

KDE Continuous Improvement Diagnostic_09192017_10:07

KDE Continuous Improvement Diagnostic

Athens-Chilesburg Elementary

Peggy Henderson
930 Jouett Creek Dr
Lexington, Kentucky, 40509
United States of America

Target Completion Date: 09/29/2017

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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:

Peggy Henderson- Principal, Grade Level Teachers: Andrew Sauls, Kelly Ward, Beverly DePaola, Yvonne Embry- Bailey, Elizabeth Lehman, Sarah Powell, Stephanie Nash, Traci Guise, Robyn Clark, Kristin Mitchell, Traci Coker, Leighann Hoten, Ashley Faulkner, Amanda Brookshire, Shannon Leshner, Emily Green, Melissa Toutant, Shelley Decker, Megan Engle, Tessa Back, Cara Crisp, Marshall Spivey, Ashley Brock, Katie Salyers, Intervention: Angela Lipscomb, Joan Bieber, Mollie Moore, Nicole Baysinger, Julie Brown. Gifted and Talented: Dayna Lykins Special Education: Stephanie Miner, Christina Williams, Christy Curd, Kristen Howard Special Area Teachers: Chris Dillon, Samantha Sewell, Ellen Taylor, Melinda Kinsel, Kristi Landversicht, Natalie Ball Parent Representative: Cheri Sanger, Melissa Baz

COMMENTS

Please enter your comments below.

Our staff is divided into 6 committees: Arts and Humanities, Practical Living and Career Studies, Primary, Writing, World Language and Writing. Each committee has a parent representative. Each committee reviewed the Kentucky Family and Community Involvement Guide to Student Achievement rubric and rated our school accordingly.

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.

-Communication: Two- way information in many forms flows regularly between school staff and parents/ guardians about students' academic achievement and individual needs. -School staff builds productive, personal relationships with parents/ guardians of all their students. -Advocacy: For each student, school staff identifies and supports a parent/ guardian or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

COMMENTS

Please enter your comments below.

As a school, we do really well at communicating regularly with our parents through weekly/ monthly classroom and school newsletters, frequent Infinite Campus emails and text messages, social media etc. We view the parent/ school relationship as a partnership. It takes that partnership to raise and help develop a well rounded successful student, therefore many genuine relationships are formed with our parents and we take into account their perspective when making school decisions. In addition, we also take advocacy for each and every student seriously. We advocate for those students in monthly MTSS/ RTI meetings and Student Problem Solving (SPS) meetings to ensure that we are providing the supports an individual child needs.

ATTACHMENTS

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

-Community Partnerships: School staff engages partners with community members to plan and implement substantive work to improve student achievement. -Decision Making- School staff encourages, supports and expects parents to be involved in school improvement decisions and to

monitor and assist school improvement -Learning Opportunities- School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

COMMENTS

Please enter your comments below.

One of the areas in which we need to grow is with our learning opportunities. We communicate frequently with our parents through at least 2 conferences per year (more if needed), ARC/ 504 meetings, through weekly emails/ texts/ phone calls etc. While we communicate often with parents on how their children are doing at school, we often lack in teaching parents how to help their children at home. Another area in which we can involve parents is in decision making. While we rely heavily on our SBDM, we need to make sure our parent reps are taking an active role in voicing a majority of the parents opinions/ views of the school. Lastly, we need to focus on engaging more of our community partners in the building. While we keep close relationship with many agencies the provide services for some of our students in need, we do not always build strong relationships with our community partners in the sense that they have a true decision making system in the building. We often invite them to our First Responders and Career Days so they can show students what they do and how to reach that career, however, they don't always sit into some of our committees.

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.

To address many of the areas of improvement, we will offer more learning nights for our parents in which they can be shown more games and ways in which they can support their child's learning at home. During this setting, we will also invite some of our community partners into the building to help build the relationships.

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.

Similar to our results on the above rubric, our TELL survey indicated that overall we have great community involvement with most of our scores lying in the 96-100% range; however, the areas in which we can continue to improve were on Q4.1f- parents/guardians support teachers, contributing to their success with students and Q4.1g- community members support teachers, contributing to their success with students. Since these are very similar to our results above, we definitely show a need to improve in this area. Through parent/ community nights we feel that we can address both areas.

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.

Stakeholders are and will continue to be involved in the development of our school processes through our parent participation in Site Based Decision Making Councils, Committee Meetings, monthly Parent Teacher Association meetings (in which the Principal and/ or Assistant Principal attend).


COMMENTS

Please enter your comments below.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Data for Community Involvement	Attached is the Google form data in which we identified strengths and areas of growth.	2, 3

Phase Two: The Needs Assessment for Schools_09212018_08:06

Phase Two: The Needs Assessment for Schools

Athens-Chilesburg Elementary

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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?

Leadership teams, grade level departments and committee's meeting during multiple different settings to analyze next steps, identify strengths, areas for growth and help brainstorm action plans. The Leadership team and Grade Level teams meet weekly. The five Committee's: Literacy, Math, MTSS, Specific Academic Indicator and PBIS meet monthly. These meetings are documented through agendas and meeting minutes that are taken and posted on our staff website.

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.

Academic: MAP- On average our students academic measures are strong according to the MAP assessment, recent KPREP data and unit assessment data. According to MAP, all of our homerooms (1st through 5th) averaged on-grade level. According to MAP's Student Growth Summary report for reading, each of our grade have exceeded their growth projections as measured by NWEA. Our strongest grade levels last year were Kindergarten reading with a growth percentile of 97% with 78% of students meet or exceeding their growth, kindergarten math with a 99% growth percentile and 82% of students meeting or exceeding their growth percentile, second grade reading with a growth percentile of 84% and 60% of their students meeting or exceeding their growth, second grade math with a 96% growth percentile and 74% of students meeting or exceeding their growth and fourth grade math with an 82% growth percentile and 61% of students meeting or exceeding their growth projections. KPREP- Our KPREP scores this year in both reading and math displayed tremendous growth. Our index scores for 4th grade in reading displayed an increase by 8.62 points from 2017 to 2018 and for math an increase of 12.82. Our 5th grade index scores displayed an increase of 5.27 in reading, of 14.7 in math and increase of 10.3 in On-Demand Writing as compared from 2017 to 2018. Nonacademic: Student Behavior- Overall, our behavior displays more positive referrals rather than negative. So far this school year we have had 64 discipline referrals which is approximately 1.42 average per day while our positive referrals were 7.37 a day. Student Surveys- Through student surveys, 89% or more of the students say their teachers are positive and have relationships with them. Most of the kids try their best and enjoy using technology in the classroom.

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.

Academic: MAP- When looking at student growth from 2017 to 2018, the areas in which displayed the least amount of growth were in first grade reading which was in the 57th percentile with only 52 percent of their students meeting or exceeding their growth scores and 4th grade reading with them being placed in the 56th percentile and only 58 percent of their students meeting or exceeding their growth scores. Another area in which needed more growth was in first grade math placing them in the 68th percentile and only 59 percent of their students meeting or exceeding their growth scores. **KPREP-**While we have displayed tremendous growth, it is still evident that our proficiency dropped in third grade math by 3.75. There was also not as much growth in 3rd grade reading from 2017-18 with an increase of 1.67. The index for 3rd grade was the highest in reading and math as compared to 4th and 5th grade. **Nonacademic: Behavior-** While we have a low level of discipline here at ACE and our positives far outweigh our negatives, it is noticed that behavior referrals are higher than they were last year. We are currently researching why that is and developing a plan of action for school wide changes as well as tweaks to behavior intervention plans. **Student Surveys-** It is evident that not many of our teachers utilize more project based or interactive learning than worksheets. The students stated that only 39.2% of them complete short projects, and 7.2% of them make presentations for things in class while 67.6% of them complete worksheets.

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?

Academic: It is evident through KPREP that while our students scoring novices are reducing overall, our number of English Language Level students and low Socioeconomic students scoring novice is not reducing as much. For example, according to the fall MAP assessment, our fifth grade African American students scored in the 58%ile for math while our white students scored in the 78%ile. For fifth grade reading, our African American students scored in the 44%ile while our white students scored in the 87%ile. Also, when comparing 2016 to 2017 to 2018 KPREP data, we have consistently decreased our novices in every area. For example: In third grade, the number of apprentice went up in reading and math $R= 8.7$, $M= 6.4$ and the number of novice decreased in third grade reading and math $R= -2.6$, $M= -0.9$. In fourth grade, the number of apprentice decreased in reading and math $R= -4.7$, $M= -8.4$ and the number of novice decreased in fourth grade reading and math $R= -5$, $M=-4.9$. In fifth grade, the number of apprentice decreased in fifth grade reading and math $R= -7.7$, $M= -3.7$. In addition, the number of novice decreased in fifth grade reading and math $R= -3.1$, $M= -7.6$.

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](#)

Kagan Structures: After reviewing academic and nonacademic data, one area in which we feel we need to revisit is on Kagan structures. The students are receiving too many worksheets at this time. While this has been a requirement of some of our new instructional programs, we need to revisit the structures to show teachers how they can use them to make their activities more engaging and deeper level thinking in the classroom. **Differentiation:** When observing in the classroom, it is evident that not many teachers are differentiating the instruction to the student's level of understanding and instead are teaching to the middle. The administration team are participating in two professional learning opportunities: one focusing on teaching English Language students and the other on Special Education students. After the opportunity, we will be going back to our school to share ideas and other ways in which we can help our students learn more effectively in the classroom.

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%.

Overall, our academics continue to improve year after year. We have trained our staff on effectively using data to drive their instruction and that has lead our Professional Learning discussions. It is evident through MAP data that our kindergarten students come into school ready to learn. In addition, as indicated from our student surveys, both our students and staff seem to have an overall happiness working here. The students feel as if their teachers care about them, have high expectations for them and they have relationships with them. Our Parent Teacher Association (PTA) is strong and incredibly supportive. They work with administration in making decisions on the best uses to use our time and money based on student achievement data.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2018 KPREP Data Analysis	The attached spreadsheet showed the analysis of the 2018 KPREP data.	, , ,
 2018-19 Student Surveys	The students were surveyed on their relationships at school and what they are being asked to complete.	, ,
 Committee Meeting Minutes	The attachment displays our meeting minutes for the Needs Assessment that we completed. There were a total of 4 committees that analyzed data, determined strengths, areas of growth and next steps.	
 Fall 2017 to Fall 2018 Student Growth Summary Report	Attached is the Fall 2017 comparison in growth to the Fall 2018. This was used to determine strengths, weaknesses and next steps.	, , ,

Phase Two: School Assurances_09212018_08:07

Phase Two: School Assurances

Athens-Chilesburg Elementary

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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

All entering kindergarten preschool students receive the Brigance. Data from this is used to identify student with extra needs. Special education staff attend preschool transition arc meetings. Private transition tours and meetings are scheduled.

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

Not a Title 1 School

ATTACHMENTS

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

Comprehensive Needs Assessment

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

- Yes
- No
- N/A

COMMENTS

Not a Title 1 School

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

Leadership teams meet in early spring to plan Professional Development for the following year. They study current academic and behavior data and solicit input from all teachers to develop a plan for following year. We often revisit it throughout the school year and make revisions based on more current data trends.

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

Not a Title 1 School

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

The yearly master schedule is developed by a team of stakeholders. The needs of our identified students come first during our planning session. Time is maximized so identified students can have as much exposure to the regular education program as all other students.

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

Multiple teams meet to analyze academic and behavioral data. When it is determined that a student is struggled with the Tier 1 curriculum, their strengths as well as areas of weaknesses are noted. Intervention and special education students are provided researched based instructional strategies to meet their area of need. They are progress monitored using the FAST Bridge Assessment System.

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

Based on parental surveys, we developed plans for monthly meetings in one of our more struggling neighborhoods- Bainbridge. This year we created a monthly parent newsletter that includes a section about parents helping their children support their learning at home as well as ways to become more involved at school.

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 do not have any teachers who are not highly qualified.

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

Not a Title 1 School

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

The Multi-Tiered Support System (MTSS) team met to review the student's academic needs and determine which areas of instruction were needed. We are using our paraeducators more in a way that directly impacts student achievement and keeps them under the supervision of a classroom teacher. The grade teachers reviewed these schedules and continue to provide feedback and adjustments to make their time more useful.

ATTACHMENTS

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

Paraeducator Non-Instructional Duties

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

- Yes
- No
- N/A





COMMENTS

Our paras and classroom teachers equally divide the non-instructional activities that are necessary on a daily basis. These duties include arrival, dismissal and monitoring student behavior in the cafeteria.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 18-19 PD Plan	2018-19 PD Plan is attached. Several PD opportunities are available through Tone Up Tuesdays (presented by staff members), job embedded training and outside PD offered in the district some of which require release days.	4
 2018-19 Master Schedule	Master schedule has been attached which includes careful attention to the special education minutes as well as adequate Tier 1, 2 and 3 time.	6
 Bainbridge Parent Night Schedule	Attached is the Fun Night information that was presented to our PTA. They are helping to sponsor these nights for our students.	8
 October Newsletter to Families	Monthly newsletters are sent to all families. Information for helping their students at home as well as how to become more involved at school are included.	8

Phase Three: Comprehensive Improvement Plan for Schools_11072018_07:59

Phase Three: Comprehensive Improvement Plan for Schools

Athens-Chilesburg Elementary

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United States of America

Last Modified: 12/17/2018

Status: Locked

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

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

Operational definitions of each area within the plan:

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

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

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

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

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

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

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





You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

N/A

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 18-19 CSIP Goals, Objectives and Strategies	Attached are the 2018-19 CSIP Goals, Objectives and Strategies that ACE will use for the school year.	
 2018 Fall 5th grade MAP Data	Attached is the fall MAP data for 5th grade. This was used to determine the need for Vocabulary Use and Aquisition strategies.	
 2018 KPREP Data Breakdown	A breakdown of scores from 2018's KPREP Data. This was used to determine areas of strength, growth and develop an action plan.	
 2018 Winter 5th grade MAP Data	Attached is the Winter 5th grade MAP data. The subcategory of Vocabulary Aquisition and Use is monitored to determine the effectiveness of common structures such as the Cornell notes and Frayer models.	

Phase Three: Closing the Achievement Gap Diagnostic_11252018_16:06

Phase Three: Closing the Achievement Gap Diagnostic

Athens-Chilesburg Elementary

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United States of America

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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.

Athens-Chilesburg Elementary currently serves 784 students in grades Kindergarten through 5th grade. For our GAP groups, we currently have 65 students in Special Education, 145 students who are free or reduced, 88 EL students, 66 African American students and 31 Hispanic students.

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.

Our school-wide management system focuses on addressing the positive actions of all of our students. These students are carefully monitored, they are considered when making class lists to ensure their success and supports are aligned according to their need. Our ESS, FRC, Bainbridge Fun Nights are all ways in which our school works to establish a positive rapport with our gap populations and address their specific learning and social needs. While we feel that we have had many positive outreach opportunities for our gap populations; however, we should revisit what ways we connect with our EL populations. Gap population Ethnicity/Race (African American, Hispanic, Native American) English Learners (EL) Students with Disabilities Economically Disadvantaged Students

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.

When looking at our gap trends, none of our gaps have successfully closed completely; however, we have continued to carefully monitor these students and have made consistent growth with many of them, as shown below. The areas in which need continual focus is in the area of English Language learners and working with our gap students specifically in the area of writing. Action plans for these two areas will be further discussed below.

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

When analyzing our KPREP data from the last 3 school years, there are several celebrations in terms of growth with our sub-populations. For math, our free and reduced lunch and disability reduced in Novice and increased Distinguish in 2017-18. For reading, our free and reduced increased in Proficient and Distinguished and reduced Novice in the last 2 years. In social studies, our African American students reduced the number of students scoring Novice and increased the number of students scoring Distinguished. In writing, our combined proficient and distinguished has consistently increased over the last two years and our number of student scoring novice reduced significantly while increasing the number of Distinguished students.

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

In reading 2016-2018, our Hispanic students scoring proficient or distinguished has decreased; however, this subpopulation has steadily grown over the past few years. Our students identified as 2 or more races has also decreased in reading in the overall Proficient and Distinguished. In math (2017-2018), our students identified as 2 or more races has decreased in overall P/D. In science, our African American and Free and Reduced students scoring novice have increased and there have been less proficient in comparison to the overall score.

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).

One of the biggest school-wide needs at this time is in the area of professional development with our English Language Learners. Our admin team has been participating in the train the trainer EL series with the district (which focuses on vocabulary instruction and differentiation) and we have

been slowly presenting this information in team meetings. In addition, we have put in a professional support request for more support on being culturally responsive and differentiation. Other PD needs at this time are conceptual thinking in mathematics and the Science and Engineering practices.

ATTACHMENTS

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

Some of the difficulties that we have experienced that have prevented us from closing the achievement gaps in this area are the changing population with redistricting, lack of the EL support needed (we have been allocated a .3 EL teacher; however, cannot find anyone that will accept the job). In addition, we need to make sure we are making more informed decisions with our students. Specifically we need to make sure our teachers are aware of who our Gap students are and how to carefully plan supports for them.

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.

Each of our committees reviewed the Closing the Achievement Gap report where they reviewed the KPREP achievement gap in terms of our Gap students. As a committee, the strengths, areas for growth, reasons preventing progress and professional development needs were discussed. The feedback was then turned into our admin teams where an action plan was further discussed and goals were identified.

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).

According to the Spring 2019 MAP data, 75% of our black or African American students in 4th and 5th grade will meet or exceed their growth projection in reading. Their progress will be closely monitored through monthly score reporting through the Professional Learning Community process, working with the students in small group through our ESS program, and through the MTSS process if the need presents. According to the Spring 2019 MAP data, 75% of our EL students will meet or exceed their growth projection in reading. This will be closely monitored through Access data, Tell data, FAST progress monitoring data (if the student need is present), and Professional Learning Community (PLC) data.

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.

We will be focusing further on KCWP 2: Design and Deliver Instruction through our focus on Differentiation and Cultural Responsive Teaching. The staff is currently working through the Train the Trainer EL Series for professional learning. Further support will be provided by the EL district specialists who will be coming in to work with our staff. Through our ESS program, the gap students will be pretaught the Wonders ELA lessons prior to it being presented to them through the WondersWorks program.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2018 ACE KPREP Data	Data analysis of the 2018 KPREP data to determine strengths, areas of growth and to develop an action plan.	II.E, III, III

Phase Three: Executive Summary for Schools_11252018_16:07

Phase Three: Executive Summary for Schools

Athens-Chilesburg Elementary

Peggy Henderson
930 Jouett Creek Dr
Lexington, Kentucky, 40509
United States of America

Last Modified: 12/14/2018

Status: Locked

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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?

Athens-Chilesburg Elementary is located in the southern end of Lexington, Kentucky in one of the fastest growing suburbs of the city. The school which opened in 2006 and was built for 650 students currently houses 790 students making it Lexington's largest elementary school. New home construction is growing so rapidly that the school district has already built one school to help alleviate overcrowding and is in the process of building another set to open in August 2019. Athens-Chilesburg Elementary (nicknamed ACE) has always been a strong school academically and socially. In the past two years, we scored Proficient on KPREP and on the 2018 test, ACE was named as an "Other" category school. Our academic successes can be attributed to many factors—an experienced staff with little turnover; a great deal of parental involvement; a student population that sees the value in education; a central office that works to help us provide for all students; and the most incredible PTA ever. An example of our wonderful PTA can be seen in our procurement of technology. When we opened in 2006, we were on the cutting edge with new computers being purchased; projectors in every room; document cameras for all and a few smart boards. During the past 12 years, our district has built multiple new schools and much of ACE's technology has quickly become outdated. With the help of our PTA, we now have chrome books for 1:1 in grades 2 – 5. Redistricting will be the biggest challenge we will face in 2019-2020. Approximately 200 of our students will be moved to other schools and approximately 150 will be moved into our school. This change will reduce our diversity and reduce our percentage of free/reduced students. Plans are being made to address these changes so that ACE can continue to do what it does best—meet the needs of all students who enter the doors.

ATTACHMENTS

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School's Purpose

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

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

Fayette County adopted the following mission statement for our entire district. Everything that we do, is supported by the following: The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society. To accomplish this, we will provide excellent student opportunities, excellent staff, excellent schools, excellent supports, and excellent relationships. Athens-Chilesburg Elementary (ACE) added a few things to this to make it ours: We are a community of excellence where: high achievement is the standard; students are motivated and challenged in a safe, fun environment that nurtures lasting memories; families, staff and students unite to build a community that contributes to a lifetime of learning. At ACE, we make all decisions collaboratively based on the concept that all decisions should be based on what is in the best interest of the students. Within the school, there are 2 leadership teams who meet regularly to discuss both academic and management issues. These leadership teams are made up of representatives from all grade levels, special areas, special education, other teachers and classified employees.

Recommendations from these two committees are either shared directly with all staff or discussed with SBDM and then shared with all staff. Additionally, we have a committee structure. All faculty members serve on one of the committees as do parents. These committees are given charges by SBDM and are to report back at assigned times. One of the best examples of how we live our mission is this: for intervention purposes, we pair our best, most experienced teachers with our neediest students. While this is not always a popular decision, we have seen great growth among our struggling students. This is a decision that will remain in force for the foreseeable future.

ATTACHMENTS

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Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Achievements: strong academic performance on state exams; strong programs for recognizing Positive Student Behavior; High student and staff attendance; Strong school wide structures—arrival, dismissal, drills, special events; multiple extra-curricular activities; strong interventionists with an emphasis on early intervention; RTA grant to pay for Reading Recovery; a smooth MTSS system; strong staff willing to grow and improve; a majority of families who support the mission and vision of our school; a fairly well developed PLC process; a wonderful PTA who work tirelessly on our behalf. Areas for improvement: writing across the curriculum; more instructional time for gifted students; limited time for science and social studies; time for vertical planning. In the past two years, ACE has focused on the use of manipulatives during math instruction especially in older grades; technology is either older or not in working order; lack of substitutes; congestion due to overcrowding; redistricting.

ATTACHMENTS

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Additional Information


Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

In 2017-2018, our district purchased a new ELA program from McGraw Hill called Wonders. We have seen some great improvement in the area of comprehension but we still need to focus on the writing piece of the program. For 2018-2019, our district has purchased 2 math programs; for K-2, Investigations and for 3-5, Envisions. Both of these programs have enabled our district to provide the same curricula across all schools for the first time in many years. Additionally, our district has purchased the use of the ELEOT for us to use as a walkthrough instrument. While just in the beginning stages of use, we look forward to using the data that this program will provide.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2018 ACE KPREP Data Analysis	Attached is the 2018 KPREP data analysis that was broken down by KASC. We analyze this data along with our MAP data to determine strengths, areas of growth and leverages we can use to build success.	