

Phase Three: Closing the Achievement Gap Diagnostic_12142018_09:47

Phase Three: Closing the Achievement Gap Diagnostic

Longest Elementary

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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.

The Gap Identification Chart is attached. We review this data on a regular basis and evaluate student growth at monthly meetings and in the more intense needs cases, student progress is monitored weekly in our RTI program.

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.

We find ways to celebrate growth, not just the highest levels of achievement. Individual student goals are established and students work with the staff to work and meet their goals. We celebrate when we achieve or exceed those marks.

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.

Gaps successfully closed--Reading--IEP gain & Free/Reduced gain In reading, we had a male increase in proficient & distinguished rates, but they continue to fall slightly behind the girls.

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

On a three year cycle, the following gap groups are on their highest level in the past three years... Female, Free/Reduced, & IEP

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

Economically disadvantaged in reading

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).

Professional Learning Clubs- Cross Curricular content meeting that analyzes curriculum, evaluates instructional practices and assessments, and plans needed PD. Monthly Intervention Meetings- Grade level teams meet with administration to discuss individual student needs and make/adjust plans based on progress. Kagan Training Sessions-Small groups attending work sessions, practiced small elements of the strategies during staff meetings, and plans are in place for the entire staff to have more intensive training. Monthly Team Meetings- Grade level teams meet monthly with administration to discuss school operations. Instructional practices are discussed and expectations are refocused. Data Sharing & Data Review-Google Classroom has been implemented to communicate better and also share student information.

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

Entry level kindergarten data from Brigance indicates a large majority of our students are not kindergarten ready. We begin working with these students immediately developing their early literacy and math skills. A large number of our students live in non-traditional homes with limited resources and support.

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.

Brent Hardison, principal--Weekly communication focused on instruction and student needs. Grade Level Team Planning--Grade level teachers meet once a week to discuss and plan instruction. PLC Meetings Administrative Staff Meetings Sara Armour, Assistant Principal Sarah Wester, Teacher

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 percentage of Non-duplicated gap students scoring proficient and distinguished in the area of Reading to 70% or higher Staffing resources will be utilized to best meet the needs of our students Breakfast Club, Spartan Success Club, Bi-annual Student Accommodations Review, Admins, Teachers Leaders, Grade level teams Student Data Charts, Attendance, Scheduled Meetings \$3,500 ESS, RTA, Classroom, Support Staff, and Administration will all collaborate and work to meet our students needs as we adjust their instructional process Admins and RTI Team SBDM Minutes, Principal Post, Team Meeting minutes \$10,000 ESS and \$50,000 RTA Grant Utilize FRC and other community resources to reduce barriers to learning. Provide various supports to our students in need Admins and FRC Coordinator Advisory Council Minutes Increase the percentage of Non-duplicated gap students scoring proficient and distinguished in the area of Math to 70% or higher Utilization of Technology and other classroom RTI interventions. Adopt and utilize Kagan strategies Utilize Splash Math in K-5 with students developing early math skills. Students will each work toward their usage goals in order to meet their growth expectations Classroom teachers and RTI team Splash Math Data Reviews \$2,500 School will provide learning opportunities for staff to either attend off site training sessions or participate in a school-wide event at LES. Kagan materials will be provided with training Admin PD Records \$5,000 School and \$1,000 District Reduce the percentage of Gap students scoring novice to 10% or less. Instructional staff will target low achieving students through RTI. Small Group Instruction Progress Monitoring Individualized Computer Programs MAP Data ESS Instructional Coach Small Group Instruction Scrimmage Tests Individualized Computer Programs \$8,000 Student Case Studies Monthly Meetings with School Psychologist and Administration Special Ed. PLC

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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.

Achievement Gap Summary is attached. Strategy: KCWP 4: Review, Analyze and Apply Data Activity: KCWP 4: Review, Analyze and Apply Data Classroom Activities.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement Gap Identification Chart	Achievement Gap Identification Chart	II.E
 Measurable Gap Goals 2018	Completed spreadsheet on Measurable Gap Goals.	III