high yield strategies to aid in curricular adjustments when students fail to meet mastery. (Data will be collected during the PLC process and using the Eleot walkthrough to measure strategies used in the classroom. Results will be shared with the instructional team monthly.)	Increase proficiency for non-duplicated gap students as measured b watch list by MAP, KPREP, and district common assessments.		

4: Graduation rate

Goal 4 (*State your Graduation Rate goal*):

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

5: Growth

Goal 5 (*State your Growth goal):* Decrease the percentage of students progressing from the growth indicator of Less than Catch Up to Catch Up from 5% to 1% in reading and 11% to 5.5% in math by 2023-2024 as measured by state required 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 Decrease the percentage of students who qualify for free and reduced lunch progressing from growth indicator of Less than Catch Up to Catch Up from 5% to 4% in reading and 11% to 8.8% in math by 2019.	Develop a systemic approach to reviewing, analyzing, and applying data to ensure at least 80% of students falling below proficiency met growth goals. KCWP 5	Process - Develop a clearly defined RTI with a data analysis protocol and developing a monitoring tool for tiered intervention. (RTI 1.29) Hattie: Visible Learning 2018	Increased proficiency and growth as measure by MAP, KPREP, FAST, and district common assessment. MTSS Progress Monitoring PLC agenda minutes		
Objective 2					

6: Transition Readiness

Goal 6 (*State your Transition Readiness goal*): Increase the percentage of students who are "transition ready" in reading from 78.8% On Track to 89.4% On Track AND in math from 71.2% On Track to 85.6% On Track by the year 2023, as measured by reaching grade level benchmarks on the district selected assessment, MAP ACT Projected Proficiency.

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 By May 2019, 80.8% of 5th grade students will have a projected score in reading and 74.2% in math of being On Track as measured by MAP.	Develop a systematic approach for the design and delivery of instruction in order to ensure that all students are being taught the standards at appropriate levels of rigor with fidelity. KCWP 2	Practice: PLC teams will meet to review common assessment data and then determine gaps in learning. Re-teaching and small intervention groups to meet the needs of individual students will address these gaps. (Formative and summative assessments will be analyzed at monthly PLC meetings. Review of lesson plans and learning targets will occur.)	Objective percentage reached as measured by MAP data Spring 2019.		
Objective 2					

Phase Three: Closing the Achievement Gap Diagnostic 2018-2019

Phase Three: Closing the Achievement Gap Diagnostic

Rosa Parks Elementary School
Claudine Barrow
1251 Beaumont Centre Ln
Lexington, Kentucky, 40513
United States of America

Last Modified: 12/18/2018
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.

Overall, RPE does not have a large percentage of students falling into any one category of Gap groups. Currently our Asian population is our largest group of students with at 28% of students. Our second largest group of students is ELL at 23%. Our free and reduced lunch is 9%.

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.

Rosa Parks Elementary is a very diverse school with a wide variety of cultures, disabilities, economic backgrounds, etc. The differences in our school are valued in every way by everyone. We want this school to be a place where students, parents, community leaders, staff, etc. know they belong. The learning environment is one that promotes growth in the whole child while teaching all students to accept, respect, and love the fact that we are all different. Teachers and staff in our building work hard to ensure that students are learning in their zone of proximal development and moving forward. Tiered instruction is utilized to meet the needs of all students regardless of gap group. We do what is best for all kids and have a growth mindset that is focused on the individual needs of each student. It is truly amazing to watch the acceptance in the school family take place. Whole child growth is often not shown through state assessment but is praised by teachers, students, and families when we get to see the growth of students in ways beyond that of academics. Regardless of disability, economic status, cultural diversity, etc. our school operates as a family that takes care of each other. Our students are proud to showcase their successes no matter how big or small. Rosa Parks is very unique in this area because the climate and culture for all kids is one that is truly focused on each child as an individual.

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.

Over the last two years the data shows that we have maintained or reduced the gap with our students with a disability in both Math and Reading. The most significant area that was noticed as a decline was our Free and Reduced Lunch in math going from 70.3% in the 14-15 school year to 67.7% in the 15-16 school year to 45% proficient in the 16-17 school year. However, at the same time we are still needing to focus on our ELL gap group. From 2015-2016 school year to the ELL gap group in Math went from 80% proficient to 58.3 percent proficient.

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

RPE has shown improvement and/or stability with our students with disabilities. Our percentage of students scoring proficient or higher in Math and in Reading has stayed pretty stable. The increase has not been as significant as we would have liked, however tiered instruction has been increased this year and data is showing larger gains in this area.

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

There are six groups at Rosa Parks that make up the GAP groups including Free/Reduced, Disability, African American, Asian, Hispanic, and ELL. Over the three year trend data, free/ reduced has made a steady decline in performance of those students scoring proficient in math and in Reading. Scores went from 77.40% in 2015 to 67.5% in 2016 in Reading and 67.7% in 2015 to 45% in 2016 in Math. In addition, our Ell students have dropped in Reading from 46.7% to 41.7% in Reading and 80% to 58.3% in Math.

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).

Two years ago the school was awarded the Read to Achieve Grant to support students struggling in the area of reading with a highly trained full time reading intervention teacher. The RTA grant focuses on early reading intervention (K-3) for students who are scoring novice on MAP and FAST data. The grant is targeting these students to build reading foundational skills in order to bring students up to grade level. The grant teacher along with a lower primary teacher in the building are also provided with ongoing professional development to learn instructional strategies. They will then share these strategies with colleagues in PLC meeting and staff meetings along with implementing the strategies in their instruction. In addition, MTSS PD is ongoing to help teachers identify needs of students and implement affective and efficient tiered instruction. RPE has developed an MTSS and data collection protocol to monitor the success of each GAP group as well as the success of any student in need of differentiated or tiered instruction. The school has also been given additional staff for our ELL population and strategies have been put in place to identify the greatest needs and have appropriate structures and adequate opportunities for tiered instruction. Special education staff and resource teachers participate in ongoing PLC's with district staff to promote strategies for students' specific needs. SPS meetings are held as needed to determine the next steps for students who are struggling in Tier 1 instruction. Tier 2 intervention takes place for all gap students fallowing below the 50th percentile on MAP. Assistants and other para professionals in our building are trained to implement programs for both reading and math to support students receiving all three tiers of instruction. Teachers meet bi-weekly to review achievement data and determine next steps for identified students. SPS meeting are followed up every 4-6 weeks to determine student success, unless there is a need for the meeting to happen sooner.

ATTACHMENTS

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

The main barrier for RPE is the ability to purchase intervention staff from school funding. We do not receive any additional intervention through regular staffing formulas, and are faced each year with creative staffing arrangements in order to fund additional staff for this purpose. We only have an interventionist that provides reading intervention for primary grades K-3. This year we purchased a part-time interventionist for intermediate that will provide services for reading and math. All teachers K-5 do Tier1-3 intervention as well as additional differentiation without much support. In addition, when we can hire part time help the caseload of students is so much that there is not enough time to be spread throughout the various needs that are going on in each subject area.

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.

This CSIP is developed, analyzed by the leadership team, team leads and the SBDM Council. All PLC grade level teams review formative and summative data to determine the impact of their instruction. The teams will look at the data to focus on gap, achievement and growth trends. These teams also meet with the intervention team to analyze formative data and create instruction plans based on the evidence from students data. Having these PLC meetings allows for all stakeholders to communicate together and determine what is working for students and where instructional practices need to be adjusted or changed.

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).

See attachment

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.

See Attachment

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
RPE Achievement Gap Group Identification 2018-2019	Students in GAP at RPE	III
RPE Gap Goal	Gap goal 2018-2019 for RPE	III

eProve diagnostics

2018-2019 Phase Three: Executive Summary for Schools_10182018_18:21

Phase Three: Executive Summary for Schools

Rosa Parks Elementary School
Claudine Barrow
1251 Beaumont Centre Ln
Lexington, Kentucky, 40513
United States of America

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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?

Rosa Parks Elementary opened in August 1997 in the residential section of Beaumont Center. The school was named for the well known civil rights activists. The name was chosen because Rosa Parks courageously supported her beliefs, and served as a role model for both children and adults because of her dedication to equal opportunities for all people. Our school continually strives to empower all children,both academically and socially, to become well-rounded, productive members of society, as well as respect the individual differences of others. Rosa Parks currently educates 740 students. Our demographics include 65% White, 25% Asian, 3% African American, 3% Hispanic, and 4% other. 9% of our students qualify for Free/Reduced lunch and 12% are English Language Learners. We have a large population of special needs students, and while there are a variety of strategies to meet their needs, it is becoming increasingly difficult to meet specific academic goals of proficiency, while attending to the physical, emotional, and medical needs of these students, In addition, we have a large number of student performing at or above grade level. Providing a program that enables these students to meet growth goals is currently a priority for our staff. Through the use of effective tiered academic and behavioral instruction, every teacher differentiates to meet the students needs and move them forward to ensure success for all. Our school has a strong PTA that supports both academic and behavioral needs, as well as helps us to partner with community leaders. For the 2016-2017 school year we have worked to add additional support to meet the varying needs of many different families by implementing the following: - College Planning - Police officer- Internet Safety - ELL- Cultural night - Communication through newsletters to staff about how we are using volunteers for external community projects - Sponsors for Field Trips - Support for families in need (furniture, clothes, food) - Partnered with Bluegrass.org for external support for mental health services for students - Counseling surveys to parents to determine the social/emotional needs of the students and parents In addition, we offer a multitude of different school activities that students are involved in to develop personal interest. Such as: - Chess Club - Girls on the Run - Trailblazer Chorus - Robotics/STLP - Battle of the Books - Academic Team - Recycling Team - Gardening Club - Sustainability Team - Trailblazer Cross Country - Academic Challenge

<u>ATTACHMENTS</u>

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our school symbol is a torch accompanied by the motto, "Rosa Parks Trailblazers! Lighting the Way!" Our motto represents innovative instructional practices where students take the lead in a challenging, yet risk-free learning environment. Students in grades Kindergarten through Fifth grade are encouraged to lead by example and never give up. Every student is different and has different learning needs. It is our job as educators to determine the learning style of individual students and show them how to "blaze their own trail" for success. In addition to academic success

we encourage students to be involved in activities that encourage them to grow in their personal interests as well. In an effort to develop the whole child, we are working to provide activities to spark their creative side: Listed below are some of the opportunities students have to develop personal interest and expand their knowledge past what is being taught in the classroom setting. Chess Club - Girls on the Run - Trailblazer Chorus - Robotics/STLP - Battle of the Books - Academic Team - Recycling Team - Gardening Club - Sustainability Team - Trailblazer Cross Country - Academic Challenge As a school, we pride ourselves on the willingness and ability of our educators to ensure we provide support for students performing in all academic, behavior and social areas. Our purpose is to make sure all students are learning, and loving to learn. In order to be successful we have to make sure we are teaching students at their optimal learning potential and move them forward. From Gifted and Talented to struggling learners, we work to individualize and differentiate to instill a love for learning that motivates students to learn in a risk-free environment that promotes success.

ATTACHMENTS

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Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Rosa Parks has a rich academic and environmental history. In 2012, the school became a National Blue Ribbon School, and a National Green Ribbon School. We are committed to providing all students with a top notch educational program, while moving students to be productive and responsible members of their community. Students take pride and ownership in being involved in activities such as service, sustainability, and environmental projects that will make the school and the community a better place. Parents, students, teachers, and community members work together as a team to meet the needs of all students attending our school. Rosa Parks Elementary has been named an Energy Star school, which is an exceptional distinction for an existing building. We also were awarded an EBie which is an honor bestowed on an existing building the produces exceptional results in the area of energy management and savings. In a successful student led campaign we were able to see an initial savings of $52,000 in utility costs during once school year, and we have worked to sustain this savings. Our students continue these efforts through school wide recycling and sustainability projects. Providing additional leadership opportunities for our students and staff in this area will continue to be a priority to our school. Our students are provided opportunities in the area of leadership, art, drama, and music to ensure a well-rounded education. Our opportunities for improvement include our gap students, particularly our ELL students and Socio-economic students. We are working on strategies and opportunities to involve those students in community opportunities, as well as tiered instruction and intervention.

ATTACHMENTS

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Additional Information

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

Rosa Parks has found it a struggle to provide intervention services and ELL support to students due to our limited staffing. We receive no Title 1 or additional support staffing due to the low percentage of F/R students so our SBDM Council has to be creative with staffing and scheduling to get these services provided for our students. Our district has currently added ELL staff to our

school, and we are tracking data to see the effect it will have on our ELL population. The school also has a Trailblazer After School Program which not only provides homework support to the enrolled students, but generates additional funding for the school to create flexibility for additional staffing that provides intervention. We do have a Read to Achieve teacher that services K-3, and with the additional funds we can support intermediate students.

ATTACHMENTS

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