

Phase One: Continuous Improvement Diagnostic_10312018_17:12

Phase One: Continuous Improvement Diagnostic

Lexington Trad Magnet School

Larry Caudill
350 N Limestone St
Lexington, Kentucky, 40508
United States of America

Last Modified: 11/06/2018

Status: Locked

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

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

Part I:

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

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

According to the results of the eProve survey, our students' top response to the question: "Which four of the following words best describe, in general, how you feel while at school?", 64% of students indicated tired while 60% of students listed bored. Engaging the learner in "high interest and personalized" activities is the vision of LTMS. Our efforts should improve with each perception survey, as we invest professional learning and school financial resources in our programming and course offerings. With the adoption of Summit Learning, our students should develop the intrinsic "Habits of Success" necessary for becoming life-long, independent learners.

ATTACHMENTS

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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.

Our school will engage a variety of stakeholders in our school improvement process through inviting and sharing our exciting school reform actions. Today stakeholders contribute to a variety of councils and committees. With the award of the 21st Century Community Learning Centers Grant and Youth Services Center Grant, our outreach to our community has tremendously increase. Our councils allow members of the surround school district and opportunity to become active members of the decision making and direct setting for their neighborhood school. All meetings and events are held at convenient times to allow working families an opportunity to engage in the process. Meeting notices and flyers are posted in noticeable locations, uploaded to our daily email announcements and listed on the school's marquee.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase Two: The Needs Assessment for Schools_11062018_13:24

Phase Two: The Needs Assessment for Schools

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

The process for reviewing, analyzing and applying data results occurs weekly with the LTMS Administrative Team and LTMS School Improvement Team. Members of our district Extended School Support Team Review Committee provide essential academic and non-academic reviews of data each month. Each committee has an establish meeting time and follows a set agenda, which each member accesses within an online Google Classroom repository. The SDBM committee receives academic progress updates during each meeting as part of a standing agenda item.

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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 -Reading Novice Percentages 31.3% of 6th grade readers, 37% of 7th grade readers, 27% of 8th grade readers. -Math Performance Percentages 37.5% of 6th grade math students were proficient, 31.2% of 7th grade students were proficient, 29.8% of 8th grade students were proficient and 41.4% were novice. -LTMS Targeted Support and Improvement in the area of Disabilities, Proficiency Indicator, Separate Academic Indicator and Growth Non-Academic Data -100% of students of completed the 2017-18 Summit Learning Pilot -In School Suspensions have increased from 5.3 events in September 2017 to 22.5 events in September 2018. -Out of School Suspensions have increased from 2.18 events in September 2017 to 3.73 events in September 2018. -School Attendance Trend indicates an increase from prior four years, 2015 93.27%, 2016 91.55%, 2017 94.11% 2018 94.36% and currently 95.39%.

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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.

According to KPREP results, students with disability academic indicator was 19.4 compared to established proficiency indicator goal 62. According to KPREP results, African American students academic indicator was 42.5 compared to the established proficiency indicator goal 62. According to KPREP results, Students identified Free and Reduced-Price Meals academic indicator was 50.6 compared to the established proficiency indicator 62. According to PBIS behavior trend analysis, 6th grade students attribute 79 of the 159 events. Leading behavior categories is disruptive behavior, disregarding safety and failure to follow.

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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?

Student with disabilities remains a significant gap category leading to Targeted Support and Improvement Status, while African American and Free and Reduced Meal-Price students perform below expected levels of proficiency.

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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](#)

KCWP 4 Review, Analyze and Apply Data, KCWP 5: Design and Deliver Support, KCWP 6: Establish Learning Culture and Environment

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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%.

100% of 6th grade students, 95 of 95, completed the Summit Learning pilot program successfully, increasing promotion percentages. Discipline event trends have decreased each year since 2016 1153, 2017-18 756 and currently at 148 for the October 2018-19. School Attendance Trend indicates an increase from prior four years, 2015 93.27%, 2016 91.55%, 2017 94.11% 2018 94.36% and currently 95.39%.

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2018-19 School Assurances

Phase Two: School Assurances

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Lexington, Kentucky, 40508
United States of America

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Phase Two: School Assurances

Introduction

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

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.
- Yes
 - No
 - N/A

COMMENTS

ATTACHMENTS

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Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.
- Yes
 - No
 - N/A

COMMENTS

ATTACHMENTS

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Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.
- Yes
 - No
 - N/A

COMMENTS

ATTACHMENTS

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4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.
- Yes
 - No

- N/A

COMMENTS

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Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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Targeted Assistance Activities

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

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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Parent and Family Engagement

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

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Teacher Quality

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

- Yes
- No
- N/A

COMMENTS

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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

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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

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Paraeducator Non-Instructional Duties

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

- Yes**
- No
- N/A

COMMENTS

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Comprehensive Improvement Plan for Schools

Rationale

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

Operational definitions of each area within the plan

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

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

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

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

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

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

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

Guidelines for Building an Improvement Plan

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

1: Proficiency Goal

Goal 1 (State your proficiency goal): Increase the proficiency rating from 58.1 to 70.7 by 2021(4.2 annually).

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

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

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

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
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In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1- Increase the proficiency rating from 58.1 to 62.3 by 2019.	KCWP 4: Review, Analyze and Apply Data	Establish a process to ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Summit progress and assessment results analysis meetings. Data analysis committee will utilize Data Wise questions.	Monthly MTSS/RTI data, grade level and admin review.	
		Establish a process to utilize data wise questions to evaluate “as is” state at a minimum of every 30 days. (Data wise questions include: What does the data tell us? What does the data not tell us? What are causes for celebration? What are causes for concern? What are the next steps for school/district improvement?)	Review of monthly Data Wise analysis protocols .	MAP Assessment, Reading and Math-Fall, Winter, Spring KPREP- Fall Unit Assessments/Project/Focus Areas Monthly Power Focus Area Progress monthly review with grade levels Monthly Project progress review with grade level teams	

	KWCP 5: Design, Align and Deliver Support	Establish a process to develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Complete the the LTMS MTSS handbook. Monthly review of listing of approved RtI programs success. Weekly usage of progress monitoring tool. Screening instrument usage and results following each MAP session.	LTMS MTSS Handbook due in August 2019. Program assessment complete monthly. Bi-weekly screening meeting results. MTSS Screening results review- Fall, Winter, Spring	
	KWCP 6: Establishing Learning Culture and Environment	Establish a process to ensure that classrooms operate within the school's guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity.	Review of the walkthrough data collection form. Development and implementation of Culturally Responsive Teaching and Learning (CRTL) professional learning plan.	Administration review of CRTL walkthrough data and culture surveys each semester	
		Establish a process to ensure that classrooms operate within the school's guidelines of Trauma Informed Teaching and hold students to high expectations restorative practices.	Development and implementation of Trauma Informed professional learning plan.	Administration, Special Education Lead Teacher walkthrough data and culture surveys each semester	
Objective 2					

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): Increase the separate academic indicator rating in middle schools from 52.7 to 66.89 (4.73 annually) by 2021.

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

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- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1- Increase the the separate academic indicator form 52.7 to 57.43 by 2019.	KCWP: 1 Design and Deploy Standards	Develop a process to ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Review weekly team meeting documents.	Administration and ILT weekly monitoring discussions.	
		Develop a process to ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks.	Review reflections from lead teacher peer observations.	Monthly ILT walkthrough data review and goal setting. Monthly department meeting progress on walkthrough updates. New Teacher Project	
	KCWP: 2 Design and Deliver Instruction	Develop a process to ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Implementation of the Summit Project and FCPS Instructional Planning document.		

		Develop a process to ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Implementation of student data folders- hard copy and e-copy. Review Summit mentoring data.	Monthly ILT lead teacher presentations Weekly Mentoring meetings Weekly Admin team updates Weekly ILT team updates Team Leader weekly team meeting	
	KCWP 3: Design and Deliver Assessment Literacy	Develop a progress monitoring system to monitor standards mastery for each student.	Review and record cognitive skills rubrics, power focus areas and project results.	Weekly Content Team Meetings Monthly power focus area review with administration and ILT Team Leader weekly team meeting	
Objective 2					

3: Gap

Goal 3 (State your Gap goal): Decrease the number of sub-groups identified as TSI from 1 to 0 by 2021.

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

- [KCWP 1: Design and Deploy Standards](#)
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Objective 1- Increase the growth rating from 6.7 to above 9.5 in the disabilities sub-group by 2019.	KCWP 4: Design, Align and Deliver Support	Utilize the Co-Teaching process to ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.	Weekly review of co-teaching implementation document.	Monthly department meetings Weekly Administrative Team Review	
		Ensure proper data collection efforts are implemented in Running Record documentation (i.e. ELA – fluency, comprehension, articulation; Math numeracy).	IEP Progress monitoring checks Success Maker, Reading Plus	Administration and Department Chair- Monthly department meeting	
	KCWP 2: Design and Deliver Instruction	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Summit program fidelity checks Reading Plus, Success Maker	Monthly department meeting review	
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular	Co-teaching strategies training	District Leadership, FCPS co-teaching professional development plan	

		adjustments when students fail to meet mastery.	Summit Learning professional development	Spring and Summer Summit professional learning plan	
Objective 2					

4: Graduation rate

Goal 4 (State your Graduation Rate goal):

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

- [KCWP 1: Design and Deploy Standards](#)
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Objective 1					
Objective 2					

5: Growth

Goal 5 (*State your Growth goal*): Increase the growth rating for all students from 11.2 to 15.2 by 2021.

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

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the growth rating for AA students from 10.3 to 11.9 by 2019.	KCWP 6: Establishing Learning Culture and Environment	Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning.	Summit Learning Mentoring and goal setting data.	Monthly Admin and School Improvement Team Meeting and Minutes	
	KCWP 4: Review, Analyze and Apply Data	Use collection of assessment artifacts to inform next steps for individual students and groups of students.	Data Wise analysis of sub-group analysis	Monthly team, department and SBDM committee meetings	
	KCWP 5: Design, Align and Deliver	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	Content planning meeting minutes and planning documents	Review weekly planning documents. Monthly assessment and progress updates	
Objective 2 Increase the growth rating for Hispanic	KCWP 2: Design and Deliver Instruction	Ensure that students understand the success criteria within each learning target. (“Our learning target for	Content planning meeting minutes and planning documents	Review weekly planning documents. Monthly assessment and progress updates	

students from 9.5 to 11.5 by 2019.		today is _____, and we will know we are successful when we .”)			

6: Transition Readiness

Goal 6 (State your Transition Readiness goal):

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

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
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Objective 1					
Objective 2					

7: Other (optional)

Goal 7 (State your goal):

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

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

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

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

2018-19 Phase Three: Closing the Achievement Gap Diagnostic

Phase Three: Closing the Achievement Gap Diagnostic

Lexington Trad Magnet School

Larry Caudill
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Lexington, Kentucky, 40508
United States of America

Last Modified: 12/12/2018

Status: Locked

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

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

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

Please see Attachment

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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 culture and climate of support for the gap population at LTMS is an designed to increase instructional minutes, grounded in restorative justice practices and trauma informed training. LTMS Instructional and Leadership Teams focused on these areas of professional growth during the summer and throughout the previous school year. The initiative is to assist our staff in making daily decisions, based upon principles of trauma informed care and to create a classroom setting of trust supporting students in restorative justice. The number of behavior events where at 1,153 in 2016-17 to 765 in 2017-18 to 207 at the middle of the school year for 2018-19. The vision for LTMS is high interest, personalized learning. LTMS has implemented a blended learning program called Summit Learning. Summit Learning is an online learning platform which activities are designed from the pedagogical research that enhances how students learn best. The three components of Mentoring, Project based learning, and Self-Directed learning empower students to demonstrate proficiency in cognitive skills, content knowledge, and habits of success.

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.

Lexington Traditional Magnet School Report Card anlysis indicates the identified areas continue to persist: African-American, Free/Reduced Lunch, and Disabilities.

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

In the fall Math MAP testing results, the eighth grade Hispanic students demonstrated a 13% growth over last year's results. (2017-18 40.6% to 2018-19 53.1%) 65% of Hispanics in the eighth grade demonstrated growth on the Reading MAP test. African American students have demonstrated growth from Fall 2017 to Fall 2018 on the Reading MAP test. Fall to Fall growth was demonstrated by African American students in the seventh(24.6% to 44.6%) and eighth grade(37.8% to 53.2%) in 2017 to 2018.

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

LTMS students with disability has lacked progression. 6th and 8th Grade African American Math performance on MAP from Fall 2017 to Fall 2018. 6th and 7th Grade Hispanic Math on MAP from Fall 2017 to Fall 2018. According to 2018 KPREP reading results, when comparing the AA reading index 45.5 to all LTMS students reading index 62.4 a difference of 17.2 index points. The reported 2018 KPREP results free/reduced lunch student reading index is 54.1, a difference of 8.3 reading index points. The reported 2018 KPREP results for student with disabilities reading index is 18.6, a difference of 43.8 reading index points. According to 2018 KPREP math results, when comparing the AA math index 39.4 to all LTMS students math index 53.7 a difference of 14.3 index points. The reported 2018 KPREP results free/reduced lunch student math index is 47, a difference of 6.7 math index points. The reported 2018 KPREP results for student with disabilities math index is 20.2, a difference of 33.5 math index points.

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).

Our current plans include and will include the following events for our teams of teachers: Professional growth is personal growth. Just as we must tailor our learning tasks to our students personal interests and strengths, LTMS is committed to creating and approving outlets for our educators. If you have an event or idea for growth, please let me know. Summit Academy - training for all new teachers to Summit Learning to help facilitate the necessary pedagogy Shared Inquiry through Great Books- formalized student discourse Special Education Co-Teacher Cadre- FCPS - to develop procedures and processes to meet our needs Teacher and Department Release Days - Instructional Model development and design ISTE and KYSTE - digital literacy and fluency KAGE - exceptional student development William & Mary - curriculum for gifted and talented students

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

The primary zip code area for our school neighborhood has the lowest median household income, average household income, and income per capita of all zip code areas in the county. The average household income here is less than half the average for the county (<https://www.incomebyzipcode.com>). Approximately 35% of residents live below the poverty level (Census) in this zip code area, nearly twice the percentage of the county (19%). 20.5% of adults over 25 here do not have a high school diploma/GED, compared to 10% for the county. The unemployment rate in the area is almost twice that of the whole county (www.city-data.com). The primary concern for addressing the achievement gap involve KCWP 1 and 2, establishing and implementing a core Tier I curriculum . Prior to the 2018-19 school year, LTMS continued to provide inconsistent Tier I resources preventing our educators from instituting key principles of an effective professional learning community. In 2017, FCPS curriculum and instruction support offices provided LTMS an opportunity to pilot a trial math program and implement a widely adopted district support ELA resource. By coordinating a school-wide math resource, along with the pilot of Summit Learning, LTMS began review assessment results, collaborating efforts for instruction and setting goals for grade level students. Today, LTMS implements a guaranteed and viable curriculum for all Tier I instruction. Our second critical area for improvement is KCWP 5, implementing a Multi-Tiered System of Support. Our past efforts did not meet the full standards of an effective MTSS program. Our present needs for improvement include Integration and Sustainability, Data based decision making and Leadership and Empowerment. The implementation of a clear, concise data on a formal basis will improve the school's opportunities to select meaningful and powerful evidence based practices to positively influence the gap reduction goals. Our third area of growth is the consistent and meaningful implementation of special education services. Recent co-teaching efforts are designed to promote inclusion and maximize the support of teams of teachers to impact learning for all students, especially students with disabilities. Current efforts and future goals will be supported by implementing co-teaching principles and practices with fidelity, monitoring goals for implementation, execute progress monitoring and direct data-based decision making.

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.

The Administrative Team, School Improvement Team, and SBDM implement a regular schedule of planning meetings to review student achievement results, discussing the Data Wise protocol: What does the data tell us? What does the data not tell us? What are causes for celebration? What are causes for concern? What are the next steps for school/district improvement? Regular assessment results are shared during faculty and department meetings. The LTMS curriculum coach reviews

unit and project results with grade level teams and teams of teachers. The School Improvement Team conducts planning and review meetings to assess the effectiveness of annual goals and activities, including: Title I Schoolwide Plan, 21st CCLC I and I, CSIP I and I, Summit Learning Data Platform, Professional Development I and I and MTSS programming goals. Strategic partners include: SBDM Parent representatives: Stephanie Bird-Pollan, Christina Watson, Shauntel Brown SBDM Teacher representatives: Lance Patton, Barbara Spitz, Traci Sanford, Jennifer Williams, Kellie Langlois, Crystal Estes SBDM Administrator- Larry Caudill, Chad Luhman Administrative Lead Team Members- Leigh Nahra Curriculum Coach, Tomma Huguely Dean of Students, Shakesha Brown Counselor, Leigh Ann Mattingly Counselor, Kay Jackson School Social Worker, Ryan Harrington Technology Resource Coach School Improvement Team Teacher Members- Julie Adler, Crystal Estes, Jennifer Williams, Jamie Giger, Cassandra Jones, Tambra Wooldridge, Cheryl Diamond, Kellie Langlois Title I Advisory Council- Tambra Wooldridge Teacher, Kellie Langlois Teacher, Tomma Huguely Dean of Students, Linda Frazier parent

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).

Gap Group Goals Increase the proficiency index in reading for African American students from 45.5 to 53.9 by 2019. Increase the proficiency index in reading for free/reduced meal students from 54.1 to 60.37 by 2019. Increase the proficiency index in reading for identified disability students from 18.6 to 33.75 by 2019. Increase the proficiency index in math for African American students from 39.4 to 47.1 by 2019. Increase the proficiency index in math for free/reduced meal students from 47.0 to 52.875 by 2019. Increase the proficiency index in math for identified disability students from 20.2 to 32.77 by 2019.

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

Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.



Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See Closing the Achievement Gap Summary spreadsheet

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)
 Acheivement Gap Group Identification	This is a breakdown of gap group numbers and percentages.	I
 Closing the Achievement Gap Summary spreadsheet	Closing the Achievement Gap Summary spreadsheet	III

Gap Group/Total number of students	Percentage of Total School Population
Black/231	50%
Hispanic/Latino/81	17.53%
Free & Reduced Lunch/346	74.89%
Special Education/71	15.37%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
According to KPREP results, increase the proficiency index in reading for African American students from 45.5 to 53.9 by 2019.	Design and Deploy Standards	Use summative evidence to inform what comes next for individual students and groups of students.	Principal, Curriculum Coach, ELA Department Chair	Team, Content, and Department PLC meetings	
According to KPREP results, increase the proficiency index in reading for free/reduced meal students from 54.1 to 60.37 by 2019.	Desing and Deliver Instruction	Develop a clearly defined RTI school/districtwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Principal, Curriculum Coach, ELA Department Chair	Team, Content, and Department PLC meetings	
According to KPREP results, increase the proficiency index in reading for identified disability students from 18.6 to 33.75 by 2019.	Desing and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Principal, Curriculum Coach, Special Education Department Chair	Team, Content, and Department PLC meetings	
According to KPREP results, increase the proficiency index in math for African American students from 39.4 to 47.1 by 2019.	Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Principal, Curriculum Coach, Math Department Chair	Team, Content, and Department PLC meetings	5,000-12,000

<p>According to KPREP results, increase the proficiency index in math for free/reduced meal students from 47.0 to 52.875 by 2019.</p>	<p>Review, Analyze and Apply Data</p>	<p>Develop a clearly defined RTI school/districtwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.</p>	<p>Principal, Curriculum Coach, Math Department Chair</p>	<p>Team, Content, and Department PLC meetings</p>	
<p>According to KPREP results, increase the proficiency index in math for identified disability students from 20.2 to 32.77 by 2019.</p>	<p>Review, Analyze and Apply Data</p>	<p>Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of dat</p>	<p>Principal, Curriculum Coach, Special Education Department Chair</p>	<p>Team, Content, and Department PLC meetings</p>	

Phase Three: Executive Summary for Schools_12032018_14:49

Phase Three: Executive Summary for Schools

Lexington Trad Magnet School

Larry Caudill
350 N Limestone St
Lexington, Kentucky, 40508
United States of America

Last Modified: 12/12/2018

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?

Lexington Traditional Magnet School is centrally located in the heart of downtown Lexington. As Fayette County Public School's first specialized program, our school has evolved to reflect the core values and needs of the surrounding community. Over the past five years LTMS has become a school in transition redefining our vision, mission and programming to meet the needs of the our community and today's 21st Century learner. Lexington Traditional Magnet School has an enrollment around 510 students with a diverse population: 25% white, 50% African-American, 17% Hispanic, 5% Two or More, 78% Free and Reduced meal qualifiers and 12% Special Education. Our faculty demographics are 77% White, 17% African American, and 2% Hispanic. The primary zip code area for our school neighborhood has the lowest median household income, average household income, and income per capita of all zip code areas in the county. The average household income here is less than half the average for the county (<https://www.incomebyzipcode.com>). Approximately 35% of residents live below the poverty level (Census) in this zip code area, nearly twice the percentage of the county (19%). 20.5% of adults over 25 here do not have a high school diploma/GED, compared to 10% for the county. The unemployment rate in the area is almost twice that of the whole county (www.city-data.com). There are higher than average rates of crimes against people and crimes against property and very high rates of rape and robbery in this area (<http://www.relocationessentials.com>).

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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.

UCLA professor, Pedro Noguera states it well, "You don't have to change the student population to get results, you have to change the conditions under which they learn". In an effort to move our student achievement, we are embracing change in our programming and pedagogy. The LTMS professional community is striving to improve the quality of teaching, have a rich and balanced curriculum, and have supportive, informative systems of assessment. Through our 1:1 student technologies, professional learning, innovative project based curriculum and student choice, our students will experience education as never before at LTMS. Every LTMS student will begin their discovery process. Our goal as LTMS educators is to enable our students to craft a vision of their future, find a passion and along the way, make some pretty amazing changes in their lives through our Pathways Programming. Our vision statement is "High Interest Content Meets Personalized Learning". Our student's discovery process will occur through the programming and pedagogy we have adopted. We've taken strategic and faithful steps toward personalizing education with our Pathways of Study. It means: Recognizing that intelligence is diverse and multifaceted Enabling students to pursue their particular interests and strengths Adapting the schedule to the different rates at which students learn Assessing students in ways that support their personal progress and achievement (Robinson 2015) Ken Robinson writes in his book, Creative Schools, "This process of

personalization seems to be everywhere, but it has yet to take root in education. This is ironic, because it is in education that personalization is most urgently needed.” Our Pathways of Study, most pronounced in Summit Learning, set us apart from all other schools in our community. Pathways of Study at LTMS are: Summit Learning- Blended, Project Based, Goal Setting, and Presentations Visual Performing Arts- Performances, Drama, Individualized STEM- Math applications, Cooperative, PLTW, LEGO Robotics and TSA Liberal Arts- Media Arts, Civics and Presentation In order to fulfill our upcoming year of commitment to “personalized learning”, we must address the gaps in our understanding of 21st Century pedagogy. It has become increasingly clear to education researchers blended classrooms of technology, direct instruction and project based learning is our future.. “Personalizing education might sound revolutionary, but this revolution is not new”. (Robinson 2015) It is a revolution that will take time, it is one that we should strive to achieve for all students. LTMS Technology for Learning Pillar is one that aligns perfectly with 21st Century Pedagogy. We must find creative means to infuse 1:1 and applied technology in the following: Delivery of instruction Opportunities for students to demonstrate learning Assessment of learning It’s time to rethink our purpose and our mission as educators. Somewhere along the line in the history of education, educators became the disseminators of knowledge existing to impart wisdom. Usher in the era of technology and instant communication, the holder of all things knowledge is obsolete. Our previous purpose has moved, shifted and simply no longer exists. Albert Einstein states our purpose perfectly. “Education is not learning of facts, but training the mind to think.” We must move away from the front of the classroom and shift our teaching along the side of the students, facilitating. Learning should be interesting and challenging. School should be described as fun, not in the silly sense, but rather in the sense that the learning activity or objective is so interesting and engaging “fun” is the bi-product descriptor. One of LTMS professional learning goals is to improve our routines which place students into situations which thinking-is-mandatory. Today, learning breaks down all too often due to the simple fact students aren’t provided opportunities to do enough mentally with the information presented. Unfortunately, today’s patterns in instruction often present information bit by bit. In the coming school years, LTMS will require students to become active processors of information and control their learning objectives. While working with team, department and common area partners, through rigorous professional learning plans, LTMS will develop a mindset which considers routines, practice and effects on student thinking~ pedagogy. Robinson writes, “Education is a living process that can best be compared to agriculture. Gardeners know that they don’t make plants grow. They don’t attach the roots, glue the leaves, and paint the petals. Plants grow themselves. The job of the gardener is to create the conditions for that to happen. Good gardeners create those conditions, and poor ones don’t. It’s the same with teaching. Good teachers create the condition for learning, and poor ones don’t. Good teachers also know that they are not always in control of these conditions.” LTMS Professional Learning Community mission remains the same, to enhance student performance through examining work samples, reflecting upon our standards based assessments and developing priorities for remediation, intervention and enrichment. If there ever was a silver bullet in education; it is creating a culture of staff members focused on learning and all matters related to learning.

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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.

Notable Accomplishments include: Band- 2017 Distinguished Rating Orchestra- 2017 Distinguished Rating Chorus- 2017 Distinguished Rating Athletics- 2017 Women’s Lacrosse

Champions Team Members Visual Arts- 4 Students recognized during the 2017 "I Am Me" Art Contest 2017 TSA State Competition Achievements Dragster 2nd Place Student Flight 2nd Place Student Junior Solar Sprint 2nd Place Team Structural Engineering 2nd Place Team Systems Control Technology 1st Place Team Tech Bowl 2nd Place Team Video Game Design 1st Place Team Student Two students participating in the 2018 State Science Fair Competition Teacher Recognitions Jennifer Williams TSA Educator of the Year 2017 School Improvement Milestones Achieved the 3 year plan to implement 1:1 Student Technology and overall Technology for Learning Pillar for Success Improved Overall Attendance- 2017-18 FCPS Most Improved Attendance Award (August, September, October, November, December, January) Improved Overall School Discipline Data Academic Achievement 1 student accepted into Dunbar's MSTC Program 1 student accepted into Henry Clay Liberal Arts

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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.

Striving Toward In The Next 3 Years The Pathways at LTMS include Summit Learning Academy, Visual & Performing Arts, STEM and Liberal Arts. Our students will develop strong critical thinking, collaboration, communication, creativity, technology and researching skills. Summit Learning- The Summit Learning Platform is online tool that helps students track progress toward their short and long-term goals, learn content at their own pace and reflect on their learning with mentors. In addition to accelerated core content courses, STEM Pathway students will benefit from the Gateway curriculum offered through Project Lead The Way, LEGO Robotics and CODE.org In addition to accelerated core content courses, Liberal Arts Pathway features gifted & talented curriculum from William and Mary, The Great Books Foundation and History Alive Visual & Performing Arts students experience specialty classes tailored toward the development and expansion of the skills and knowledge necessary for growth in their area of talent and passion.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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