# Phase One: Continuous Improvement Diagnostic 18-19 Veterans Park Elementary

Phase One: Continuous Improvement Diagnostic

**Veterans Park Elementary School**
Molly Dabney
4351 Clearwater Way
Lexington, Kentucky, 40515
United States of America

Last Modified: 11/09/2018
Status: Open

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# Phase One: Continuous Improvement Diagnostic

## Continuous Improvement Diagnostic

**Rationale:** The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

### Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

The areas of strength for Veterans Park Elementary are as follows: * School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning. * Most parents participate actively in student-led conferences or other two-way communication about meeting their child's individual learning needs. * School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of the school. * Parents are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources.) * School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts. * School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council. Parent night/PTA events need to be more specific and geared towards providing parents with information on ways to support students in schools i.e. PTA meetings and family programming nights. These meetings/nights will offer resources and information to families that will provide information at various and convenient times for families. The staff/administration will also work with PTA and family involvement members to establish a system to recruit and train new members to keep from the same few people volunteering for most of the jobs.

### <u>ATTACHMENTS</u>

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.

When looking at the VPE TELL survey, we overall have great results and it is evident that culture is a good thing at VPE. One area where VPE falls drastically below the FCPS/State performance level is in the area of allowing teachers to be a part of the decision making at an appropriate level. 15% of the VPE staff either disagreed or strongly disagreed that teachers have the appropriate level of influence on the decision-making process. This past year we have been utilizing staff input

surveys to help gain input from staff members on decisions such as staffing allocations, building needs, areas for improvement and other important topics. These surveys have then been shared with the staff to help in explaining next steps. This is something that needs to be continually addressed in the building as it is one area of concern for staff. VPE is fortunate in that parent involvement is at a high rate and there are many parents/families and community stakeholders who are involved and engaged in the education process. VPE works to engage a variety of stakeholders to participate in our SBDM council and committees which both met once a month. These meetings take place in the afternoons and have one to two parents on each SBDM committee to help in providing input and parent perspective to decisions made within the building. VPE also works closely with the PTA to provide multiple opportunities for parent volunteers to work with leadership and staff. Each month the principal speaks with the PTA at their 7:45 am meeting to update parents on the "state of the school". This provides open communication with parents as to what is going on in the building. Other ways that continuous communication is happening is through the weekly "Flash", monthly Dabney Discussion (principal newsletter), PTA newsletter, VPE APP which also provides push notifications and Infinite Campus messages (email/ phone). Within these communication tools, stakeholders are provided with information and opportunities to become involved and informed about their students school and learning environment.

## 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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# Phase Two: The Needs Assessment for Schools VPE 18-19

Phase Two: The Needs Assessment for Schools

**Veterans Park Elementary School**
Molly Dabney
4351 Clearwater Way
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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?

Veterans Park Elementary has a leadership team that meets twice a month to review data and building needs that are then communicated with the staff. This team is made up of the following: Molly Dabney, Principal; Janet Bertrand, PGES Coach; Shannon Brehm, Counselor; Allie Campell, Counselor; Andi Thayer, 5th Grade; Laura Miller, 4th Grade; Missy Zepeda, 3rd Grade; Toni Jones, 2nd Grade; Dani Heller, 1st Grade; Jenn Geldhof, Kindergarten; Spring Masterson, Special Area; Jessica Ault, Librarian; Rene Bergner, Special Education. The leadership team meets on a regular basis on the first Tuesday morning of the month before school and the third Tuesday of the month after school. During these meetings, we document everything in our meeting minutes ( which is housed in our school-wide google handbook). The team met for a meeting in October and reviewed the following sources of data: 2018 Student Survey, 2018 Parent Input Survey, VPE State of the Schools Survey, Student (3-5) Survey, Brigance Results 2018, KPREP Data (Gap & Growth) for 2017-2018 school year as well as trends over the past four years, School Report Card, and MAP Data. During our meeting, we used all of this data to answer questions using the Key Core Work Process Guiding Questions that we had answered last year. These KCWP allowed us to review the 6 researched-based approaches and then utilize the Likert Score for each. When we had identified our needs last year and then reviewing our data this year it is evident that our focus needs to remain the same. This then allowed us to determine our continued leverages and concerns at Veterans Park Elementary.

### <u>ATTACHMENTS</u>
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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.

Veterans Park Elementary has 766 students currently enrolled. The number of students enrolled in Veterans Park Elementary increased from 625 students in 2015-2016 to 785 student in 2016-2017 and another increase to 795 in 2017-2018. This current year, VPE has seen a decrease of roughly 5% with a current enrollment of 766 students. Of those 766 students, 21% of the student population qualify for Free/Reduced Lunch. This is down slightly from the 25% of the student population in the 2017-2018 school year. Students who are English Language Learners make up 7.59% of the population and students who are receiving special education services make-up 11.87% of the building population. The ethnicity of the currently enrolled students is as follows: 78% White, 10% African American, 5% Asian, 4% Two or More Races and 3% Hispanic. Attendance trends for the school remain fairly consistent the following data to report: 2014-2015 average daily attendance 96.46%, 2015-2016 average daily attendance 96.86%, 2016-2017 average daily attendance 96.28% and last school year 2017-2018 average daily attendance was 96.54%. Behavior reports for the building were as follows: 2016-2017 - 29 events and in 2017-2018 - 37 events were reported. The 2017-2018 KPREP data reported the following information for Veterans Park Elementary: Proficiency Indicator - 89.6 Separate Academic Indicator - 79.1 Growth Indicator - 19.2 All three descriptor areas were above the state cut scores labeling VPE as an "other" school. Based on our numbers falling in GAP groups we only had one area that we had enough students to be considered a group and that was Free/Reduced Lunch. In reading, our proficiency indicator was 64.5 for Free/Reduced and 89.6 overall. In math, our proficiency indicator was 63.8 for Free/Reduced and 88.5 overall. 47.6% of non-duplicated gap group students scored proficient or distinguished on KPREP Reading in 2017. 26.6% of non-duplicated gap group students scored novice on KPREP Reading in 2017. 46.1% of non-duplicated gap group students scored proficient or distinguished on KPREP Math in 2017. 20.3% of non-duplicated gap group students scored novice on KPREP Math in 2017. The percent of students scoring proficient or distinguished on KPREP Reading dropped 9% points from 2016 to 2017 (80.9-71.9) The percent of students scoring proficient or distinguished on KRPEP Math dropped 2.9% points from 2016 to 2017 (76.4-73.5) Students scoring novice in reading in a non-duplicated gap group in reading increased by 6.8% from 2016 to 2017. Students scoring novice in math in a non-duplicated gap group in math increased by 3.4% from 2016 to 2017.

## 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.

In 2018, 31.5% of students with a disability scored Novice on KPREP testing as opposed to just 7% of students without disabilities. In 2017, 27.3% of students with a disability scored Novice on KPREP testing in reading as opposed to just 11% of students without disabilities scoring Novice. The trends of students scoring proficient/distinguished in reading over the past five years has been on the decline from 84.8% in 2014 to 70.4% this past spring 2018. In 2018, 42% of students with a disability scored Novice on KPREP in math as opposed to 6% of students without disabilities scoring Novice. In 2017, 22.7% of students with a disability scored Novice on KPREP testing in math as opposed to just 16% of students without disabilities scoring Novice. The trends of students scoring proficient/distinguished in math over the past four years has been on the decline from 83.9% in 2015 to 72.4% this past spring 2018. 51.7% of students in non-duplicated gap groups scored below proficiency on KPREP in reading in 2017.

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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?

When looking at reading data for the past five years there is a significant decline in the percent of students scoring proficient and distinguished. In 2014 84.8% were proficient/distinguished, in 2015 81.4% were proficient/distinguished, in 2016 80.9% were proficient/distinguished, in 2017 71.9% were proficient/distinguished and this past year (2018) 70.4% were proficient/distinguished. The same thing has happened in math over the past four years. In 2015, 83.9% of students were proficient/distinguished than in 2016 only 76.4% of students were proficient/distinguished, in 2017 only 73.5% of student scored proficient/distinguished and this past spring 72.4% of students scored proficient/ distinguished in math. Both of these declines have been steady over time. Even though we increased in student population by 150 students two years ago, and then had a slight drop, the decline had already started.

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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

When working with the leadership team, it was determined that our two areas of concern at Veterans Park Elementary are #4 - Reviewing, Analyzing and Applying Data Results as well as #3 Design and Delivery Assessment in Literacy. When working through our SWOT analysis we were very critical of ourselves. We do collect a lot of data on students through MAP, FAST, Formative and Summative Assessments. Sometimes this data is used to help drive our instruction or talk as a team about individual student need in their tiered instruction. This has been a focus of our last school year and continues to be an area of focus as we have begun the 2018-2019 school year. VPE is aware that our current MTSS model is not necessarily moving kids or making the necessary changes needed to positively affect student learning. Last year we were intently focused on the reading aspect and are working to make these same changes to the math portion of MTSS. Therefore, we are working on revamping the system to better communicate data and make time to analyze this data to drive our instruction. This year we are also working on having our professional learning communities having a weekly focus on data in academic areas. Having staff utilizing the plan-do-study-act model when looking at student data will help in address the problem of practice in closing the gaps at VPE.

## **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%.

The leadership team felt that we did have a major strength/leverage with establishing a learning culture and environment. When reflecting upon our TELL survey from 2015 and 2017 the data stays very consistent. One of the most telling pieces of data is the question - "Overall, my school is a good place to work and learn." in 2015 87.5% of the staff agreed with that statement and in 2017, 91.4% of the staff agreed. This is evident of the school culture and climate. It was stated that our strengths are the relationship we have as colleagues and with our students, the high expectations set for students and that the teachers have a strong work ethic. The team also determined that the designing and deployment of the standards was a strength/leverage. We currently have two school-wide curriculum programs for reading and math that the committee felt is a strength/ leverage. We currently have two school-wide reading and math programs (Pearson's EnVisions (3-5) & Investigations (K-2), Wonders Reading) that allow for consistency across the building. We are in the first year of the Pearson math program and year two of Wonders. The staff has also worked hard the past year on creating aligned long-range plans that are vertical across grade levels.

## <u>ATTACHMENTS</u>

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# ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|---|---|---|
| 17-18 KPREP DATA | KPREP Data | , , |
| CSIP Data Review | Last years goal progress with data | , |
| KPREP School Summary | KPREP School Summary | , |
| Staff Input Survey | Staff Input Survey | |
| Student Survey 18-19 | Student Survey | |
| Teacher Inventory Survey | Teacher Inventory Survey | |
| VPE Fall Map Data | Fall MAP data..... | , |

# Phase Two: School Assurances VPE 18-19

Phase Two: School Assurances

**Veterans Park Elementary School**
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Lexington, Kentucky, 40515
United States of America

Last Modified: 09/26/2018
Status: Open

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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.

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## 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
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
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## Teacher Quality

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

- ○ Yes
- ○ No
- **● N/A**

### COMMENTS

All staff are highly qualified at Veterans Park Elementary.

### ATTACHMENTS
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## Title I Application

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

- ○ Yes
- ○ No
- **● N/A**

### COMMENTS

### ATTACHMENTS
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## Paraeducators

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

- **● Yes**

○    No

○    N/A

## <u>COMMENTS</u>

## <u>ATTACHMENTS</u>

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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

## <u>COMMENTS</u>

## <u>ATTACHMENTS</u>

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Veterans Park Elementary School

## ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|---|---|---|
| | | |

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# Comprehensive Improvement Plan for Schools

## Rationale

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

## Operational definitions of each area within the plan

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

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

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

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

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

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

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

## Guidelines for Building an Improvement Plan

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

# 1: Proficiency

State your *Proficiency* **Goal**

| Goal 1: Proficiency: By 2023, the school will increase the combined (reading and math) percentage of proficient/distinguished students to 85.73% |
|---|

| Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* | Which **Activities** will the school/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.)* | Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |
|---|---|---|
| • KCWP 1: Design and Deploy Standards<br>• KCWP 2: Design and Deliver Instruction<br>• KCWP 3: Design and Deliver Assessment Literacy<br>• KCWP 4: Review, Analyze and Apply Data<br>• KCWP 5: Design, Align and Deliver Support<br>• KCWP 6: Establishing Learning Culture and Environment | • KCWP1: Design and Deploy Standards - Continuous Improvement Activities<br>• KCWP2: Design and Deliver Instruction - Continuous Improvement Activities<br>• KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities<br>• KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities<br>• KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities<br>• KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities | |

| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|---|---|---|---|---|
| Objective 1:<br>By May 2019, 73.5% of elementary student will score at or above proficiency in reading. | Strategy-KCWP 1: Design and Deploy Standards<br>Continue to develop a system that allows for assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. | **Activity-Essential & Enduring Standards**<br>Teachers meet weekly in grade level PLC teams to unpack essential standards and revise learning targets connected to KCSA including formative and summative assessment to determine the impact of teaching and learning. Each week the PLC are focused on a specific instructional component. | Lesson Plans<br>Learning Targets<br>Formative Assessments | Regular Education<br>Special Education<br>ELL Teachers<br>Intervention Teachers<br>School Leadership | $0 |
| | | **Activity-Tier II Thursdays**<br>PLC teams meet regularly with intervention team to analyze formative assessments and to plan additional instructional strategies to determine mastery of common core standards. | Formative Assessments | On-Going<br>Regular Education<br>Special Education<br>ELL Teachers<br>Intervention Teachers | $0 |
| Objective 2:<br>By May 2019, 75.2% of elementary student will score at or above proficiency in math. | Strategy-KCWP 4: Review, Analyze & Apply Data<br>School leaders are continuing to ensure VPE has uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for | **Activity- Common Assessment Review**<br>PLC teams will meet to review common assessment data and then determine gaps in learning. Re-teaching, and small intervention groups to meet the needs of individual students will address these gaps. | Formative/Summative Assessments | Regular Education<br>Special Education<br>ELL Teacher<br>Intervention Teachers | $0 |
| | | **Activity- Teacher Professional Development**<br>Throughout the year, staff will have embedded professional learning to help grow their math instruction. Staff will also be attending the district provided professional development This will take place in PLC and/or staff | Professional Growth Plans<br>Formative Assessments | On-Going<br>Regular Education<br>Special Education<br>ELL Teachers | $0 |

| Goal 1: Proficiency: By 2023, the school will increase the combined (reading and math) percentage of proficient/distinguished students to 85.73% | | | | |
|---|---|---|---|---|
| | examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success. | meetings and teachers, school leadership and district personnel will work collaboratively to build understanding and knowledge or research based learning. | | Intervention Teachers School Leadership |

## 2: Separate Academic Indicator

Goal 2 (*State your separate academic indicator goal*): By 2023, Veterans Park Elementary will increase the specific academic indicator (science, social studies, writing) percentage of proficient/distinguished students from 60.7% to 80.3%.

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

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|---|---|---|---|---|
| Objective 1: By 2019, the school will increase the specific academic indicator (science, social studies, writing) percentage of proficient/distinguished students from 60.7% to 64.6% | KCWP 1: Design & Deploy Standards - Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the standards at appropriate levels of rigor with fidelity | **Science:** PROCESS – The Instructional Leadership Team and Teachers will collaborate to establish a process for short-term curriculum review in order to monitor alignment between standards, learning targets, and assessments. The team will meet monthly to discuss outcomes, provide feedback, and plan next steps. | Lesson Plans<br>Learning Targets<br>Formative Assessments<br>Written Plan<br>Monthly Meeting Agendas & Minutes<br>Walkthrough Data | Ongoing<br>PLC – Grade Level Meetings<br>Regular Education Teachers<br>Special Education Teachers<br>Special Area Teachers<br>ELL Teachers<br>Intervention Teachers<br>School Leadership | $0 |
| | | **Writing:** PROCESS – The Instructional Leadership Team and Teacher will collaborate to establish a process for short-term curriculum review in order to monitor alignment between standards, learning targets, and assessments. The team will meet monthly to discuss outcomes, provide feedback, and plan next steps. | Lesson Plans<br>Learning Targets<br>Formative Assessments<br>Written Plan<br>Monthly Meeting Agendas & Minutes<br>Walkthrough Data | Ongoing<br>PLC – Grade Level Meetings<br>Regular Education Teachers<br>Special Education Teachers<br>Special Area Teachers<br>ELL Teachers<br>Intervention Teachers<br>School Leadership | $0 |

Goal 3: Gap: By 2023, Veterans Park Elementary will increase the reading proficiency rate for students qualify for Free/Reduced Lunch status from 44.9% to 72%.

| Which **Strategy** will the school/district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.) | Which **Activities** will the school/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. | Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |
|---|---|---|
| • KCWP 1: Design and Deploy Standards<br>• KCWP 2: Design and Deliver Instruction<br>• KCWP 3: Design and Deliver Assessment Literacy<br>• KCWP 4: Review, Analyze and Apply Data<br>• KCWP 5: Design, Align and Deliver Support<br>• KCWP 6: Establishing Learning Culture and Environment | • KCWP1: Design and Deploy Standards - Continuous Improvement Activities<br>• KCWP2: Design and Deliver Instruction - Continuous Improvement Activities<br>• KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities<br>• KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities<br>• KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities<br>• KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities | |

| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|---|---|---|---|---|
| Objective 1:<br>By 2019, 50.4% of students qualifying for Free/Reduced Lunch will score at or above proficiency in reading. | Strategy-KCWP 4: Review, Analyze & Apply Data School leaders are continuing to ensure VPE has uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success. | **Activity-Tier III Intervention Team**<br>RTI team and grade level teachers meet regularly to analyze data, determine research based intervention strategies and assess the effectiveness of the intervention plan as evidenced by formative and summative data. | Tier II & III plans Progress Monitoring Plans Formative Assessments | On-Going Regular Education Intervention Teaches School Leadership | $0 |
| | | **Activity-Read to Achieve Grant**<br>K-3 students who need tier III reading instruction will receive research based reading instruction using the Leveled Literacy Intervention system. | Student Intervention plans MAP/FAST Data Guided Reading Assessment | RTA Grant Teacher | KY RTA Grant / VPE matches $50,000 |
| | | **Activity-PLC Teams, PSP & IEP Goals**<br>Regular education, ELL and special education teachers will work collaboratively to write PSP and IEP goals to align with common core standards and data to support the individual needs of students. | IEP & PSP Plans Formative/Summative Assessments | On-Going Regular Education Special Education ELL Teachers School Leadership | $0 |

## 4: Growth

State your *Growth* Goal

Goal 4: Growth: By 2023, Veterans Park Elementary will decrease the percentage of students classified as Less than Catch Up to Catch Up in combined reading and math from 20.75% to 10.40% as measured by state-required academic assessments.

| Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* | Which **Activities** will the school/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.* | Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |
|---|---|---|
| • KCWP 1: Design and Deploy Standards<br>• KCWP 2: Design and Deliver Instruction<br>• KCWP 3: Design and Deliver Assessment Literacy<br>• KCWP 4: Review, Analyze and Apply Data<br>• KCWP 5: Design, Align and Deliver Support<br>• KCWP 6: Establishing Learning Culture and Environment | • KCWP1: Design and Deploy Standards - Continuous Improvement Activities<br>• KCWP2: Design and Deliver Instruction - Continuous Improvement Activities<br>• KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities<br>• KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities<br>• KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities<br>• KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities | |

| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|---|---|---|---|---|
| Objective 1:<br>Veterans Park Elementary School will decrease the percentage of students classified as Less than Catch Up in reading and math from 20.75% to 18.68% in 2019 as measured by state required tests. | Strategy-KCWP 4: Review, Analyze & Apply Data School leaders are continuing to ensure VPE has uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success. | **Activity-Formative Assessment Data Review**<br>PLC teams, intervention teachers, instructional support staff and school leadership will continually review formative assessment data to make certain Tier II and Tier III interventions are targeted on standards based instruction and interventions meet the changing individual needs of the student over time. | Formative Assessments | On-Going<br>Regular Education<br>Special Education<br>ELL Teachers<br>Intervention Teachers<br>School Leadership | $0 |
| | | **Activity-Gifted & Talented**<br>Teachers will work collaboratively with the G/T coordinator to develop differentiated instruction to extend student learning for students who have already mastered grade level core content while increasing rigor and student engagement. | Formative/Summative Assessments | On-Going<br>Regular Education<br>Special Education<br>ELL Teachers<br>Gifted/Talented Coordinator | $0 |
| | | **Activity- Teacher Professional Development**<br>Throughout the year, staff will have embedded professional learning to help grow their math instruction. This will take place in PLC and/or staff meetings and teachers, school leadership and district personnel will work collaboratively to build understanding and knowledge or research based learning. | Professional Growth Plans<br>Formative Assessments | On-Going<br>Regular Education<br>Special Education<br>ELL Teachers<br>Intervention Teachers<br>School Leadership | $0 |

## 5: Transition readiness
State your *Transition readiness* **Goal**

| Goal 5: Proficiency: By 2023, the school will increase the combined (reading and math) percentage of projected ACT college readiness to 86% |
|---|

| Which **Strategy** will the school/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.)* <ul><li>KCWP 1: Design and Deploy Standards</li><li>KCWP 2: Design and Deliver Instruction</li><li>KCWP 3: Design and Deliver Assessment Literacy</li><li>KCWP 4: Review, Analyze and Apply Data</li><li>KCWP 5: Design, Align and Deliver Support</li><li>KCWP 6: Establishing Learning Culture and Environment</li></ul> | Which **Activities** will the school/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.* <ul><li>KCWP1: Design and Deploy Standards - Continuous Improvement Activities</li><li>KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</li><li>KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</li><li>KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</li><li>KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</li><li>KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</li></ul> | Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |
|---|---|---|

| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|---|---|---|---|---|
| Objective 1: By May 2019, 74.17% of 5th grade student will have a projected score of being on-track for a 24 ACT as measured by MAP reading. | KCWP 1: Design & Deploy Standards - Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the standards at appropriate levels of rigor with fidelity | **Activity-Essential & Enduring Standards** Teachers meet weekly in grade level PLC teams to unpack essential standards and revise learning targets connected to KCSA including formative and summative assessment to determine the impact of teaching and learning. | Lesson Plans Learning Targets Formative Assessments | Regular Education Special Education ELL Teachers Intervention Teachers School Leadership | $0 |
| | | **Activity-Tier II Thursdays** PLC teams meet regularly with intervention team to analyze formative assessments and to plan additional instructional strategies to determine mastery of common core standards. | Formative Assessments | On-Going Regular Education Special Education ELL Teachers | $0 |
| Objective 2: By May 2019, 75.7% of 5th grade student will have a projected score of being on-track for a 24 ACT as measured by MAP math | Strategy-KCWP 4: Review, Analyze & Apply Data School leaders are continuing to ensure VPE has uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, | **Activity- Common Assessment Review** PLC teams will meet to review common assessment data and then determine gaps in learning. Re-teaching, and small intervention groups to meet the needs of individual students will address these gaps. | Formative/Summative Assessments | Regular Education Special Education ELL Teacher Intervention Teachers | $0 |
| | | **Activity-Formative Assessment Data Review** PLC teams, intervention teachers, instructional support staff and school leadership will continually review formative assessment data to make | Formative Assessments | On-Going Regular Education Special Education | $0 |

| Goal 5: Proficiency: By 2023, the school will increase the combined (reading and math) percentage of projected ACT college readiness to 86% | | | | |
|---|---|---|---|---|
| | teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success. | certain Tier II and Tier III interventions are targeted on standards based instruction and interventions meet the changing individual needs of the student over time. | | ELL Teachers Intervention Teachers School Leadership |

# Phase Three: Closing the Achievement Gap Diagnostic VPE 18-19

Phase Three: Closing the Achievement Gap Diagnostic

**Veterans Park Elementary School**
Molly Dabney
4351 Clearwater Way
Lexington, Kentucky, 40515
United States of America

Last Modified: 12/05/2018
Status: Open

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# Phase Three: Closing the Achievement Gap Diagnostic

## I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

See attached Gap Group spreadsheet.

**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.

Veterans Park utilizes the PLC framework and at each grade level teachers view students within their grade level/team not only as their students but the team's students. Each week, on a 5 week cycle, teams meet to focus on student growth and data for the following: Reading, Writing, Math, Multi-Tiered Support System and Growth. Prior to the school year beginning, the leadership team, which consists of one representative from each grade level, special ed, interventionist, ELL and special area representative, meet to work together collaboratively with the school leadership team to analyze data to determine student needs. Veterans Park Elementary also provides many opportunities for parents to become involved and create partnerships with their student's teachers in school events such as: Kindergarten Kickoff, Back to School Bash, Dad's Playground Playdates, Open House, Family Movie Night, Family Dinner Night, Literacy Night, STEM Night, and Celebrate the Arts Night. The school leadership team partners with the PTA to work as a collaborative team to communicate with families via: newsletter, flyers, email blasts, phone calls and our VPE APP which was established last January. Finally, the school works to ensure families have access to the information by providing interpreters or translating into other languages when needed to reduce barriers while increasing parent involvement. Veterans Park Elementary has a welcoming culture as evidenced by parents and staff surveys and awards. Our TELL survey results consistently indicate a high level of involvement and satisfaction from staff. Veterans Park has been named as a National PTA School of Excellence for the 2016-18 and again for 2018-2020 school years. National PTA's School of Excellence is a program that supports and celebrates partnerships between PTAs and schools to improve the educational experience and school environment for every child. As a National PTA School of Excellence, families feel welcomed and empowered to support student success, and PTA is a key partner for continuous school improvement.

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

Over the last two year the data shows that we have reduced and/or closed the gap with reducing the percentage of students scoring novice in reading with a disability from 36.8% to 27.9%. The same thing held true with the GAP group of students with a disability in math reducing the percent novice from 42.1% to 23.3%. In both of these content areas Veterans Park was able to hit our target goal on KPREP novice reduction. However, at the same time we are still needing to focus on our free and reduced lunch population gap group. From 2015-2016 school year to the 2016-2017 school year we saw an increase in the percent of free and reduced lunch students scoring novice in reading. Students went from 20.3% to 26.9%. The same went for math. Although Veterans Park did reduce the number of novice students with a disability there was a trend in the decline of students scoring proficient/distinguished in reading over the past four years from 84.8% to 81.4% to 80.9% and last year 71.9%. The school observed the same decline in math proficient/distinguished over the past three years going from 83.9% to 76.4% and last year scoring only 73.5%.

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

With the increase in population, over the past three years Veterans Park has had an increase in our GAP group population. The gap groups that we have within VPE are students with disabilities, free and reduced lunch and non-duplicated gap group. We have shown improvements in the area of addressing the needs of students with disabilities with decreasing the number of novice students in this sub-category in both reading (36.8% to 27.9%) and in math (42.1% to 23.3%). Both of these met their target goals based on the data. These were the only two gap areas where we showed improvements.

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

There are three groups at Veterans Park that make up the GAP groups including Free/Reduced, Disability and Non-Duplicated Gap Group. Over the three year trend data, free/reduced has made a steady decline in performance of those students scoring proficient in math. Scores went from 56.0% in 2015 to 50.8% in 2016 to 47.4% in 2017. In looking at the students in the non-duplicated gap group their scores for students scoring proficient have also been on the decline over the past three years. In 2015 56.8% of students were proficient to 55.2% in 2016 and then 49.2% in 2017.

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).*

Last year the school was awarded the Read to Achieve Grant to support students struggling in the area of reading with a highly trained full time reading intervention teacher. The RTA grant focuses on early reading intervention (K-3) for students who are scoring novice on MAP and FAST data. The grant is targeting these students to build reading foundational skills in order to bring students up to grade level. The grant teacher along with a lower primary teacher in the building are also provided with ongoing professional development to learn instructional strategies. They will then share these strategies with colleagues in PLC meeting and staff meetings along with implementing the strategies in their instruction. Every other month at Veterans Park new instructional staff meet with the leadership team to participate in a New Staff PLC. This learning community provides opportunities for new staff to build their knowledge and understanding while developing instructional practices, working on student engagement and classroom management, along with assessment and parent communication. The New Staff PLC allows for the new staff to have a community to work with while providing a deeper understanding of the school's culture, climate, values, and beliefs about teaching, learning while providing rigor with student engagement. This year Veterans Park staff has been working to revamp our multi-tiered support system targeting student instruction in tier 2 and tier 3. This was done by first revamping our master schedule to ensure that each grade level had set intervention time that would allow for students to be pulled at a specific time that would not make them miss tier 1 instruction. This was done for both reading and math. VPE has also set aside time within the PLC to meet with the intervention team to look at student data and progress to make sure that we are working on the right skills and targeting students individual needs.

## <u>ATTACHMENTS</u>
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.

Within the staffing at Veterans Park Elementary the most skilled teacher and/or instructional leaders will work with our most struggling students in the area of reading and/or math. With the increase in student population over the past two years we have also added an increased number of intervention staff to meet the student population needs. This allows for much more of our Tier II and Tier III students to received individualized instruction to target their skill deficits. We have also utilized our ESS money to be spent as a daytime waiver. This will allow for us to have additional math help and instruction starting in March to make that final push prior to the end of the school year. Finally, the school leadership team is working with the PLC teams to analyze formative

assessments to help in developing various instructional strategies for tier 2 intervention to demonstrate mastery of common core standards.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

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

## III. Planning the Work

Gap Goals

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

The only area that we had enough students to measure a GAP is Free & Reduced Lunch. We therefore, utilized these to create an increase in reading for our Free & Reduced Lunch students in reading.

### ATTACHMENTS

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

Closing the Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See Uploaded GAP Goals

### ATTACHMENTS

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

## III. Planning the Work

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## ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|---|---|---|
| 📄 Achievement Gap Group Identification - VPE 18-19 | Data for Gap Groups. | III |
| 📄 Measurable GAP Goal | Gap Goal - Free & Reduced Lunch | III |

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| Gap Group/Total number of students | Percentage of Total School Population |
|---|---|
| Free & Reduced / 164 | 21% |
| Special Education/93 | 8.20% |
| English Language Learners /59 | 12.90% |
| | |
| | |
| | |
| | |

| Measurable Gap Goal | Strategy Chosen to address goal | Activities chosen to implement strategy | Person Accountable |
|---|---|---|---|
| **Goal 3: Gap: By 2023, Veterans Park Elementary will increase the reading proficiency rate for students qualify for Free/Reduced Lunch status from 44.9% to 72%.** | Strategy-KCWP 4: Review, Analyze & Apply Data  School leaders are continuing to ensure VPE has uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success. | Activity-Tier III Intervention Team RTI team and grade level teachers meet regularly to analyze data, determine research based intervention strategies and assess the effectiveness of the intervention plan as evidenced by formative and summative data. | Leadership - Principal, PGES Coach, Team  Leads, Intervention teachers, Homeroom teachers and Support Staff |
| | | Activity-Read to Achieve Grant K-3 students who need tier III reading instruction will receive research based reading instruction using the Leveled Literacy Intervention system | Leadership- Principal, PGES Coach, RTA Teacher & Intervention teachers |

| | | | |
|---|---|---|---|
| | | Activity-PLC Teams, PSP & IEP Goals<br>Regular education, ELL and special education teachers will work collaboratively to write PSP and IEP goals to align with common core standards and data to support the individual needs of students. | Leadership - Principal, PGES Coach, PLC Teams, Special Education Teachers & Support Staff |
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| Method of Progress Monitoring | Funding Mechanism and Amount |
| --- | --- |
| Tier II & III plans<br>Progress Monitoring Plans<br>Formative Assessments | $0 |
| Student Intervention plans<br>MAP/FAST Data<br>Guided Reading<br>Assessment | $0 |

| | |
|---|---|
| IEP & PSP Plans Formative/Summative Assessments | $0 |
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# Phase Three: Executive Summary for Schools VPE 18-19

Phase Three: Executive Summary for Schools

**Veterans Park Elementary School**
Molly Dabney
4351 Clearwater Way
Lexington, Kentucky, 40515
United States of America

Last Modified: 11/27/2018
Status: Open

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# Phase Three: Executive Summary for Schools

## Executive Summary for Schools

### Description of the School

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

Veterans Park Elementary School is located in south Lexington in Fayette County. Veterans Park has approximately 765 students in grades K-5. This is an increase of 100-150 in the past three years due to redistricting. However, this year we are down roughly 5% of the student population The student population includes 81% Caucasian, 8% African American,5% Asian, 3% Hispanic and 3% other ethnic groups. Of the 765 students, we currently have 25% of the students receive Free and/or Reduced Lunch which is a decrease from last year where we had 29%. Veterans Park also services 11% of the student population who are receiving special education services. At Veterans Park Elementary, the learning environment provides quality instruction in reading, writing, critical thinking and problem solving that are incorporated in all subject areas. There is a six-day rotation cycle where students receive instruction in art, library, music, STEM, Chinese, physical education and technology. In grades, 2-5 students are 1 to 1 with Chromebooks and we will be working to complete the first grade by next two years.

## 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.

The mission of Veterans Park Elementary is to help all students achieve at high levels to ensure their success in school and life. It is our vision that the community of Veterans Park Elementary commits to helping the whole child learn at high levels. As a result of that commitment: The staff takes responsibility for helping all students receive a quality education. Students are provided instruction of a guaranteed and viable curriculum in all areas. Students are provided a safe environment to maximize educational achievement and to encourage a love of learning. The learning of each student is monitored through formative and summative assessments. The school supports the continuous learning and ongoing professional development of its educators. The school has a strong partnership with families and communicates the information they need to monitor and support the learning of their children.

## 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.

The mission of Veterans Park Elementary is to help all students achieve at high levels to ensure their success in school and life. It is our vision that the community of Veterans Park Elementary commits to helping the whole child learn at high levels. As a result of that commitment: The staff

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takes responsibility for helping all students receive a quality education. Students are provided instruction of a guaranteed and viable curriculum in all areas. Students are provided a safe environment to maximize educational achievement and to encourage a love of learning. The learning of each student is monitored through formative and summative assessments. The school supports the continuous learning and ongoing professional development of its educators. The school has a strong partnership with families and communicates the information they need to monitor and support the learning of their children.

## 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.

This past year the Veterans Park Elementary PTA has been named a PTA School of Excellence.

## 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) |
|---|---|---|
| | | |

ATTACHMENT SUMMARY

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