

18-19 Continuous Improvement Diagnostic

Phase One: Continuous Improvement Diagnostic

Southern Elementary School

Leigh McLaughlin
340 Wilson Downing Rd
Lexington, Kentucky, 40517
United States of America

Target Completion Date: 10/01/2018

Last Modified: 12/10/2018

Status: Locked

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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.

Our focus this year is CONSISTENCY. TELL survey, staff surveys and input sessions, and feedback from families, we have several processes and practices that need to be reviewed. The goal is to send the same message to kids, families, and staff - for instruction, behavior, and engagement.

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Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

The principal will appoint a team of teachers and invite parents to be a part of the Continuous Improvement Team. Members will be informed of their roles prior to the first meeting. Meetings will be scheduled at times and dates that are convenient for parent members. The process will be implemented by sharing the plan with school-wide stakeholders through electronic means as well as a face-to-face meeting to explain the purpose of an improvement plan. The plan will be monitored through progress notes at least monthly at SBDM meeting.

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18-19 The Needs Assessment for Schools

Phase Two: The Needs Assessment for Schools

Southern Elementary School

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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?

Our needs assessment process is a continuous cycle based on the PLAN, DO, STUDY, ACT framework. The principal appointed a diverse and representative team to serve on the School Improvement Team. The team includes parents/caregivers, SBDM council, Instructional Leadership Team, and student representatives. The planning team will meet every other month at convenient times for parent members. A Google Drive has been created to keep track of agendas, minutes, and other needed documents.

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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.

40.7% of incoming kindergarten students were considered Kindergarten Ready, which is no increase from the year before. 23% of students scored Novice Reading on KPREP which was a 7 point decrease from the year before. 20% of students scored Novice in Math on KPREP 48% of FR lunch students scored below proficiency in reading 53% of FR lunch students scored below proficiency in math 69% of African American students scored below proficiency in reading 81% of African American students scored below proficiency in math 95% Student Attendance rate 67% of the consolidated gap group scored below proficiency in reading 75% of the consolidated gap group scored below proficiency in math

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Our school was labeled Targeted Support and Improvement (TSI) by KDE for the 17-18 KPREP data. We had two subgroups who did not meet the proficiency and SAI targets - Hispanic students and ELL students. Specifically, 69% of Hispanic students scored below proficiency in reading and 77% below proficiency in math. 74% of ELL students scored below proficiency in Reading and 77% scored below proficiency in math. 70% of students taking KPREP in 17-18 qualify for FR meals. Of that 70%, 67% scored below proficiency in reading and 74% scored below proficiency in math. Our priorities for the 18-19 school year are students who qualify for ELL services, Hispanic students, and students who qualify for FR meals.

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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?

We saw a 9 point decrease in the number of students reading at the novice level from the year before; 30.5% novice in 16-17 and 23.5% in 17-18. This data is a welcome change after being stagnate in reading for the three years prior. Hispanic and ELL Students continue to perform well below proficiency as compared to other subgroups - a trend that's been present for the last 4 years.

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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](#)

Our plan will focus resources and efforts on the KCWP 2: Design and Deliver Instruction. We will continue to refine our system and process for Tier I instruction and assessment through our weekly PLC meetings in reading and math. Our plan will identify successful systems of collaboration that are in place to meet the needs of Tier I and determine other and/or more effective systems of collaboration to increase Tier I data. While our school has a protocol in place for ensuring Tier I and Tier II instructional needs are met, there is a need for revision based on the student population we serve now. There is a need to gain clarity so that we can move towards competency. Our plan will create opportunities for teachers to develop a tight process to ensure students have an understanding of learning expectations and success criteria (what are you learning and how will you know you've been successful?) Our school will implement the Eleot observation platform to measure our school's overall effectiveness as well as close analysis of assessment data and student work. Our plan will also include multiple opportunities for all staff members to learn more about culturally responsive teaching and learning and how to implement strategies that will allow for maximum student engagement and growth.

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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%.

The school Increased P / D in Rdg from 42.9% to 44.4%; Reduced N in Rdg from 30.9% to 23.9%; Increased P / D in Math from 33.8% to 35.9%; Increased P / D in On Demand from 13.8% to 20.6% Growth in ALL sub populations with accountable kid

ATTACHMENTS

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18-19 School Assurances

Phase Two: School Assurances

Southern 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.

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

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18-19 Comprehensive Improvement Plan

Phase Three: Comprehensive Improvement Plan for Schools

Southern Elementary School

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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.

Southern's leadership team must be committed to analysis and problem solving, driving for results, influencing inside/outside the school, measuring, reporting, and improving (Reform Support Network). The result of the commitment to the practices can lead to continuous planning and improvement. Choosing one or two behaviors to commit to and improve upon can lead to strong results in key areas. There will be job-embedded professional learning to strengthen the commitment to the practices listed above. This will be done through leadership team meeting, offerings at the district/state level.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 18-19 Southern CSIP	The 18-19 school improvement plan for Southern Elementary is attached.	
 Evidence Based Strategy	Instructional Scaffolding	

18-19 Closing the Achievement Gap

Phase Three: Closing the Achievement Gap Diagnostic

Southern Elementary School

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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.

see attached

ATTACHMENTS

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II. Achievement Gap Analysis

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

Southern is a safe place for students and staff. Students crave the positive structure and environment that we purposefully create every day. Because we have over 85% of our students falling somewhere in the state defined "gap" we have put in place procedures, rules, and expectations that benefit not only our "gap" group but the entire school.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

We have made notable growth progress towards reducing the number of novice students in the overall gap population. We have nearly closed the gap between Hispanic students and White students. Gaps that still persist include ELL/Non-ELL, Hispanic, African American.

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

Novice reduction in overall gap group in reading and math.

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

ELL and Hispanic in math and reading. The leadership team attributes some of the lack of progress to high transient population, newcomers being inducted, and lack of ELL human and material resources. In 17-18 we had one ELL teacher to service over 80 children. This year we have 1.3 ELL teachers to service over 80 children. The leadership team is continuously brainstorming practices and procedures to welcome new families and improve communication with Hispanic / ELL families. Southern Elementary applied for a 21st Century Community Learning Center grant from KDE that targets specific academic and enrichment opportunities for ELL and Hispanic students and families. Award letters will go out in the spring.

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).

As a result of TSI label from the state, the leadership team made the decision to promote Culturally Responsive Teaching and Learning strategies and practices and added CRTL into the professional development plan for the school. Because our school continues to grow in diversity, we have not grown our staff at the same rate. To date staff have had 2 CRTL after school trainings learning about students and families from countries represented at our school, training on Language Line to support school/home communication. All grade level teachers received job-embedded professional learning on new PLC protocol and structures which provides a consistent format for data collection and allows us to monitor grade level, classroom, group, and individual student data. ESS plans will be determined after analyzing 18-19 winter MAP data with an emphasis and focus on our TSI groups. ESS funds will be utilized to provide after school tutoring and intervention to identified students and purchase supplemental materials to support students and teachers.

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

Southern tends to have more transient populations at the beginning of the second semester and towards the end of the school year. Students who transfer in late during the school year tend to be at a disadvantage and teachers/staff take a great deal of time getting them caught up - especially if they transfer from out of county. Lack of human instructional resources in the area of ELL also contribute to achievement gaps - there is not enough adult support to service and monitor the ELL population we serve.

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.

Systematic Problem solving team, response to interventions, grade level professional learning communities, instructional leadership team, administrative leadership team

III. Planning the Work

Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Increase proficiency in combined reading and math from 46.95% to 73% by 2023 as measured by state required academic assessments for ELL and Hispanic students.

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Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attached

ATTACHMENTS

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Attachment Name	Description	Item(s)
 Southern Elem Gap Group	gap	I
 gap	gap	III

18-19 Executive Summary

Phase Three: Executive Summary for Schools

Southern Elementary School

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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?

Southern Elementary is a suburban school with 525 students. It is a neighborhood school that serves a 70% low income student population. For the last 3 years Southern has been a low performing school with somewhat of a transient population. The staff at Southern are highly trained including using CRTL strategies, KAGAN, data analysis, small group math and reading instruction, and de-escalation strategies.

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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.

The mission of Southern Elementary is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society. To meet this goal, we will provide excellent student opportunities, excellent staff, excellent schools, excellent supports, and excellent relationships.

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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.

Achievement: notable growth in KPREP and MAP data; Kentucky music teacher of the year; recipient of RTA grant; PBIS progress and 98% of students in Tier I for behavior. Areas improvement: Tier I instruction in reading and math; reducing novice in reading and math; moving out of TSI label for Hispanic and ELL students.

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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.

None at this time

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