

## Phase One: Continuous Improvement Diagnostic 2018-2019

Phase One: Continuous Improvement Diagnostic

**Sandersville Elementary**  
Matt Marsh  
3025 Sandersville Rd  
Lexington, Kentucky, 40515  
United States of America

Last Modified: 10/05/2018  
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.

Stakeholders involved with the CI diagnostic: Matt Marsh- Principal, Monica Mobley- counselor, Matt Noblin- PGES Coach, Valerie Martin- teacher and SBDM Council member, Sami Williams- counselor, Instructional Leadership Team- 16 members representing all grade levels and areas of the certified staff The leadership team at Sandersville reviewed TELL data and staff survey results from the 2017-2018 school year. The following strengths observed: 1. Professional learning is differentiated to meet the needs of individual teachers. (81.0% TELL) 2. Professional learning is evaluated and results are communicated to teachers. (82.1% TELL) 3. The staff feels supported by administration. (86% March Staff Survey) The leadership team and Instructional Team at Sandersville reviewed the KCWP rubric and after much discussion agreed on the following: 1. Parents and other stakeholders report they are actively welcomed when they visit the school. 2. School staff offers varied ways that parents can share information with teachers about their child's learning needs. 3. Parents on the SBDM councils and committees engage and mentor many other parents by reporting to multiple groups and seeking The leadership team at Sandersville reviewed the rubric and after much discussion agreed on the following: 1. Staff occasionally asks for feedback on school's efforts to welcome and and engage parents in an informal or casual way with no data collection. 2. School provides open house and parent nights for some parents to learn about standards, assessments, decision making processes, and legal options for their students. 3. School staff maintains a resource directory on some agencies, programs and services that will provide services for students. The team agreed to take the following steps and actions to address the areas for improvement with Sandersville: 1. Formal and regular data collection will begin so all parents are asked for feedback on the school's efforts to welcome and and engage parents, and the effort feedback is used to improve the school's efforts. 2. Sandersville will initiate and provide multiple opportunities to learn about and discuss standards, assessments, decision making processes, and legal options for their students. Videos and social media will be used to promote and encourage learning. 3. The school counselors and FRC will work with the school webmaster to create an online directory of agencies and resources allowing support for parents and a place teachers and staff can direct parents for help.

#### **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.

Sandersville will implement several changes moving for the 18-19 school year. The school will establish norms and expectations to be followed on a regular basis. Stakeholder involvement will be measured based on participation in a feedback survey. We can measure the number of responses against how many families we have in the school. Also, sign-in sheets and video views will be used to determine if the parent learning opportunities are effective venues. The principal and PGES Coach will work with the SBDM to create a survey seeking feedback on how welcoming and engaging the school is. The principal and PGES will also work with SBDM and PTA to identify parent learning topics. Sandersville will hold 3-4 parent learning opportunities. Finally, the school counselors and FRC will gather information regarding resources and agencies and work with the webmaster to post resources online.

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## 18-19 Phase Two: The Needs Assessment for Schools

Phase Two: The Needs Assessment for Schools

**Sandersville Elementary**  
Matt Marsh  
3025 Sandersville Rd  
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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.



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## 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?

The Sandersville SBDM including Matt Marsh (principal), Lori Pittman (teacher), Katelyn Mackey (teacher), Valerie Martin (teacher), Terra Johnson (parent), and Aaron Stark (parent) have analyzed the Needs Assessment work document and also looked at data analysis from Sandersville's Instructional Team and Faculty Advisory Council. Meetings occurred over the months of September and October after KPREP results were released. Meetings are documented through agendas and meeting minutes.

### **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.

We want to highlight that 70% of our students scored either proficient or distinguished in reading. 78% of our students scored proficient or distinguished in Social Studies. Also, our percent of distinguished students rose in 6 of 8 areas with only a one percentage point drop in the other two. We are most proud of our work in novice reduction. Each grade level decreased the percentage of novice students in all subject areas. This has taken us into single digit novice percentages in all subjects outside of science. Making gains reducing novice and increasing P/D counts with gap populations are next steps. Gap students scored better in reading than in math including Hispanic students, African American students, students with IEPs, and free and reduced students. Student attendance was over 96%. Sandersville had 71 office referrals during the 17-18 school year. This was an increase of 16 referrals over the previous year.

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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.

Areas of concern include: 55% apprentice students in science; ELL scoring at 43% P/D in math; slight increase in behavior referrals and suspensions.

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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?

After analyzing data from the previous four years, Sandersville has held relatively steady across Math, Writing, Language and Mechanics, Social Studies, and Reading. All subjects have a combined proficient and distinguished count within a point or two or 13-14 scores outside of writing, which has increased 10%. One positive Trend includes the percentage of novice scores reducing from double digits to single digits in all subject areas, outside of science which came in at 13%

### **ATTACHMENTS**

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## Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

The school will focus on two areas from the second improvement strategy: Establishing Learning Culture and Environment Sandersville will: 1. Work to ensure teachers design design lessons with students' cultural, social, and developmental needs in mind. 2. Ensure cognitive engagement versus passive or active engagement. 3. Provide teacher training in areas culturally responsive teaching and learning.

### **ATTACHMENTS**

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## Strengths/Leverages

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


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

For the last three years, Sandersville has averaged over 25% of its students scoring Proficient and Distinguished in reading and math reducing the novice count to single digit percents in those areas.

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 18-19 Needs Assessment	Needs Assessment	, , , ,

## 2018-2019 Phase Two: School Assurances\_10312018\_21:29

### Phase Two: School Assurances

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## Phase Two: School Assurances

### Introduction

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

## School Assurances

### Preschool Transition

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

- Yes
- No
- N/A

#### COMMENTS

#### ATTACHMENTS

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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**

## **ATTACHMENTS**

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### **Parent and Family Engagement**

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

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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## **Teacher Quality**

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

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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## **Title I Application**

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

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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## **Paraeducators**

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

- Yes
- No

- N/A

### **COMMENTS**

### **ATTACHMENTS**

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### **Paraeducator Non-Instructional Duties**

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

- Yes**
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

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# Comprehensive Improvement Plan for Schools

## Rationale

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

## Operational definitions of each area within the plan

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

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

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

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

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

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

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

## Guidelines for Building an Improvement Plan

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



## 1: Proficiency Goal

Goal 1: Increase proficiency in combined Reading and Math from 67% to 83.5% by 2022-2023 as measured by state-required academic 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 67% to 70.3% by 2018-2019 as measured by state-required academic assessments.	KCWP 2 Develop systemic approach to design and deliver instruction to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, and purpose) and know the criteria for success.	KCWP2 Practice: Provide teacher clarity (0.75) through the professional learning community process which includes, backwards design, the Plan Do Study Act model, and monitoring daily unit lessons. (Hattie, 2009 pg. 125-126)	Grade level PLCs will create Plan, Do, Study Act templates for each unit of study. Minutes will be kept for each grade level PLC. For each unit assessment, proficiency will be analyzed for the grade level and also specific targeted populations.	PLCs occur weekly and release time will be given in January, and possibly a later date, for unit planning and daily success criteria planning.	Approximately \$3,000 from afterschool funds.
		KCWP2 Practice: Ensure that students understand the success criteria, mainly mastery learning (0.58) and worked examples (0.57), for each learning target. (Hattie, 2009 pg. 169-172)	Through weekly lesson plans, the administration will monitor success criteria. During the PLC process assessment criteria will be analyzed and noted in weekly minutes. For each unit assessment, proficiency will be analyzed for the grade level and also specific targeted populations.	Professional learning, expectations for the documentation and monitoring of success criteria will be shared during January staff meetings. Weekly monitoring will occur.	\$0
Objective 2					

## 2: Separate Academic Indicator

Goal 2 : Increase proficiency in separate academic indicators from 56% to 78% by 2022-2023 as measured by state-required academic 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](#)

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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase proficiency in separate academic indicators from 56% to 60.4% by 2018-2019 as measured by state-required academic assessments.	<b>KCWP2</b> Develop and a design a monitoring system are in place to ensure the KCAS science curriculum is taught at a high level of fidelity.	<b>KCWP2 Practice:</b> Increase collaboration and provide teacher clarity (0.75) in deconstructing science standards and developing congruent learning targets.	PLC minutes will note both collaboration with STEM teacher and best practices being implemented in the classroom. For science assessments, proficiency will be analyzed for the grade level and also specific targeted populations.	Designed collaborative time with the STEM lab teacher started in September for third and fourth grade and will expand to other grade levels as teacher efficacy increases.	\$0
	<b>KCWP2</b> Develop systemic approach to design and deliver instruction to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, and purpose) and know the criteria for success.	<b>KCWP2 Process:</b> Provide teacher clarity (0.75) through the professional learning community process which includes, backwards design, the Plan Do Study Act model, and monitoring daily unit lessons in science, social studies, and writing. (Hattie, 2009 pg 125-126)	Grade level PLCs will create Plan, Do, Study Act templates for each unit of study. Minutes will be kept for each grade level PLC. For each unit assessment data will be analyzed for the grade level and also specific targeted populations. Proficiency will be analyzed for accountable grade levels in science, social studies, and writing.	PLCs occur weekly and release time will be given in January, and possibly a later date, for unit planning and daily success criteria planning, including science.	Approximately \$3,000 from afterschool funds (same as above, not additional funds)
Objective 2					

### 3: Gap

Goal 3 Increase proficiency in combined Reading and Math for students that qualify for Free and Reduced Lunch from 58% to 79% by 2022-2023 as measured by state-required academic 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](#)
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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 for students that qualify for Free and Reduced Lunch from 58% to 62% by 2018-2019 as measured by state-required academic assessments.	<b>KCWP 4</b> Design a processes to demonstrate students know where they are in their own progression of learning.	<b>KCWP 4 Practice:</b> Ensure that student reading and math conferencing occurs on a quarterly basis and such discussions support a culture of mastery learning (0.58). Hattie, 2009 pg 170-171)	Teachers will use grade level conference forms, MAP Goal setting sheets, or other documents to record student strengths, deficits, and goals and monitor progress towards those goals. Spring MAP data will be analyzed and compared to Fall and Winter Scores.	PLCs occur weekly and release time will be given in January, and possibly a later date, for unit planning and daily success criteria planning.	Approximately \$1,500 from afterschool funds. (same as above, not additional funds)
Objective 2					

#### 4: Graduation rate

Goal 4: N/A

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](#)
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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: Decrease the percentage of all students progressing from the growth indicator of Less than Catch Up from 24% to 12% in reading and 42% to 21% in math by 2023 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](#)
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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 all students progressing from the growth indicator of Less than Catch Up to Catch Up from 24% to 21.5% in reading and 42% to 38% in math by 2019 as measured by state required assessments.	<b>KCWP 4</b> Design processes to demonstrate students know where they are in their own progression of learning.	<b>KCWP 4 Practice:</b> Ensure that student reading and math conferencing occurs on a quarterly basis and such discussions support a culture of mastery learning (0.58). (Hattie, 2009 pg 170-171)	Teachers will use grade level conference forms, MAP Goal setting sheets, or other documents to record student strengths, deficits, and goals and monitor progress towards those goals. Spring MAP data will be analyzed and compared to Fall and Winter scores.	Data will be collected on current levels of regular student conferencing. If less than 65% currently conducts regular conferences, a half day of release time will be offered for each homeroom teacher.	
	<b>KCWP 2</b> Develop systemic approach to design and deliver instruction to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, and purpose) and know the criteria for success.	<b>KCWP 2 Practice:</b> Provide teacher clarity (0.75) through the professional learning community process which includes, backwards design, the Plan Do Study Act model, and monitoring daily unit lessons. (Hattie, 2009 pg 125-126)	Grade level PLCs will create Plan, Do, Study Act templates for each unit of study. Minutes will be kept for each grade level PLC. For each unit assessment data will be analyzed for the grade level and also specific targeted populations.	PLCs occur weekly and release time will be given in January, and possibly a later date, for unit planning and daily success criteria planning.	Approximately \$3,000 from afterschool funds (same as above, not additional funds)
Objective 2					

## 6: Transition Readiness

Goal 6: Increase the percentage of students who are “transition ready” in reading from 72% On Track to 86% On Track AND in math from 62% On Track to 81% On Track by the year 2023, as measured by reaching grade level benchmarks on 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.*)

- [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 percentage of students who are “transition ready” in reading from 72% On Track to 75% AND in math from 62% to 66% by the year 2019, as measured by reaching grade level benchmarks on district selected assessment, MAP ACT Projected Proficiency.	<b>KCWP 4</b> Design processes to demonstrate students know where they are in their own progression of learning.	<b>KCWP 4 Practice:</b> Ensure that student reading and math conferencing occurs on a quarterly basis and such discussions support a culture of mastery learning (0.58). Hattie, 2009 pg 170-171)	Teachers will use grade level conference forms, MAP Goal setting sheets, or other documents to record student strengths, deficits, and goals and monitor progress towards those goals. Spring MAP data will be analyzed and compared to Fall and Winter Scores.	Data will be collected on current levels of regular student conferencing. If less than 65% currently conducts regular conferences, a half day of release time will be offered for each homeroom teacher.	Approximately \$1,500 from afterschool funds. (same as above, not additional funds)
	<b>KCWP 2</b> Develop systemic approach to design and deliver instruction to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, and purpose) and know the criteria for success.	<b>KCWP2 Practice:</b> Provide teacher clarity (0.75) through the professional learning community process which includes, backwards design, the Plan Do Study Act model, and monitoring daily unit lessons. (Hattie, 2009 pg 125-126)	Grade level PLCs will create Plan, Do, Study Act templates for each unit of study. Minutes will be kept for each grade level PLC. For each unit assessment data will be analyzed for the grade level and also specific targeted populations. For each unit assessment, proficiency will be analyzed for the grade level and also specific targeted populations.	PLCs occur weekly and release time will be given in January, and possibly a later date, for unit planning and daily success criteria planning.	Approximately \$3,000 from afterschool funds (same as above, not additional funds)
Objective 2					

**7: Other (optional)**

Goal 7 (State your goal):

<p>Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>● <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>● <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>● <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>● <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>● <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>● <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>● <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>● <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>● <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>● <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>● <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>● <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

## 18-19 Phase Three: Closing the Achievement Gap Diagnostic\_12192018\_13:34

Phase Three: Closing the Achievement Gap Diagnostic

**Sandersville Elementary**  
Matt Marsh  
3025 Sandersville Rd  
Lexington, Kentucky, 40515  
United States of America

Last Modified: 01/03/2019  
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.

The spreadsheet detailing the number of students and percentages of the population identified by KDE is attached.

#### **ATTACHMENTS**

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

## II. Achievement Gap Analysis

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

The school promotes inclusion and diversity. Character education programs and the PBIS team celebrate group and individual accomplishments. The school also promotes culturally responsive teaching.

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.

From the 15-16 school year to the 16-17 school year, proficiency increased by 5 percentage points or more with the following gap groups in reading: Hispanic. From the 15-16 school year to the 16-17 school year, proficiency increased by 5 percentage points or more with the following gap groups in math: African American, Hispanic (17 point increase), Free and Reduced Lunch, and English Learners Recent data, including 17-18 data and results, is included in the Needs Assessment completed for Phase 2. Observations include: Percent of students with IEPs below proficient. 55% apprentice students in science. ELL, AA, and F/R have almost half scoring proficient in reading and/or math. Increase in behavioral referrals and suspensions. Discrepancy between math and reading for ELL students.

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

Making gains reducing novice and increasing P/D counts in all areas. Gap students scored better in reading than in math. Kindergarten readiness is increasing every year, including gap groups as identified by KDE above.

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

Overall, reading scores showed less improvement. Specific groups failing to make progress include special ed and English Learners.

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).*

Much of the professional learning time for the school has centered on gap closure best practices and success criteria. Extended school services focuses on moving apprentice learners into proficiency while the ELL teacher has a special session of ESS for students on her case load.

### **ATTACHMENTS**

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

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

The groups identified as having achievement gaps enter school with a much lower percentage of kindergarten readiness and the school has not adequately closed the gap over the course of these students elementary career.

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.

Gap data is part of the discussion at each SBDM meeting to raise awareness for all stakeholders. PLCs consisting of teacher grade level teams have embedded PD to improve practices while also analyzing work in a manner to determine the effectiveness of teaching with gap populations.

### 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).

Gap goals are included on the attached spreadsheet.

#### **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.

The spreadsheet is attached.

#### **ATTACHMENTS**

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

**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 18-19 Gap Groups and Goals	Groups and Goals	III
 18-19 Measurable Gap Goal	18-19 Measurable Gap Goal	III

Gap Group/Total number of students	Percentage of Total School Population
African American- 151/560	25%
Hispanic- 79/615	13%
Free and Reduced- 264/615	43%
Special Education Students- 75/615	12%
English Learners- 61/615	10%





## 2018-2019 Phase Three: Executive Summary for Schools

### Phase Three: Executive Summary for Schools

**Sandersville Elementary**

Matt Marsh  
3025 Sandersville Rd  
Lexington, Kentucky, 40515  
United States of America

Last Modified: 01/03/2019

Status: Open

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## Phase Three: Executive Summary for Schools

### Executive Summary for Schools

#### Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Sandersville Elementary is named in honor of the area where the school is located and the former thriving cotton-woolen mill community of Sandersville, which was vital to Lexington's development. The \$17.5 million school replaced Linlee Elementary, which closed in the spring of 2008. Sandersville currently has 575 learners with the vast majority of its students residing in Masterson Station neighborhood, the largest neighborhood in Lexington. Over the last three years, Sandersville has lost nearly 200 students to the opening of another elementary school a mile away. With the decline in enrollment, several staff positions were cut and the attendance boundary shrank. Sandersville currently employs nearly 75 certified and classified staff members. One challenge faced by Sandersville is the lack of churches and local businesses within the school's attendance boundary.

#### **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.

Sandersville Elementary is dedicated to the academic, emotional and social success of every student. We believe that arts education is a fundamental part of a well-rounded school experience. Every student has a chance to perform in a monthly music showcase, and Sandersville has a traveling chorus that performs throughout the community. We also focus on individual students' needs by offering programs and clubs such as Chorus, Art Club, Robotics, Basketball Club, an FCPS Elementary League Basketball and Cheerleading Team, Healthy Hearts Club, Chess Club, Academic Challenge Team, STEM Club, Garden Club, Video Club, Sharks on the Run, Recycling Team and a Newspaper Club.

#### **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.

Sandersville has been rated a Distinguished school for three consecutive years under the KDE's most recent accountability model. We also observed double digit proficiency gains in math on the most recent KPREP assessment. The school is continuing to analyze the progress of gap students and improve in the areas of special education and English language learners. Recently, the STEM lab teacher was named the Kentucky Science Teacher of the Year for elementary schools.

#### **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.

Our building is equipped with state-of-the-art technology, with a fully equipped computer lab, Chromebook labs and multiple workstations in each classroom. Our students also participate in community service activities such as God's Pantry, Pennies for Patients, the firefighters' toy program, and Jump Rope for Heart. We have recently formed two community partnerships. The Masterson Station Neighborhood Association has partnered with our school to promote events, keep community members informed, and share venues and resources. Also the University of Kentucky Pre-practicum Program has formed a cohort of elementary education students that meet for a methods class on site and then collaborate with staff and students to apply the skills being taught.

### **ATTACHMENTS**

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

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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