



2022-23 (Booker T. Washington Elementary) Continuous Improvement Diagnostic

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Booker T. Washington Elementary
Donte Tichenor
707 Howard St
Lexington, Kentucky, 40508
United States of America

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.
Donte' Tichenor September 27, 2022



2022-23 Phase One: Executive Summary for
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2022-23 Phase One: Executive Summary for Schools

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2022-23 Phase One: 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?

Total enrollment: 322 students from Pre-K- 5th Grade

88% economically disadvantaged, 41.7% Hispanic , 9.4% White , 40.6 % African American, 8.3% Other

116 EL Students with 6 different home languages. The majority is Spanish.

55 Active Sped Students

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our mission is to challenge our scholars academically at high levels, develop them socially and uplift them emotionally thereby creating motivated and critical thinkers who are ready to excel at the next level.

Purpose: Our purpose is to increase achievement for all students and develop positive behavior and character traits through our strong PBIS program. Due to our unique population and demographics including Sped, ELL, Low SES and Newcomer students, we've made intentional decisions. I.e.. we've increased staff, provided targeted student support in addition to ongoing professional development.

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.

- Our writing scores have increased significantly over the last 3 years.
 - In 18-19 46% were novice in writing.
 - In 20-21 17% were novice in writing.
- Science and social studies scores have increased significantly as well.

- EL Students continue to perform slightly above other targeted groups.

Over the next 3 years our main priority is to reduce novice scores in all subject areas!

Additional Information

CSI/TSI (including ATSI) Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

We have reviewed all subgroups, resource allocations, scheduling, data and consulted with multiple stakeholder groups in order to get a clearer picture of our current state.

Additional Information

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

N/A



2022-23 Phase Two: The Needs Assessment for
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2022-23 Phase Two: The Needs Assessment for Schools

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2022-23 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

We met as a faculty to review KSA data. We also met with parents at our Family Data night to explain KSA and where we are as a school. Both meetings are documented in staff and family newsletters as well as in our staff meeting agenda notes.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Each year we work collectively to increase student achievement while reducing the number of students scoring novice. This year has been met with many challenges coming off the pandemic coupled with this being the first year KSA was done on a

computer. Student attendance average dropped to 84% for the school in addition to staff turnover. This all presents challenges for students to learn content.

This year's plan must include high leverage strategies to tackle student deficits.

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
 - The number of discipline referrals and students suspensions increased significantly from the previous years. In response to this increase, the SBDM council approved creating a Behavior Interventionist position to help improve in this area.
 - Novice scores increased across all tested grade levels in ELA and Math.
 - 3rd grade 83% novice
 - 4th grade 50% novice
 - 5th grade 42% novice

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
 - Novice scores increased across all tested grade levels in ELA and Math.
 - 3rd grade 83% novice in reading
 - 4th grade 50% novice in reading
 - 5th grade 42% novice in reading

- African American students are underperforming across all content areas.
- Student attendance rate was one of the lowest in the district at 84%

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

This year our main priorities is reducing novice across the building. We will provide extensive supports in primary grade1 and 3.

We will also work to eliminate our TSI status with African American students while increasing student achievement across all grade levels.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

EL students are progressing at a rate higher than the state average. We intend on providing PD to all content teachers to include ELL strategies in content instruction.

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Booker T. Washington Elementary's Comprehensive School Improvement Plan 2022-2025

State Assessment Results in Reading

- By 2025, **Booker T. Washington** will increase Reading proficient and distinguished level to 50% as measured by KSA. Current level is 28.6%.

State Assessment Results in Math

- By 2025, **Booker T. Washington** will increase Math proficient and distinguished level to 51% as measured by KSA. Current level is 29.8%.

State Assessment Results in Science

- By 2025, **Booker T. Washington** will increase Science proficient and distinguished level to 56% as measured by KSA. Current level is 35.2 %.

State Assessment Results in Social Studies

- By 2025, **Booker T. Washington** will increase Social Studies proficiency and distinguished level to 51 % as measured by KSA. Current level is 30.4 %.

State Assessment Results in Combined Writing

- By 2025, **Booker T. Washington** will increase Combined Writing proficient and distinguished level to 71 % as measured by KSA. Current level is 50 %.

English Learner Progress

- By 2025, **Booker T. Washington** will increase the English Learner progress index to 85 % as measured by KSA. Current level is 77.4%.

Quality of School Climate and Safety

- By 2025, **Booker T. Washington** will increase the quality of school climate and safety index to 75% as measured by KSA. Current level is 72.1%.

| Reading and Math Objectives | | |
|---|---|---|
| Year 1 | Year 2 | Year 3 |
| By 2023, Booker T. Washington will increase P/D in Reading to 35.6%. | By 2024, Booker T. Washington will increase P/D in Reading to 42.6%. | By 2025, Booker T. Washington will increase P/D in Reading to 49.6%. |
| By 2023, Booker T. Washington will increase P/D in Math to 21%. | By 2024, Booker T. Washington will increase P/D in Math to 28 %. | By 2025, Booker T. Washington will increase P/D in Math to 35%. |

| Science, Social Studies, and Combined Writing Objectives | | |
|--|--|--|
| Year 1 | Year 2 | Year 3 |
| By 2023, Booker T. Washington will increase P/D in Science to 35.2 %. | By 2024, Booker T. Washington will increase P/D in Science to 42.2%. | By 2025, Booker T. Washington will increase P/D in Science to 49.2%. |
| By 2023, Booker T. Washington will increase P/D in Social Studies to 37.4%. | By 2024, Booker T. Washington will increase P/D in Social Studies to 44.4%. | By 2025, Booker T. Washington will increase P/D in Social Studies to 51.4%. |
| By 2023, Booker T. Washington will increase P/D in Combined Writing to 57%. | By 2024, Booker T. Washington will increase P/D in Combined Writing to 64%. | By 2025, Booker T. Washington will increase P/D in Combined Writing to 71%. |

| Achievement Gap Objectives | | |
|--|--|--|
| Year 1 | Year 2 | Year 3 |
| By 2023, Booker T. Washington will decrease Novice in Reading to 56%. | By 2024, Booker T. Washington will decrease Novice in Reading to 49%. | By 2025, Booker T. Washington will decrease Novice in Reading to 42%. |
| By 2023, Booker T. Washington will decrease Novice in Math to 48%. | By 2024, Booker T. Washington will decrease Novice in Math to 41%. | By 2025, Booker T. Washington will decrease Novice in Math to 34%. |

| English Learner Progress Objectives | | |
|--|---|--|
| Year 1 | Year 2 | Year 3 |
| By 2023, Booker T. Washington will increase English Learner Progress index to 82% as measured by KSA. Current level is 77.4%. | By 2024, Booker T. Washington will increase English Learner Progress index to 87% as measured by KSA. Current level is 77.4 %. | By 2025, Booker T. Washington will increase English Learner Progress index to 92% as measured by KSA. Current level is 77.4%. |

| <i>Additional Goal- Optional</i> | | |
|----------------------------------|--------|--------|
| Year 1 | Year 2 | Year 3 |
| | | |

[Special Considerations for Targeted School and Improvement \(TSI\), Additional Targeted School and Improvement \(ATSI\), and Comprehensive School and Improvement \(CSI\)](#)

Year 1 Focus Areas

| PLC's will use a PDSA model effectively to improve student learning. | | | | |
|--|-----------------|--|--|-----------------------|
| Goal Alignment | Strategy | Activities | Measure/Monitoring | Funding Source |
| Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress | KCWP 1 | PLCs will use the learning intentions and success criteria from the curriculum framework to plan instruction and assessment. | PLC Observations, Classroom Observations, PLC Evidence | N/A |
| Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress | KCWP 2 | Implement and monitor the district PLC framework, protocol and non-negotiables (Tights) | PLC Observations, ITL Sessions and Feedback | N/A |
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| <u>Progress Monitoring</u> | | | | |
| March, 2023 June, 2023 | | | | |

| BTW will reduce novice in all subject areas. | | | | |
|--|-----------------|---|---|-----------------------|
| Goal Alignment | Strategy | Activities | Measure/Monitoring | Funding Source |
| Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress | KCWP 3 | Develop district common unit assessments with district assessment team Elementary: ELA and math for the first year of recovery work; science and social studies for the second year of recovery with full implementation of all core content benchmarks in the third year of recovery. | ELA and Math common unit assessments (3-8) District Common Unit assessment rubrics and calendars | District Assessment |

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| | | These common unit assessments will be designed to be given at regular intervals (end of quarter, end of nine-weeks) and align to standards in content and level of thinking. For year 1, these will be given 2x/year for grades 3-8. The common unit assessment will include items that mirror formats on state assessment as appropriate. | FCPS ROIS | |
| Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress | KCWP 4 | Utilize a formative assessment tool to monitor student learning by grade level and by standard to determine next steps and “just in time” support to school teams. Provide formative and summative updates on student learning throughout the year of the progress made based on district formative assessments and state level assessments | ADAM Common Unit Assessments District Team Meetings and products | |
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| <u>Progress Monitoring</u> | | | | |
| March, 2023 June, 2023 | | | | |

Year 2 Focus Areas

| BTW students will know where they are in their own progression of learning. | | | | |
|--|-----------------|--|------------------------------------|-----------------------|
| Goal Alignment | Strategy | Activities | Measure/Monitoring | Funding Source |
| Reading, Math, Science, Social Studies, Combined | KCWP 4 | Students K-5 will utilize a data binder to keep track of their own individual learning progress. | Formative and Summative assessment | Title 1 |

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| Writing, English Learner Progress | | | | |
| Achievement Gap, English Learner Progress | KCWP 5 | Student support teams will collaborate to identify and align curriculum and instructional supports for “achievement gap” students (currently- ELL, special education, African American and Hispanic students) | Support team meeting documents and products | Title II Title III Special Education |
| Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress | | Elementary: ELA and math for the first year of recovery work; science and social studies for the second year of recovery with full implementation of all core content benchmarks in the third year of recovery. These common unit assessments will be designed to be given at regular intervals (end of quarter, end of nine-weeks) and align to standards in content and level of thinking. For year 1, these will be given 2x/year for grades 3-8. The common unit assessment will include items that mirror formats on state assessment as appropriate. | ELA and Math common unit assessments (3-8) District Common Unit assessment rubrics and calendars FCPS ROIS | |
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| <u>Progress Monitoring</u> | | | | |
| March, 2024 June, 2024 | | | | |

| BTW will improve culture and climate among faculty, staff and families. | | | | |
|--|-----------------|---|---|-----------------------|
| Goal Alignment | Strategy | Activities | Measure/Monitoring | Funding Source |
| Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress | KCWP 1& 5 | Provide professional learning during the summer and throughout the school year to support the needs of students and staff. Feedback structures will be developed to adapt professional learning offerings to the current needs. | Professional learning day plans and products School professional learning plans. | |

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|--|--------|--|---|--|
| Reading, Math, Science, Social Studies, combined Writing, English Learner Progress | KCWP 6 | SEL staff will teach and model strategies during faculty meetings that will encourage positive collaboration and culture within the classroom. | SEL Staff will conduct biweekly walkthroughs to ensure SEL curriculum is implemented with fidelity. | |
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| <u>Progress Monitoring</u> | | | | |
| March, 2024 June, 2024 | | | | |

| Goal Alignment | Strategy | Activities | Measure/Monitoring | Funding Source |
|-----------------------------------|----------|------------|--------------------|----------------|
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| <u>Progress Monitoring</u> | | | | |

| Goal Alignment | Strategy | Activities | Measure/Monitoring | Funding Source |
|----------------|----------|------------|--------------------|----------------|
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Progress Monitoring

Year 3 Focus Areas

| BTW students will know where they are in their own progression of learning. | | | | |
|--|-----------------|--|---|--|
| Goal Alignment | Strategy | Activities | Measure/Monitoring | Funding Source |
| Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress | KCWP 4 | Students K-5 will utilize a data binder to keep track of their own individual learning progress. | Formative and Summative assessment | Title 1 |
| Achievement Gap, English Learner Progress | KCWP 5 | Student support teams will collaborate to identify and align curriculum and instructional supports for “achievement gap” students (currently- ELL, special education, African American and Hispanic students) | Support team meeting documents and products | Title II Title III Special Education |
| Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress | | <p>Elementary: ELA and math for the first year of recovery work; science and social studies for the second year of recovery with full implementation of all core content benchmarks in the third year of recovery.</p> <p>These common unit assessments will be designed to be given at regular intervals (end of quarter, end of nine-weeks) and align to standards in content and level of thinking. For year 1, these will be given 2x/year for grades 3-8. The common unit assessment will include items that mirror formats on state assessment as appropriate.</p> | <p>ELA and Math common unit assessments (3-8)</p> <p>District Common Unit assessment rubrics and calendars</p> <p>FCPS ROIS</p> | |
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Progress Monitoring

March, 2025
June, 2025

BTW will improve culture and climate among faculty, staff and families.

| Goal Alignment | Strategy | Activities | Measure/Monitoring | Funding Source |
|--|-----------------|---|---|-----------------------|
| Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress | KCWP 1& 5 | Provide professional learning during the summer and throughout the school year to support the needs of students and staff. Feedback structures will be developed to adapt professional learning offerings to the current needs. | Professional learning day plans and products School professional learning plans. | |
| Reading, Math, Science, Social Studies, combined Writing, English Learner Progress | KCWP 6 | SEL staff will teach and model strategies during faculty meetings that will encourage positive collaboration and culture within the classroom. | SEL Staff will conduct biweekly walkthroughs to ensure SEL curriculum is implemented with fidelity. | |
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Progress Monitoring

March, 2025
June, 2025

| Goal Alignment | Strategy | Activities | Measure/Monitoring | Funding Source |
|-----------------------|-----------------|-------------------|---------------------------|-----------------------|
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Progress Monitoring