

Garden Springs Elementary

Comprehensive School Improvement Plan

2018 - 19

## 1: Proficiency Goal

Goal 1: Increase the averaged combined reading and math KPREP Assessment proficiency percentage from 56.55% in 2017 – 2018 to 78.3% in 2023 – 2024.

\*Must grow by 4.35% each year to reach goal. This is a gain of 21.75% over five years.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Increase the averaged combined reading and math KPREP Assessment proficiency percentage from 56.55% in 2017 – 2018 to 60.9% by May 2019.</p> <p>*Must grow by 4.35% this year to reach objective.</p>	<p>Continue to 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.</p> <hr/> <p>Continue to develop a systematic approach to design and deliver instruction to ensure all students have access during Tier I to highly effective, culturally responsive, evidenced based core instruction.</p>	<p>Ensure the following occur during the PLC planning process at PLC meetings, faculty meetings, and at long range planning meetings:</p> <ul style="list-style-type: none"> <li>• review the alignment between standards, learning targets, and assessment measures</li> <li>• ensure that curricular delivery and assessment measures provide for all pertinent information and meet the individual needs for students</li> <li>• conduct cyclic curriculum reviews/checks</li> <li>• ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of formal and informal</li> </ul>	<p>Teaching teams will complete unit plans at PLC meetings. Teachers also will evaluate, analyze, and discuss the effectiveness of lesson implementation at PLC meetings.</p> <p>Teachers will submit lesson plans to administration weekly; and administrators will monitor lesson plan submission.</p> <p>Through daily walkthroughs and PGES evaluations, administrators will monitor instruction.</p> <p>During PLC meetings, teachers will analyze and evaluate data using data monitoring protocols.</p> <p>Plus/deltas and survey data will be reviewed to determine effectiveness of professional learning.</p>	<p>Lesson plans are created at PLC meetings each week and are uploaded into the Google Drive for administration to monitor regularly.</p> <p>Administration monitors instruction daily through walkthroughs and PGES evaluations</p>	<p>No funding needed</p>

		<p>observations and classroom data review</p> <ul style="list-style-type: none"> <li>provide ongoing professional development in the area of best practice/high yield instructional strategies for teachers to participate in around the implementation of the Investigations/EnVisions math programs and the Reading Wonders program.</li> </ul>			
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## 2: Separate Academic Indicator Goal

<p>Goal 2: Increase the averaged Separate Academic Indicator for social studies, science and writing KPREP Assessment proficiency percentage from 40.43% in 2017 – 2018 to 70.23% in 2023 – 2024.</p> <p>*Must grow by 5.96% each year to reach goal. This is a gain of 29.79% over five years.</p>					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the averaged Separate Academic Indicator in social studies, science and writing KPREP Assessment proficiency percentage from 40.43% in 2017 – 2018 to 46.39% by May 2019.	Continue to develop a systematic approach to design and deliver instruction to ensure all students have access during Tier I to highly effective, culturally responsive, evidenced based core instruction in science.	The school administrative team will identify ongoing professional development in the area of best practice/high yield instructional strategies for teachers to participate in around the implementation of our FOSS science program.	Plus/deltas and survey data will be reviewed to determine effectiveness of professional learning.	Professional learning opportunities are evaluated by teachers and administrators.  Teachers have analyzed student writing and next steps have been developed.	No funding needed

*Must grow by 5.96% this year to reach objective.	Continue to develop a systematic approach to design and deliver instruction to ensure all students have access during Tier I to highly effective, culturally responsive, evidenced based core instruction in writing.	The school administrative team will identify ongoing professional development in the area of best practice/high yield instructional strategies for teachers to participate in around the implementation of our school-wide writing program.  Teachers will implement all components of the writing plan, student work will be analyzed throughout the year, and revisions will be made to the writing plan to promote improved student achievement in writing.	Plus/deltas and survey data will be reviewed to determine effectiveness of professional learning.  During PLC meetings and at faculty meetings, teachers will analyze student writing to determine next steps with student writing and adjustments that are needed to the writing plan.		No funding needed
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### 3: Gap Goal

<p>Goal 3: Increase the averaged combined reading and math proficiency ratings for all accountable Hispanic students from 35.9% in 2017 - 2018 to 67.95% in 2023 – 2024 as measured by KPREP assessment results.</p> <p>*Must grow by 6.41% each year to reach goal.</p>					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Increase the averaged combined reading and math KPREP Assessment proficiency percentage for accountable Hispanic students from 35.9% in 2018 – 2019 to 42.31% by May 2019.</p> <p>*Must grow by 6.41% this year to reach objective.</p>	Develop a systematic approach to design and deliver instruction to ensure our Hispanic students are successful in reading and math.	Teachers will participate in ongoing Culturally Responsive Teaching and Learning training during PLC meetings and at our regular faculty meetings to ensure best practice/high yield strategies are being implemented with our Hispanic students.	Through daily walkthroughs and PGES evaluations, administrators will monitor instruction, specifically the implementation of Culturally Responsive Teaching and Learning strategies.	<p>An introduction to CRTL was provided by administration.</p> <p>Rose Santiago and Catina Brown provided professional learning with all certified staff around CRTL.</p>	

#### 4: Growth Goal

<p>Goal 4:            Decrease the percentage of students scoring below proficiency (below 40<sup>th</sup> percentile) in reading from 31% in the fall of 2018 to 20% by spring of 2024, as measured by MAP assessment data.</p> <p>Decrease the percentage of students scoring below proficiency (below 40<sup>th</sup> percentile) in math from 30% in the fall of 2018 to 20% by spring of 2024, as measured by MAP assessment data.</p>					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1:</p> <p>Decrease the percentage of students scoring below proficiency (below 40<sup>th</sup> percentile) in reading from 31% in the fall of 2018 to 28.8% by spring of 2019, as measured by MAP assessment data.</p> <p>*Must decrease the percentage by 2.2%.</p> <p>Decrease the percentage of students scoring below proficiency (below 40<sup>th</sup> percentile) in math from 30% in the fall of 2018 to 28% by spring of 2019, as measured by MAP assessment data.</p> <p>*Must decrease the percentage by 2%.</p>	<p>Develop a systematic approach to design and deliver instruction to ensure students scoring below the 40<sup>th</sup> percentile on the MAP math assessment receive needed support to continuously improve their math achievement.</p> <hr/> <p>Develop a systematic approach to design and deliver instruction to ensure students scoring below the 40<sup>th</sup> percentile on the MAP reading assessment receive needed support to continuously improve their reading achievement.</p>	<p>Ensure assessment item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed.</p> <p>Develop a clearly defined MTSS process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, and progress monitoring checks.</p>	<p>Monitor assessment data during PLC meetings to ensure completion</p> <p>Evaluate systems to determine effectiveness</p>	<p>Formative and summative data is analyzed regularly at PLC meetings and instructional adjustments are made based on data.</p> <p>The MTSS team meets monthly to review student progress, analyze the effectiveness of interventions, and develop next steps.</p>	<p>No funding needed</p>

## 5: Transition Readiness Goal

<p>Goal 5:            Increase the percentage of 5th grade students who are “transition ready” (above the 40th percentile) in reading from 67% in fall 2018 to 80% by spring 2024, as measured by the MAP assessment.</p> <p>Increase the percentage of 5th grade students who are “transition ready” (above the 40th percentile) in math from 69% in fall 2018 to 80% by spring 2024, as measured by the MAP assessment.</p>					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1:</p> <p>Increase the percentage of 5th grade students who are “transition ready” (above the 40th percentile) in reading from 67% in fall 2018 to 69.6% by spring 2019, as measured by the MAP assessment.</p> <p>*Must increase the percentage by 2.6%.</p> <p>Increase the percentage of 5th grade students who are “transition ready” (above the 40th percentile) in math from 69% in fall 2018 to 71.2% by spring 2021, as measured by the MAP assessment.</p>	<p>Continue to 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.</p> <hr/> <p>Continue to develop a systematic approach to design and deliver instruction to ensure all students have access during Tier I to highly effective, culturally responsive, evidenced based core instruction.</p>	<p>Ensure the following occur during the PLC planning process at weekly PLC meetings, faculty meetings, and at long range planning meetings:</p> <ul style="list-style-type: none"> <li>• review the alignment between standards, learning targets, and assessment measures</li> <li>• ensure that curricular delivery and assessment measures provide for all pertinent information and meet the individual needs for students</li> <li>• conduct cyclic curriculum reviews/checks</li> <li>• ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of formal and informal observations and classroom data review</li> <li>• provide ongoing professional development in the area of best practice/high yield instructional strategies for teachers to participate in around the implementation of the</li> </ul>	<p>Teaching teams will complete unit plans at PLC meetings. Teachers also will evaluate, analyze, and discuss the effectiveness of lesson implementation at PLC meetings.</p> <p>Teachers will submit lesson plans to administration weekly; and administrators will monitor lesson plan submission.</p> <p>Through daily walkthroughs and PGES evaluations,</p>	<p>Lesson plans are created at PLC meetings each week and are uploaded into the Google Drive for administration to monitor regularly.</p> <p>Administration monitors instruction daily through walkthroughs and PGES evaluations</p> <p>Formative and summative data is analyzed regularly at PLC meetings and instructional</p>	<p>No funding needed</p>

<p>*Must increase the percentage by 2.2%.</p>		<p>Investigations/EnVisions math programs and the Reading Wonders program.</p>	<p>administrators will monitor instruction.</p> <p>During PLC meetings, teachers will analyze and evaluate data using data monitoring protocols.</p> <p>Plus/deltas and survey data will be reviewed to determine effectiveness of professional learning.</p>	<p>adjustments are made based on data.</p> <p>Professional learning opportunities are evaluated by teachers and administrators.</p>	
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## Garden Springs Elementary 30-60-90 Day Plan

Fully Implemented	Partially Implemented	Not Implemented	
<p><b>Horizon Goal:</b> Increase the averaged combined reading and math proficiency ratings for all accountable Hispanic students from 35.9% in 2017 - 2018 to 67.95% in 2023 – 2024 as measured by KPREP assessment results.</p>			
<p><b>180 Day Goal:</b> Increase the averaged combined reading and math KPREP Assessment proficiency percentage for accountable Hispanic students from 35.9% in 2018 – 2019 to 42.31% by May 2019.</p>			
<p><b>In the first 30 days, we will know we are successful when:</b></p> <ul style="list-style-type: none"> <li>➤ Identified student data has been gathered and analyzed to set baseline data to measure student progress on future assessments.</li> <li>➤ The book, <u>Culturally Responsive Teaching and the Brain</u> has been ordered and the administrative team develops a timeline to share strategies</li> <li>➤ A timeline has been created for CRTL professional learning opportunities</li> <li>➤ We have analyzed the 30 day plan to determine effectiveness and next steps</li> </ul>			
<p><b>The measures/evidence we will use are:</b></p> <ul style="list-style-type: none"> <li>• Data documents</li> <li>• <u>Culturally Responsive Teaching and the Brain</u> has been received</li> <li>• A timeline detailing a plan to share out strategies from the book, <u>Culturally Responsive Teaching and the Brain</u></li> <li>• A timeline detailing a plan to have outside experts share CRTL strategies with staff</li> </ul>			
<b>First 30 days action strategies:</b>	<b>Who is responsible (team leader(s))?</b>	<b>Deadline?</b>	<b>What is the plan for communication?</b>
<ul style="list-style-type: none"> <li>• Gather and review Hispanic student’s data from common assessments and MAP assessment in reading and math</li> </ul>	Principal and PGE Coach	2-1-19	Progress on our CSIP activities and assessment data will be shared at our monthly SBDM meetings.
<ul style="list-style-type: none"> <li>• Administrators will read the book, <u>Culturally Responsive Teaching and the Brain</u></li> </ul>	Principal and PGE Coach	2-1-19	Administration will communicate to staff that we will be focusing our learning on CRTL strategies around the book, <u>Culturally Responsive Teaching and the Brain</u>
<ul style="list-style-type: none"> <li>• Administration will contact the following experts to schedule them to present CRTL strategies at a faculty meeting: Catina Brown – train staff on SRTL strategies Rose Santiago – How Different Populations Engage Tammie Franks – CRTL strategies training</li> </ul>	Principal	2-1-19	The scheduled professional learning activities will be communicated to all staff through the weekly faculty agenda.

<ul style="list-style-type: none"> <li>Review progress monitoring data for Hispanic students and make adjustments to interventions as needed</li> </ul>	Principal and PGE Coach	2-1-19	Progress monitoring data will be shared with the classroom teacher by the interventionist
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**If we are not successful, we will:**

- Adjust our timeline during the 60 and 90 day phase of the plan to include the activities that we were unable to accomplish.

**In 60 days, we will know we are successful when:**

- We will see a positive increase in common assessment data for Hispanic students
- PLC minutes will reflect that teachers are planning activities that include CRTL strategies
- Walkthrough data will show that teachers are using CRTL strategies in their daily activities
- The administrative team has shared CRTL strategies from the book, Culturally Responsive Teaching and the Brain
- We have analyzed the 60 day plan to determine effectiveness and next steps

**The measures/evidence we will use are:**

- Data analysis documents
- PLC agendas and minutes
- ELEOT walkthrough data
- Faculty meeting agendas
- Plus/delta from CRTL professional learning

<b>60 days action strategies:</b>	<b>Who is responsible (team leader(s)?)</b>	<b>Deadline?</b>	<b>What is the plan for communication?</b>
<ul style="list-style-type: none"> <li>Gather and review Hispanic student’s data from common assessments and MAP assessment in reading and math</li> </ul>	Principal and PGE Coach	3-1-19	Progress on our CSIP activities and assessment data will be shared at our monthly SBDM meetings.
<ul style="list-style-type: none"> <li>Administration will conduct regular walkthroughs to evaluate the implementation of CRTL strategies</li> </ul>	Principal and PGE Coach	3-1-19	Administrators will share trends in walkthrough data at faculty meetings
<ul style="list-style-type: none"> <li>CRTL strategies from the book, <u>Culturally Responsive Teaching and the Brain</u>, will be shared with all staff and expectations for implementation will be set</li> </ul>	Principal and PGE Coach	3-1-19	A written overview along with implementation expectations will be created and shared with all staff
<ul style="list-style-type: none"> <li>Review progress monitoring data for Hispanic students and make adjustments to interventions as needed</li> </ul>	Principal and PGE Coach	3-1-19	Progress monitoring data will be shared with the classroom teacher by the interventionist

**If we are not successful, we will:**

- Adjust our timeline during the 90 day phase of the plan to include the activities that we were unable to accomplish.

**In 90 days, we will know we are successful when:**

- We will see a positive increase in common assessment data for Hispanic students

- PLC minutes will reflect that teachers are planning activities that include CRTL strategies
- Walkthrough data will show that teachers are using CRTL strategies in their daily activities
- The identified outside experts will have shared CRTL strategies with all teachers
- We have analyzed the 90 day plan to determine effectiveness and next steps

**The measures/evidence we will use are:**

- Data analysis documents
- PLC agendas and minutes
- ELEOT walkthrough data
- Faculty meeting agendas
- Plus/delta from CRTL professional learning

<b>90 days action strategies:</b>	<b>Who is responsible (team leader(s))?</b>	<b>Deadline?</b>	<b>What is the plan for communication?</b>
<ul style="list-style-type: none"> <li>• Gather and review Hispanic student’s data from common assessments and MAP assessment in reading and math</li> </ul>	Principal and PGE Coach	4-1-19	Progress on our CSIP activities and assessment data will be shared at our monthly SBDM meetings.
<ul style="list-style-type: none"> <li>• Administrators will analyze walkthrough data to compare data to national averages</li> </ul>	Principal and PGE Coach	4-1-19	Administrators will share trends in walkthrough data at faculty meetings
<ul style="list-style-type: none"> <li>• CRTL strategies from outside experts will be shared with all staff and expectations for implementation will be set</li> </ul>	Principal and PGE Coach	4-1-19	Implementation expectations will be developed and shared with all staff
<ul style="list-style-type: none"> <li>• Review progress monitoring data for Hispanic students and make adjustments to interventions as needed</li> </ul>	Principal and PGE Coach	4-1-19	Progress monitoring data will be shared with the classroom teacher by the interventionist

**If we are not successful, we will:**

- Adjust our timeline during the 120 day phase of the plan to include the activities that we were unable to accomplish.

## Documenting Evidence-based Teaching Practices

**District:** Fayette County

**School:** Garden Springs Elementary School

**Identify the specific elements of the Characteristics of Highly Effective Teaching and Learning (CHETL) or Novice Reduction for Gap Closure programs being implemented as part of your Comprehensive School Improvement Plan (CSIP).**

*Culturally Responsive Teaching and Learning (CRTL) strategies will be implemented as part of Garden Springs' CSIP as an evidence-based teaching practice to address student deficits.*

*The following CRTL strategies will be included in teacher lessons and implemented in instruction regularly:*

*Instructional Scaffolding (.82 Hattie's Effect Size)*

*Cooperative Learning (.55 Hattie's Effect Size)*

*Teachers Not Labeling Students (.61 Hattie's Effect Size)*

**Describe the efforts taken to ensure that the elements identified above will be implemented with fidelity.**

*The following efforts will be taken to ensure that the elements identified above will be implemented with fidelity at Garden Springs:*

*The School Improvement Team will meet to develop and monitor the implementation of CRTL strategies*

*Establish a timeline for on-going professional development on CRTL focusing on pedagogy, awareness, practices, strategies*

*Teachers will use CRTL in lesson planning as evidenced by classroom walkthroughs and minutes from the PLC planning process*

*Analyze student data during PLC meetings to support school-wide implementation*

*Evaluate teacher effectiveness with the implementation of CRTL strategies and provide coaching as needed*

**Describe the methods used to monitor and measure the effectiveness of your local implementation of the Characteristics of Highly Effective Teaching and Learning (CHETL) or Novice Reduction for Gap Closure programs.**

*The following measures will be used to ensure the effectiveness of CRTL strategy implementation at Garden Springs.*

*Teachers will work in PLC teams using the assessment analysis tool to analyze data from student common assessments in ELA and math. We will look specifically at our TSI status population students to measure their growth over time.*

*School administrators will monitor the effectiveness of implementation of CRTL strategies through regular walkthroughs.*

*Plus/deltas will be administered following each professional development activity to measure effectiveness and determine next steps.*

## Phase One: Continuous Improvement Diagnostic-Garden Springs Elem. 2018

Phase One: Continuous Improvement Diagnostic

### **Garden Springs Elementary School**

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United States of America

Last Modified: 10/11/2018

Status: Open

## 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.

One area we are working to improve is involving all stakeholders in the improvement process. You will see in part two of the Continuous Improvement Diagnostic the plans we have put in place to get input from all stakeholders. This will ensure that all stakeholders have a voice in our continuous improvement efforts. It will also provide an opportunity to hear different perspectives from stakeholders who are not part of the staff at Garden Springs. Our Professional Development Plan for the 2018 - 2019 school year provides information about the areas we are focusing a professional learning around. Our teaching staff was involved in the development of this plan in the spring of 2018. All teachers helped develop a comprehensive list of professional learning opportunities that would benefit our teachers and student the most. Teachers then went through the consensus process of prioritizing our staff's professional development needs. A copy of the consensus results is attached along with a copy of our professional development plan. You'll see that we are working to create and implement a school - wide writing program and we are working to learn and implement our new math program, Investigations/EnVisions. In addition, we are continuing our learning with our new reading program, Reading Wonders. Finally, teachers were given the opportunity to select professional learning that meets their individual needs.

#### **ATTACHMENTS**

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

#### Part II:

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

The school Leadership Team met in September to develop a process to involve a variety of stakeholders in our continuous improvement efforts that is ongoing throughout the school year. The process includes monthly SBDM meetings where elected parent representatives and parent guests will have the opportunity to learn more about our improvement efforts and be given the opportunity to contribute ideas for improvement. We will also involve parents through a fall and spring parent forum where all parents will be invited to attend to learn more about our current student data, our improvement efforts, and they will be given an opportunity to share their improvement effort ideas. Parents will also have the opportunity to respond to a variety of

questions related to our school improvement efforts to rate our effectiveness and provide feedback on implementation. Our teachers will be involved in this process ongoing throughout the school year during PLC meetings and faculty meetings. Finally, our students will contribute through sharing their ideas during our school's Student Advisory Council meetings. This plan will be monitored through CSIP Implementation and Impact Checks that will be conducted at our monthly SBDM meetings.

### **ATTACHMENTS**

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## **Phase Two: The Needs Assessment for Schools\_Garden Springs Elementary 18-19**

Phase Two: The Needs Assessment for Schools

### **Garden Springs Elementary School**

Joey Sheroan  
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Lexington, Kentucky, 40504  
United States of America

Last Modified: 11/13/2018

Status: Open

## 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?

We used a variety of approaches to ensure stakeholders are involved in the improvement planning process. Stakeholder groups include parents, district level administration, faculty and staff from our school. All of these stakeholder groups play an important part in the development of our school improvement plan. Parents have been involved through our school based council and our School Improvement Parent Forum. SBDM parents are elected to serve as council members and contribute to our school improvement efforts. They are informed of their roles and responsibilities at their first council meeting. We schedule monthly meetings after school hours to allow parents, teachers and community members the opportunity to attend the meetings. Parents also have an opportunity to get involved in the improvement process by participating in our School Improvement Parent Forum. This platform allows parents the opportunity to provide feedback about our improvement efforts and gives them a chance to share their ideas for improvement. Finally, parents will get the chance to provide feedback by completing our parent satisfaction survey. Faculty and staff are involved through their participation during faculty meetings, PLC meetings, and during School Improvement Team meetings. All teachers participate in our weekly faculty and PLC meetings. We use this time to analyze a variety of data to determine our improvement goals and activities. The School Improvement Team is made up of team leads from all grade levels and departments. This team meets after school and they are a key part of our school improvement planning. Minutes are kept for all of these meetings. District level administration has been involved by providing support and guidance throughout the improvement planning process. They are instrumental in helping us secure high quality professional learning opportunities for our teachers. The professional learning opportunities directly impact the teaching and learning taking place in the classroom. All of these stakeholder groups are instrumental in analyzing a variety of data to determine needs in our school, identify improvement efforts that will address these needs, and monitoring progress toward our school-wide goals.

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## Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

### Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

### Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Current Academic State 16.2% of students scored novice in reading in 2018 compared to 18.4% in 2017 as measured by the KPREP assessment 57.7% of students scored proficient/distinguished in reading in 2018 compared to 58% in 2017 as measured by the KPREP assessment 16.2% of students scored novice in math in 2018 compared to 17.2% in 2017 as measured by the KPREP assessment 55.4% of students scored proficient/distinguished in math in 2018 compared to 51.6% in 2017 as measured by the KPREP assessment The combined reading and math index score increased from 72.5 in 2017 to 75.5 in 2018 12.2% of students scored novice in social studies in 2018 compared to 10.6% in 2017 as measured by the KPREP assessment 56.6% of students scored proficient/distinguished in social studies in 2018 compared to 64.7% in 2017 as measured by the KPREP assessment 15.1% of students scored novice in science in 2018 34.8% of students scored proficient/distinguished in science in 2018 27.7% of students scored novice in writing in 2018 compared to 27.1% in 2017 as measured by the KPREP assessment 29.9% of students scored proficient/distinguished in writing in 2018 compared to 29.4% in 2017 as measured by the KPREP assessment Our school was identified as a TSI school because we did not meet the cut score for our Hispanic students for the Proficiency Indicator and the Separate Academic Indicator. We did not receive a growth score for these students because we had fewer than 10 fifth students in this population. Our free/reduced students and students with disabilities also did meet in one of the three areas, but failed to meet the cut score in at least one of the other indicators. Non-Academic Current State The student attendance rate for 17 - 18 was 95.79 % compared to 95.6% in 16-17. The number of behavior events for 17 -18 was 209 compared to 137 in 16-17.

## 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.

56.6% of students scored proficient/distinguished in social studies in 2018 compared to 64.7% in 2017 as measured by the KPREP assessment 27.7% of students scored novice in writing in 2018 compared to 27.1% in 2017 as measured by the KPREP assessment Our school was identified as a TSI school because we did not meet the cut score for our Hispanic students for the Proficiency Indicator and the Separate Academic Indicator. We did not receive a growth score for these students because we had fewer than 10 fifth students in this population. Our free/reduced students and students with disabilities also did meet in one of the three areas, but failed to meet the cut score in at least one of the other indicators. The number of behavior events for 17 -18 was 209 compared to 137 in 16-17.

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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?

Our overall writing scores have continued to decline over the past three years. We are seeing more students score at the novice level while the percentage of students scoring at the proficient/distinguished level has slightly declined. Our Hispanic students, students with disabilities (IEPs), and free/reduced students are scoring in the bottom 5% of all students across the state for Separate Academic Indicators. Our Hispanic students and free/reduced students are scoring in the bottom 5% of all students across the state in the Proficiency Indicator.

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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](#)

We will focus our improvement efforts around KCWP 2: Design and Deliver Instruction. We are participating in a number of professional learning opportunities centered around our reading program (Reading Wonders), our new math programs (Investigations/EnVisions), and around our school-wide writing plan. Teachers are gaining knowledge that will improve instructional practices in the classroom.

### **ATTACHMENTS**

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

## 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%.

16.2% of students scored novice in reading in 2018 compared to 18.4% in 2017 as measured by the KPREP assessment 16.2% of students scored novice in math in 2018 compared to 17.2% in 2017 as measured by the KPREP assessment 55.4% of students scored proficient/distinguished in math in 2018 compared to 51.6% in 2017 as measured by the KPREP assessment The combined reading and math index score increased from 72.5 in 2017 to 75.5 in 2018

### **ATTACHMENTS**

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

## Phase Two: School Assurances\_Garden Springs Elementary 18-19

Phase Two: School Assurances

### **Garden Springs Elementary School**

Joey Sheroan  
2151 Garden Springs Dr  
Lexington, Kentucky, 40504  
United States of America

Last Modified: 10/23/2018

Status: Open

## School Assurances

### Preschool Transition

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

- Yes
- No
- N/A

#### COMMENTS

#### ATTACHMENTS

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

### Professional Development

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

- Yes
- No
- N/A

#### COMMENTS

#### ATTACHMENTS

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

### Comprehensive Needs Assessment

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

- Yes
- No
- N/A

#### COMMENTS

#### ATTACHMENTS

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

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

- Yes
- No

- N/A

## **COMMENTS**

## **ATTACHMENTS**

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

### **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**

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

### **Parent and Family Engagement**

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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

## **Teacher Quality**

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

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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

## **Title I Application**

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

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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

## **Paraeducators**

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

- Yes
- No

- N/A

### **COMMENTS**

### **ATTACHMENTS**

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

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

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

- Yes**
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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

## Closing the Achievement Gap Diagnostic - Garden Springs Elementary 18 - 19

Phase Three: Closing the Achievement Gap Diagnostic

### **Garden Springs Elementary School**

Joey Sheroan  
2151 Garden Springs Dr  
Lexington, Kentucky, 40504  
United States of America

Last Modified: 12/11/2018

Status: Open

## 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.

Our gap group that has been identified for improvement is our Hispanic students. 68 of our 456 students are Hispanic. This group makes up 15% of our school's population.

#### **ATTACHMENTS**

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

## II. Achievement Gap Analysis

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

The climate and culture of Garden Springs is one that is positive, respectful, and motivating for both students and staff. Staff members act and make decisions based on a common understanding that all students can achieve at high levels. Staff members are welcoming and embrace their role in developing and fostering growth in students. We teach character education regularly through the PATHS program to promote a positive school climate and to prepare students to be productive citizens. We also have a strong focus on improving our PBIS program. Parents and community are our partners in our effort to foster a learning environment where all students can achieve at high levels and are prepared to excel in a global society. We are working to continuously improve our programs that serve our Gap population including ELL, MTSS, special education and Culturally Responsive Teaching.

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.

Our growth indicator score for our free/reduced students and our Disability - with IEP students exceeded the cut point used to designate schools as CSI and TSI schools. However, our Proficiency Indicator and Separate Academic Indicator scores were within the bottom 5% for these sub-groups. In addition, our Hispanic students were in the bottom 5% in Proficiency and the Separate Academic Indicator. We did not have enough students test to receive a Growth Indicator score. As a result, we were identified as a TSI school based on our Hispanic student scores not meeting the benchmark.

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

Our Hispanic students improved in the following areas: decreased the percentage of students scoring novice in reading decrease the percentage of students scoring novice in math decreased the percentage of students scoring novice in writing

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

We saw an increase of students with disabilities scoring novice in reading, math, social studies, and writing. We also experienced a decline in students with disabilities scoring proficient/distinguished in reading, math, social studies and writing. We saw an increase of Hispanic students scoring novice in social studies. We also experienced a decline in Hispanic students scoring proficient/distinguished in reading, social studies and writing.

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).*

Teachers meet with PLC teams weekly to plan together, analyze assessment results, participate in professional learning and develop next steps for students not reaching mastery. Our faculty meets each week after school to review school progress, develop strategies to address needs, and to continue professional learning. Our Math Achievement Fund grant and Read to Achieve Grant provides our staff with a variety of professional learning opportunities to address student learning needs. All teachers received extensive professional development centered around the newly

adopted Reading Wonders Program and Investigations/Envisions Math Program. All teachers received professional development on co-teaching strategies. Special education teachers and our ELL teacher push into regular classrooms and utilize these strategies. All teachers also participated in writing professional learning activities provided by KASC and Carter County. We plan to focus on Culturally Responsive teaching and Learning strategies in our professional learning moving forward to address the needs of our Hispanic population. ESS funds are used to provide support for students who are identified at risk.

## **ATTACHMENTS**

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

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

One of the key barriers preventing us from closing the achievement gap with our Hispanic students is the lack of knowledge with evidence-based strategies designed to promote learning for these students.

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.

All teachers are involved in analyzing data to identify areas of growth within the school. Our School Improvement Team which consists of team leads from all grade levels and departments also play a key role in our improvement planning process. Based on the findings, strategies and activities are developed and included in our Comprehensive School Improvement Plan (CSIP). Support is also provided from the district to help with the CSIP process. The CSIP plan is shared at an open SBDM meeting so all stakeholders have an opportunity to provide input before council approval. The CSIP strategies are implemented and monitored for effectiveness. Implementation and impact checks are conducted several times throughout the year to monitor effectiveness. The SBDM council also reviews student academic progress at open meetings regularly.

### III. Planning the Work

#### Gap Goals

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

Increase the averaged combined reading and math proficiency ratings for all accountable Hispanic students from 35.9% in 2017 - 2018 to 67.95% in 2023 – 2024 as measured by KPREP assessment results. \*Must grow by 6.41% each year to reach goal.

#### **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.

The summary is included in the attachment below.

#### **ATTACHMENTS**

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

## Phase III: Executive Summary for Schools\_Garden Springs Elementary 17-18

Phase III: Executive Summary for Schools

### **Garden Springs Elementary School**

Joey Sheroan  
2151 Garden Springs Dr  
Lexington, Kentucky, 40504  
United States of America

Last Modified: 12/18/2018

Status: Open

## Phase III: Executive Summary for Schools

### Executive Summary

#### Description of the School

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

Garden Springs Elementary originally opened in August 1964 as one of the first open-classroom schools in the nation. In early 1988, fire damaged the school extensively. It was rebuilt and reopened for classes in August 1988. Though the open classroom concept is no longer in place at GSE, the collaborative and teamwork concepts of the open-classroom system remain. This collaborative and teamwork model that the school was built on is most present today in the school wide implementation of Kagan Cooperative Learning strategies to meet the learning needs of all students in meeting the increased rigor of the common core standards. This collaborative learning environment where students feel part of a family and team of learners has helped Garden Springs maintain an attendance rate well above the district and state. We also have a true professional learning community where all staff play an important part in collaborating to improve our school. Garden Springs Elementary is home to 459 students in grades Kindergarten - 5. GSE proudly serves families in the southwest part of Lexington primarily living in the subdivisions of Garden Springs, Clemens Heights, Dogwood Trace, and Firebrook. Garden Springs employs approximately 36 certified teachers for a student/teacher ratio of 15:1. Garden Springs Elementary students mirror the diversity found in the community the school serves. The ethnic diversity consists of 69.6% of students white (non-Hispanic), 5% African American, 17.3% Hispanic, 2.5% Asian, and 5.6% two or more races. 47.8% of students at Garden Springs are eligible for free lunch status and an additional 3.5% are eligible for reduced lunch status. Beginning in June 2013 Garden Springs began an extensive renovation project that was completed during the summer of 2015. This renovation included a complete remodel of all existing spaces, the addition of 5 regular classrooms, 2 early start classrooms, a science lab, a new music and art room, and new front office and administration space. The expansion and update greatly improved the library and cafeteria. This renovation ensures that students at Garden Springs can continue to have access to top level resources and technology needed to meet the demands of today.

### **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.

**Garden Springs Elementary Mission Statement** Garden Springs Elementary exists to create a collaborative community of learners that ensures all students achieve at high levels and are prepared for lifelong success in a global society. **Garden Springs Elementary Vision Statement:** Garden Springs Elementary envisions a learning community that promotes superior student success in all areas through sustaining a culture of high expectations and mutual respect between all stakeholders. Garden Springs will be a "School of Distinction" by focusing exclusively on what is best for students. **Student Achievement** Garden Springs envisions a systematic, research supported, tiered instructional model that intentionally uses ALL instructional minutes to allow ALL students to reach and/or exceed proficiency levels and yearly make and/or exceed a year's growth through meeting the individual needs of all students. **Community Engagement** Garden Springs envisions a partnership with the community by which community members and businesses work alongside the school to provide students rich and relevant learning experiences that prepare them to be contributing members of the community in the future. **Family Engagement** Garden Springs

envisions a partnership with families where, through effective communication and education, the school and families are able to communicate to students and community members how the school and families systematically work to support each other to ensure student achievement through a combined home-school effort. Student Engagement Garden Springs envisions intentionally planned instruction that fosters student engagement through students interacting, communicating, creating, and problem solving with content through the use of learning structures that prepare students for work in a global society. Staff Engagement Garden Springs envisions a staff culture that is built around collaboration, mutual respect, intentional team based decision making, and a relentless commitment to continuous improvement and student first decision making. Garden Springs believes that it our responsibility to provide students a safe environment where they know they are cared for and respected so that all students are able to meet the demands of high level teaching and learning. Garden Springs offers a variety of opportunities to engage all stakeholders. Community partners provide students with health and wellness support, teach students important life lessons during school assemblies and assist with school activities such as the REAL Men Read program. Parents are invited to attend open house, parent conferences, Title I Learning Nights, PTA events and various school activities throughout the year. We have high expectations for learning for all students throughout the regular school day. Outside the school day, students have the opportunity to engage in a variety of activities including Performing Arts Club, Spanish Club, Chorus, Girls on the Run, Chess Club, Academic Challenge, STLP, and Academic Team.

## **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.

Garden Springs has recently received attention due to its work on intentionally incorporating the common core standards, implementation of a consistent research supported core literacy plan, and teacher training and implementation on Kagan Cooperative Learning. After spending extensive time in the 2012-2013 year examining the new common core standards, developing pacing guides, and engaging in development around the level of instruction needed to meet the demands of the new standards Garden Springs adopted a Core Literacy Plan. This plan supports the most updated research on what is needed to ensure all students gain the skills and strategies needed to become highly effective, self-directed, readers. The 4 block approach is used at Garden Springs to ensure students receive daily instruction in word work, comprehension, fluency, and writing. Garden Springs also was afforded the opportunity to pilot Kagan Cooperative Learning during the 2013-2014 school year. This opportunity has presented teachers with 5 days of high level, research supported, expert training on creating collaborative classrooms that ensure high levels of student engagement and high levels of student understanding of concepts through the academic conversation that comes with Kagan Cooperative Learning structures. All teachers at Garden Springs have continued to receive training and support on this initiative to ensure all students have the chance to be active learners everyday at Garden Springs. We are fortunate to have a Kagan trainer on staff who provides ongoing support and regular training updates with our staff. We are also one of only a few schools who was awarded both the Math Achievement Fund Grant and the Read to Achieve Fund grant. These grants have provided additional staffing, resources and professional learning opportunities to address academic deficits for at risk students. Garden Springs Elementary was recognized at the beginning of the 2013-2014 year for its incredible growth, as measured by KPREP scores, during the 2012-2013 year. Garden Springs was in the top 10%, in terms of overall academic growth from 11-12 to 12-13, of all schools in Fayette County. Garden Springs was proud to reach the proficiency rating and score in the top 13th percentile of all schools on the 2014 -2015 state assessment. During the 2016 - 2017 testing year, we were

excited to experience a significant gain of 20.4 points with our Gap student population score and an overall improvement in KPREP scores.

### **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.

At Garden Springs, we continue to strive to improve our academic performance, as well as the social, emotional and behavioral growth of our students. We are able to accomplish this as a collaborative group of faculty and staff who are committed to continuous improvement.

### **ATTACHMENTS**

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