

## KDE Continuous Improvement Diagnostic\_02092018\_10:37

KDE Continuous Improvement Diagnostic

**Stonewall Elementary School**

William Gatliff  
3215 Cornwall Dr  
Lexington, Kentucky, 40503  
United States of America

Last Modified: 08/01/2018

Status: Locked

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## KDE Continuous Improvement Diagnostic

### Part I

Use the link provided to access [The Missing Piece](#) overview. Conduct a thorough review of the rubric found on pages 18-23 in collaboration with a planning team that consists of the building principal, teachers, and council members.

1. List the name and position of each member of the planning team included in this process:

William W. Gatliff - Principal  
Bobbi Hoffner - TPGES Coach  
Eileen Haggard - Curriculum Coach  
Veronica Covington - Counselor  
Hillary Stephens - K teacher  
Stefanie Britt - 1 teacher  
Angel Peavler - 2 teacher  
Stephanie Bruce - 3 teacher  
Lauren Lawrence Hutchins - 4 teacher  
Jennifer Kaczmarek - 5 teacher  
Rose LeFevers - Special Ed.  
Kailey Marshall - Special Area

### **COMMENTS**

Please enter your comments below.

### **ATTACHMENTS**

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

2. Use the [rubric](#) to diagnose 3-5 strengths or leverage points identified with your planning team.

Clearly, our strongest area as a school is RELATIONSHIP BUILDING with our families, and we have excellent two-way COMMUNICATION within the building and flowing from the building. We also work very well with our families in regards to having them ADVOCATE for their children. Teachers are also very good at ADVOCATING for their students as well.

### **COMMENTS**

Please enter your comments below.

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3. Use the [rubric](#) to identify 3-5 critical areas for improvement identified by your planning team.

While we do offer LEARNING OPPORTUNITIES for parents to come and participate in after-school events such as Science Night, Arts Night, Literacy Nights, etc., we do need to provide additional opportunities for families that may work in the evenings and cannot attend such events. The two areas that we need to work on the most include involving outside stakeholders in the DECISION MAKING process, and working to create COMMUNITY PARTNERSHIPS.

### **COMMENTS**

Please enter your comments below.

### **ATTACHMENTS**

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4. Specifically and explicitly identify action steps that will be taken to address the critical areas for improvement identified in question 3. These steps should be agreed upon by your planning team.

Our first step will be to make sure communication is provided to parents to let them know of specific opportunities where input from them is being sought and utilized in school decisions. There are monthly letters that go home from our PTA where all school events for the month are listed. There is also a weekly newsletter from the principal outlining event for the next week; however,

there is little intentionality in making opportunities are highlighted so parents know that their opinion is being sought and valued.

### **COMMENTS**

Please enter your comments below.

### **ATTACHMENTS**

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**Part II**

1. Using the results of the school's TELL Kentucky Survey, identify the processes, practices and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

The three areas of the TELL results revolve around student discipline. Twenty-six percent of the staff felt that TEACHERS do not enforce discipline procedures; thirty-one percent felt like the administration did not handle school discipline effectively; and thirty-seven percent felt there needed to be established discipline procedures in place.

**COMMENTS**

Please enter your comments below.

**ATTACHMENTS**

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### Part III

1. How will the school engage a variety of shareholders 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.

As we work toward making improvements based on TELL, or the Critical Areas, teachers and parents will be solicited to work collectively to come up with solutions, programs, or strategies to make Stonewall an even better school.

#### **COMMENTS**

Please enter your comments below.

#### **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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## Phase Two: The Needs Assessment for Schools\_10222018\_08:46

Phase Two: The Needs Assessment for Schools

### **Stonewall Elementary School**

William Gatliff  
3215 Cornwall Dr  
Lexington, Kentucky, 40503  
United States of America

Last Modified: 10/25/2018

Status: Locked

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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?

Since early in the school year, data has been coming in from various sources. Once the data was no longer embargoed, it was shared with staff at various meetings, along with parents at the PTA meeting, along with the SBDM council. An explanation of CSI, TSI, and OTHER was explained. For documentation, there are Faculty Meeting Agendas, SBDM Agendas, and PTA Agendas. For the PTA Agenda, it falls under PRINCIPAL COMMENTS section of the Agenda. The school Leadership Team reviewed the data. This Office Leadership Team is made up of Bill Gatliff, Principal; Bobbi Hoffner, TPGES Coach; Holly Vogler, Curriculum Coach; and Veronica Covington, Counselor and BAC. The Office Leadership Team meets weekly, and the School Leadership Team meets bi-monthly. The Office Leadership Team is informal and no documentation is available. Following School Leadership Team meetings, a follow up email is sent to the staff concerning what was covered.

### **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.

**CURRENT ACADEMIC STATE:** 68.4% of all students scored P/D (Males = 65.9%) (Females = 70.7%) in Reading 75.1% of all white students scored P/D in Reading versus 36.7% of African American students in Reading 63.0% of all Hispanic students scored P/D in Reading 53.5% of F/R students scored P/D in Reading 34.5% of Special Education students scored P/D in Reading 48.5% of ELL students scored P/D in Reading 63.2% of all students scored P/D in Math 63.3% of females scored P/D in Math 63.0% of males scored P/D in Math 67.3% of white students scored P/D in Math versus 40.0% of African American students 29.6% of Hispanic students scored P/D in Math 50.0% of ELL students scored P/D in Math 47.4% of F/R students scored P/D in Math 24.1% of Special Education students scored P/D in Math **CURRENT NON-ACADEMIC STATE:** Student attendance and behavior are not major barriers identified for Stonewall. Teacher attendance for the year is below the district expectation of 95%.

## **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.

63.3% of AA students scored below P/D (30 total students tested) in Reading; 60% in Math 43.3% of AA students scored NOVICE in Reading 37% of Hispanic students scored below P/D (27 students tested) in Reading; 70.4% in Math 46.5% of F/R lunch students scored below P/D (114 students tested) in Reading; 52.6% in Math 65.5% of Special Ed. students scored below P/D (29 students tested) in Reading; 75.9% in Math 48.3% of Special Ed. students scored NOVICE in Math

### **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 trends below are based on the 16-17 and 17-18 state testing results AA (Reading) 36.7% - 37.5% (range) scored P/D; (Math) 33.3% - 40% (range) scored P/D Hispanic (Reading) 48.3% - 63% (range) scored P/D; (Math) 29.6% - 34.5% (range) scored P/D F/R (Reading) 50.0% - 53.5% (range) scored P/D; (Math) 44.5% - 47.4% (range) scored P/D Special Education (Reading) 26.3% - 34.5% (range) scored P/D; (Math) 21.1% - 24.1% scored P/D An assumption can be made that we do not have a systemic plan or strategy in place to address the learning needs of these subpopulations. The score, and those scoring P/D, simply appears to be based on which group of kids are taking the test that 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](#)

What strategies and programs are implemented in classrooms/schools and how do you measure their effectiveness on student achievement? At this time, we have not identified strategies and programs that impact our targeted groups (AA, Hispanic, F/R, and Special Ed) How do school/district leadership ensure teacher's design lessons with students' cultural, social, and developmental needs in mind? Strategies to accelerate student learning have not learned so teachers are not implementing these in daily lesson plans.

### **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%.

Our ELL students had a 13.2% gain in Reading; 35.3% in 16-17 to 48.5% in 17-18 Our Hispanic students had a 14.7% gain in Reading; 48.3% in 16-17 to 63.0% in 17-18

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## Phase Two: School Assurances\_10222018\_08:26

Phase Two: School Assurances

### **Stonewall Elementary School**

William Gatliff  
3215 Cornwall Dr  
Lexington, Kentucky, 40503  
United States of America

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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

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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**

We have not had this situation occur; however, we would do this if it were to happen.

### **ATTACHMENTS**

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## **Title I Application**

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

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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## **Paraeducators**

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

- Yes

- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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

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

- Yes**
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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# Comprehensive Improvement Plan for Districts

## Rationale

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

## Operational definitions of each area within the plan

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

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

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

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

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

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

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

**1: Proficiency Goal:**

By 2023, the school will increase the combined reading and math percentage of proficient/distinguished students from 85 to 92.5 as measured by state 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](#)

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1 Increase proficiency in combined reading and math from 85 to 88 among all students in 2018-19 as measured by state-required academic assessments.</p>	<p><b>KCWP 1 - Designing and Deploying Standards</b> Improve and sustain a monitoring system for ensuring the curriculum is taught at a high level of fidelity.</p>	<p><b>KCWP 1: Process</b> Establish a <b>process</b> to ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.</p>	<p>PLC team meeting agendas and minutes that show collaboration on curriculum, standards and assessment.</p>		<p>No funding needed.</p>

## 2: Separate Academic Indicator

The school will increase the specific academic indicator (science, social studies, and writing) percentage of proficient/distinguished students from 74.9 to 87.5 as measured by state-required academic assessments by 2022-2023.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
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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](#)
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- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the proficient/distinguished scoring percentage of all students in the area of Science from 69.1 to 72.1 as measured by state-required academic assessments.	<b>KCWP 1</b> Establish regularly-scheduled curriculum meetings to ensure the <i>Science KAS are taught consistently</i> and at a high level of fidelity to ensure that students attain mastery of grade level Tier 1 Science concepts.	<b>KCWP 1: Process:</b> The STEM teacher will meet with and support grade level teams during each unit by increasing collaboration in deconstructing standards and developing congruent learning targets.	Measures of success will include team planning notes, learning targets and lesson planning documents.		Staffing allocation used to purchase a STEM teacher
Objective 2 Increase the proficient/distinguished scoring percentage of all students in the area of On Demand Writing from 67.9 to 74.3 as measured	<b>KCWP 2:</b> Improve and monitor the process in place to ensure students have an understanding of learning expectations and know the criteria	<b>KCWP 2: Practice:</b> Establish a practice to ensure that students understand the success criteria when completing an on demand writing piece.	Measures of success will include instructional delivery of real world and relevant writing prompts across all content areas at all		

by state-required academic assessments.	for success when completing an on demand writing piece.		levels. Evident in lesson plans and classroom observations.		
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### 3: Gap

<p>Goal 3 By 2023, Stonewall will increase the proficient/distinguished scoring percentage of students qualifying for Free/Reduced Lunch in the area of mathematics from 70.2 to 85.1 as measured by state-required academic assessments.</p>	
<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>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the proficient/distinguished scoring percentage of students qualifying for Free/Reduced Lunch from 70.2 to 73.2 as measured by state-required academic assessments in the area math.	<b>KCWP 4: Review, Analyze and Apply Data Results.</b> Improve and sustain the way teachers use data to determine students' needs. (e.g., movement through the tiers of intervention grouping/regrouping , teacher placement, scheduling)	<b>KCWP 4: Process:</b> Develop a protocol and monitoring/documentation tool for tired intervention movement considerations.	Measures of success will include documentation of student movement through the tiers of interventions through PLC and MTSS meeting minutes reflecting discussion.		No funding required.

## 5: Growth

Goal 5 Increase the percentage of students scoring in the Catch Up and Keep Up (combined reading and math) range from 72% to 86% in 2022-2023.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
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- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the percentage of students scoring in the Catch Up and Keep Up range from 72% to 77.6% in 2018-19.	<b>KCWP 4: Review, Analyze and Apply Data Results.</b> Ensure an established system for examining and interpreting all of the data (e.g., formative, summative, and benchmark assessment data) in order to determine priorities for individual student success.	<b>KCWP 4: Process:</b> The Leadership Team will collaborate to develop a clearly defined RTI school <b>process</b> with applicable checklists and documentation tools, including frequency of intervention programs/strategies, and progress monitoring checks.	Leadership Team meeting agendas and notes PLC and MTSS agendas and minutes; grade level data and differentiation plans for student groups.		

## 6: Transition Readiness

Goal 6: By 2023, increase the percentage of 5th grade students scoring proficient on MAP (combined reading and math) from 76% to 88% as measured by Spring MAP scores that project ACT scores of 22.

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](#)
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- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the proficient/distinguished scoring percentage of fifth grade students from 76% to 80.8% as measured by required academic assessments (MAP) in the areas of reading and math.	<b>KCWP 4: Review, Analyze and Apply Data. Improve and sustain</b> the way teachers use data to determine students' needs. (e.g., movement through the tiers of intervention grouping/regrouping, teacher placement, scheduling)	<b>KCWP 4: Process:</b> Ensure that formative and summative assessment results are used appropriately to determine tiered intervention needs.	Measures of success will include documentation of student movement through the tiers of interventions through PLC and MTSS meeting minutes		
		<b>KCWP 4: Practice:</b> Create and monitor a list of students performing below proficiency to monitor standards			

	mastery and ensure novice reduction.	
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## Phase III: Closing the Achievement Gap\_02092018\_14:32

Phase III: Closing the Achievement Gap

### **Stonewall Elementary School**

William Gatliff  
3215 Cornwall Dr  
Lexington, Kentucky, 40503  
United States of America

Last Modified: 12/19/2018

Status: Locked

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## Phase III: Closing the Achievement Gap

### 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.

Data was pulled from our most current K-PREP data.

### **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 has a climate that is very inviting to all populations, GAP and non-GAP. The teaching staff has a very strong belief that ALL students can achieve at high levels. We are working to be more intentional, as we look at data, to see which students are not meeting proficiency.

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.

The only GAP group that increased in proficiency between 15-16 to 16-17 was our ELL population.

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

ELL students showed improvements 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.

Based on the data, the GAP has gotten worse for African American, Hispanic, and F/R students in Reading; in Math, the gaps were not closed for African American, Hispanic, IEP, and F/R students.

E. Describe, in detail, the school's professional development plan and extended school services plan as related to its achievement gaps.

The school has requested specialized PD from IAKSS to assist with best practices dealing with ELL students. We will also be requesting specialized training for teaching low SES students, as well as African American students.

### **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 were not utilizing data as closely as we should have been on a regular basis. We also were not equipped with Best Practice Strategies to teach these students in the GAP groups. In addition, our school does not receive any additional funding with which to have intervention teachers (other than a Read to Achieve grant which focuses on K-2).

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.

Teachers have a very strong understanding of how to use MAP data to make instructional changes within the classroom. Teachers were asked to do data analysis of MAP data to look for trends and needed changes. They work with the principal, curriculum coach, and TPGES coach in looking at MAP reports to see growth and areas of growth that need to happen. The curriculum coach works with them to monitor progress through FAST progress monitoring. All homeroom teachers (30 of them) and special education teachers work with administration to review data to close all gaps.

### III. Planning the Work

Review the following [flowchart](#) to aid in completing the work.



#### 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.

Currently, we have several areas where we are NOT meeting delivery targets AND not seeing GAP closure.

#### **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 Identification	This is the excel spreadsheet to answer question #1	I
 GAP goals	This addresses the noted GAP group populations and some of the strategies to close the gap.	III

Gap Group/Total number of students	Percentage of Total School Population
African American (52)	7%
Hispanice (52)	7%
ELL (52)	7%
Special Education (89)	12%
Free/Recuced (192)	26%



## Phase III: Executive Summary for Schools\_02092018\_09:58

Phase III: Executive Summary for Schools

### **Stonewall Elementary School**

William Gatliff  
3215 Cornwall Dr  
Lexington, Kentucky, 40503  
United States of America

Last Modified: 12/19/2018

Status: Locked

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## Phase III: Executive Summary for Schools

### Executive Summary

#### 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?

Stonewall Elementary School is a community school nestled in southern Fayette County. Our building went through a full renovation that was finished in 2015 with many major upgrades. We have approximately 730 students in Pre-School through fifth grade. Our school prides itself on strong relationships with our families and students. Our school demographics are made up of 75% white; 7% AA; 7% Hispanic; 6% Asian; and 5% other.

### **ATTACHMENTS**

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

#### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the school embodies its purpose through its program offerings and expectations for students.

Our school strives to reach the "whole" child, focusing on the academic, social, and emotional growth. We work well with our families to make sure all needs of the child we share are met daily, and throughout the year. We strive to create strong and lasting relationships with the students and the families. We progress monitor students through classroom assessments, MAP testing three times a year, and FAST progress monitor their deficit areas to make sure their academic progress is advancing. Through well-developed relationships, we work with kids and families to assist students with their emotional and social growth. We utilize PBIS strategies throughout the building and classroom to encourage good choices. Our mission statement, which is prominently displayed in the front hallway best sums everything up: "Our focus at Stonewall Elementary School is to create a safe and nurturing environment where ALL CHILDREN are encouraged to reach their maximum potential as self-sufficient, life-long learners through well-established relationships with our families. We are committed to meeting the academic, social, and emotional needs of the whole child."

### **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.

Currently, the three main areas main areas that we are focusing on as areas of growth would be finding strategies to better serve our ELL and low SES students, as well as working on ways to better connect with students who are African American. While it should not be assumed that all students in these three categories are struggling, we want to do everything we can to close any and all achievement gaps in these sub-populations. During the past three years, we have increased improvement in the number of students who need additional Tier II and III instruction, as well as needing FAST progress monitoring. During the 17-18 school year, the district purchased a new reading series, WONDERS, and our school has embraced this and data supports its impact on student learning in reading. We are blessed to be able hire quality teachers with almost no turn over in staff.

### **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 school is a wonderful place to learn, and work. If a parent has the option of where they would like to live in Lexington and moving to the Stonewall area is an option, we believe that they would be very happy being part of our family.

#### **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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