

2018-2019 Phase One: Continuous Improvement Diagnostic_09252018_11:20

Phase One: Continuous Improvement Diagnostic

Squires Elementary School

Sabrina Adkins
3337 Squire Oak Dr
Lexington, Kentucky, 40515
United States of America

Target Completion Date: 10/01/2018

Last Modified: 10/23/2018

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.

Based on survey results from our parents in September 2018, several parents indicated the desire for increased communication from school staff. Specific communication requests included more information regarding their child's academic performance. Although we know we have focus areas, we were extremely pleased with the positive feedback from parents. Highlights from the survey included school safety, friendly welcoming environment and supportive staff. Based on survey results from our staff in September 2018, several teachers indicated the desire for more focus on differentiation, higher order questioning and communicating with parents. We also received input that our processes for PBIS need to remain a focus. Strengths that were identified were team planning, student engagement, committee structures, curriculum and instruction and professional development.

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.

Squires Elementary already has many successful processes in place that involve various stakeholders. Our SBDM Council has a variety of stakeholders that work together frequently to make decisions for our school. Our SBDM Committees have parents that serve during our monthly meetings. Squires has an active PTA that provides input and collaborated with us to solve problems. Internal structures that have stakeholder involvement include, MTSS, PLC, Behavior Team, Family Resource Advisory Council, etc. The completion of the School Improvement Plan will occur in collaboration within all of these established structures.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Parent Survey Results September 2018	Parent Survey Results September 2018	1
 Staff Survey Results September 2018	Staff Survey Results September 2018	1

2018-2019 Phase Two: The Needs Assessment for Schools_09252018_11:33

Phase Two: The Needs Assessment for Schools

Squires Elementary School

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United States of America

Target Completion Date: 11/01/2018

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

The process used for reviewing, analyzing and applying data results is an ongoing process throughout the year. Weekly PLCs (Professional Learning Communities) that include grade level team members, special education teachers, and administrators (both the principal and PGES coach). We analyze data twice monthly. Types of data include formative assessments, summative assessments, MAP data, and more. Student data is captured in our Google drive and is compared with previous results. Individuals at risk and minority students (because we are a TSI school) have been put on a watch list. Those students are monitored and plans are made to meet their individual needs and close the gap. One PLC a month is an intervention team meeting where conversations and data analysis occurs for students in Tier 2 and 3 between classroom teachers, the intervention teachers, and administrators. SBDM monitors data. Our SBDM committees also meet monthly and much of the committee work is to consider needs based on data and next steps for our school. Our MTSS team meets monthly to discuss students who are most at risk. Next steps, needs for change in intervention, and whether the child needs to be considered for a special education referral are all part of the planning in those meetings. That MTSS team consists of intervention teachers, the Achievement and Compliance Coach for Special Education, the school psychologist, the child guidance specialist, the FRYSC, Title One Social Worker, ELL teacher, behavior specialist, and administrators.

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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.
- 2018-2019 MAP Reports indicate that 52.2% of our African American Students met their normative growth goal -2017-2018 KPREP data shows that 37.1% of African American students scored novice on reading -2017-2018 KPREP data shows that 33.9% of African American students scored novice on math Non-Academic Data: -Current staff demographics do not reflect the student demographics. In 2017-2018 21.54% of Squires student population was African American. While the percentage of African American staff was 4.6%. Our current student African American enrollment has increased to 23.3% in 2018-2019 while we continue to struggle to put staff in place to reflect the demographics of our students with African American students as only 4.17% of our staff is African American.

ATTACHMENTS

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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.

-37.1% of African American students scored novice in reading as compared to 23.1% of all students. -33.9% of African American students scored novice in math as compared to 22.3% of all students.

ATTACHMENTS

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Trends

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

-The percentage of students scoring distinguished on KPREP in reading and math was at a 3 year high for the 17-18 school year. -The percentage of students scoring novice on KPREP in reading was at a three year low for the 17-18 school year.

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 focus for Squires Elementary is KCWP 5: Design, Align, Deliver Support. Specifically we need to address the students who do not demonstrate understanding and are not performing on level. We also are focusing our energy on our African American students since their performance is below other students and we have been labeled a TSI school.

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%.

-Reading MAP Fall scores for 1st, 2nd, 3rd, and 5th grades are all above the national average -
Math MAP Fall scores for 1st, 2nd and 3rd grades are all above the national average.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Equity Data	Charts outlining student and staff demographics	
 Key Core Work Processes	Staff feedback	

2018-2019 Phase Two: School Assurances_09252018_11:35

Phase Two: School Assurances

Squires Elementary School

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United States of America

Target Completion Date: 11/01/2018

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Phase Two: School Assurances

Introduction

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

School Assurances

Preschool Transition

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

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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

Professional Development

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

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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

Comprehensive Needs Assessment

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

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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

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

- Yes
- No

- N/A

COMMENTS

ATTACHMENTS

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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

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

Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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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

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

Teacher Quality

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

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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

Title I Application

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

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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

Paraeducators

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

- Yes
- No

- N/A

COMMENTS

ATTACHMENTS

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

Paraeducator Non-Instructional Duties

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

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2018-2019 Phase Three: Comprehensive Improvement Plan for Schools_10312018_11:11

Phase Three: Comprehensive Improvement Plan for Schools

Squires Elementary School

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United States of America

Target Completion Date: 01/01/2019

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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)
 2018-2019 Squires Comprehensive Improvement Plan	CSIP	

**2018-2019 Phase Three: Closing the Achievement Gap
Diagnostic_10312018_11:11**

Phase Three: Closing the Achievement Gap Diagnostic

Squires Elementary School

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United States of America

Target Completion Date: 01/01/2019

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Status: Locked

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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.

Spreadsheet 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.

Squires Elementary has a very diverse population. The School Report Card shows that 264 students took the state assessment last year. African American students made up 23.2% of the students that tested, students with Free & Reduced Price Meals made up 64% of those tested and students with disabilities made up 14% of those tested.

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.

While none of our gap groups have successfully closed in the past two academic years, significant improvements have been made with all of our groups. When analyzing the data from our three largest gap groups, all three have made improvements in the percentage of students scoring proficient or distinguished. African American students increased from 27% PD in Reading and Math in 15-16 to 35.1% in 16-17 to 29.9% in 17-18. Free and Reduced Price Meal students increased from 33.8% to 45.5% to 42.1%. Students with disabilities improved from 14.1% to 23.2% to 18.9%.

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

When analyzing the data from our three largest gap groups, all three have made improvements in the percentage of students scoring proficient or distinguished in a three year period. African American students increased from 27% PD in Reading and Math in 15-16 to 35.1% in 16-17 to 29.9% in 17-18. Free and Reduced Price Meal students increased from 33.8% to 45.5% to 42.1%. Students with disabilities improved from 14.1% to 23.2% to 18.9%.

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 were no gap groups or content areas that lacked progression or regressed over a three year period.

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).

See Attached - School Professional Development Plan and Extended School Services Plan

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.

We have focused on Common Core Reading and Math Standards and been very intentional with instructing to meet individual student needs, however we have not had a program in reading and math that is consistent throughout the district until the 2018-2019 school year. We have a very transient population at Squires Elementary, so students would often come from other schools, even within our own district, and receive instruction that was not congruent with what they were previously learning.

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.

Through work in our PLC's, MTSS meetings, data analysis of MAP and KPREP assessments we are working each week to ensure continuous improvement of all areas including closing the achievement gaps. Classroom teachers, Administrators, Interventionists (Reading & Math), MTSS 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).

CSIP Goal 3: Reduce the percentage of African American students scoring Novice in Reading from 37.1% to 0% by 2022-2023 as measured by state required academic assessments.

ATTACHMENTS

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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.

Closing the Achievement Gap Summary 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)
 Achievement Gap Group Data	Spreadsheet	III
 Closing the Achievement Gap	Spreadsheet	III
 ESS Proposal 18-19	ESS Proposal	III
 PD Plan	PD Plan	III

2018-2019 Phase Three: Executive Summary for Schools_10312018_11:12

Phase Three: Executive Summary for Schools

Squires Elementary School

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United States of America

Target Completion Date: 01/01/2019

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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?

Squires Elementary is a neighborhood school dedicated to helping students reach their maximum potential as learners and citizens. The staff seeks to foster educational teamwork between home and school to provide each student with the support necessary to succeed. Our staff is united in our passion for children, teaching, and learning. We believe children are unlimited in what they can do and learn, when appropriate supports are in place and expectations are held high and made clear. As we work toward increasing student achievement, we have set specific goals in each content area. Students are an integral part of their own success and we include them in keeping and analyzing their own data and individual goal setting. It is Squires' hope that as a result of our educational program, students will hold high standards for themselves and gain a sense of internal accountability, enabling them to become valuable contributors to society and responsible community members. Enrollment: 580 Racial balance: 55.3% White, 22.8% Black, 12.8% Hispanic, 4.3% Asian, 4.8% other Free-and-reduced meal qualifiers: 63.6% English language learners: 15.7% Special Education: 13.8% Data from 11/7/2018

ATTACHMENTS

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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.

Belief Statements Children deserve a positive and safe environment in which to learn. All members of the school family deserve to be treated with respect and dignity. Every school family member should be offered the opportunity to participate in the education of our children. Teachers should offer quality instructional practices to all students. The school should be of assistance to families in the acquisition of community resources which address academic, social, emotional, and physical needs. **Guidelines for Success** How to Be a Squires STAR! (S)how your best effort (T)hink before acting (A)ccept responsibility (R)espect yourself and others **Academic and Other Programs** Squires Elementary has made great progress toward implementing standards-based education system. The following programs support this initiative: Gifted and Talented, ESL (English as a Second Language), Art, Vocal Music, Physical Education, Language Arts, Math, Computer and Technology usage, Special Education Programs, Speech Therapy, Band, Orchestra, Conflict Resolution Training for Students, Guidance Services, and Extended School Services.

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.

Squires' students participate in several competitions and have much to celebrate. Intermediate students participate in the district Science fair. Our primary and intermediate academic teams compete with other schools within the district. We are also proud of our 12 young achievers. Squires students have participated and received honors in diverse areas: Science Fair, Fayette County District Choral Concert, and the District Calendar Art Competition. Additionally, Squires has two National Board Certified Teachers on staff. Educational standards continue to be a priority at Squires. Squires continues to work toward increasing cultural awareness and meeting the needs of all learners. Squires Family Resource Center and Title One funds have been instrumental in planning family events and promoting engagement of all stakeholders.

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.

Squires offers many extracurricular activities. Among these are Healthy Heart, intramural volleyball, basketball, and football, Squires Singers, Student Technology Leadership Program, Extended School Services, STEM club, and band and orchestra. Intermediate students serve as safety patrol.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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