Phase Three: Closing the Achievement Gap Diagnostic_18-19

Phase Three: Closing the Achievement Gap Diagnostic

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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.

Attached

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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.

Although we have a relatively small percentage of students who fit into the various Gap groups, current students and staff are highly inclusive and accommodating of new students. When new students enroll, regardless of their demographics, our teachers ensure that they are partnered with classmate(s) who will help them transition into their new school. Because we have three full-time teachers through Title I, MAF Grant, and RTA Grant, as well as additional full and part time staff who assist struggling learners, it is common for students to move in and out of various interventions or be given assistance in small groups or in another location. As a staff we have a strong focus on a positive and supportive culture, which transcends all groups of students. We rarely, if ever have discipline issues related to students not being respectful of one another, especially with regard to ethnicity, disability, or socio-economics. Our staff, students, and even our PTO work to ensure all students feel valued and included.

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.

Reading: -Free/Reduced lunch students: Novice has stayed the same but Distinguished has grown approximately 10%. -Disability: Novice has grown substantially (13%) but Distinguished has increased about 9%. Overall P/D increased 5%. -Hispanic: Novice has decreased but so has Distinguished. Apprentice has jumped about 19%. Math: -Disability and Free/Reduced lunch have both decreased their percentage of Novice while also increasing the percentage of Proficient and Distinguished. -Hispanic - the percent of Novice and Apprentice has decreased, but so has Distinguished. The number of P/D has increased from 53.9% to 66.7%. Writing: -F/R Lunch- in 2017 there were 20.6% Novice, which dropped to 12.5%. However, we decreased from 14.7% Distinguished and 32.4% Proficient to only 16.7 P/D. No other Gap groups had high enough numbers to report. Social Studies: -F/R Lunch: P/D in 2017 dropped from 64.7% to 41.7% while Novice grew 6.6%. However, there are some similarities with both white and female students, and our scores in Social Studies have varied over the past three years. No other Gap groups had high enough numbers to report.

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

Free/Reduced Lunch: improvement in reading, math. Disability: improvement in reading, math; not enough students to report in social studies and writing. Hispanic: improvement in math; not enough students to report in social studies and 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.

F/R Lunch: social studies and writing Hispanic: 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 Development For 2018-19, we required all classroom and RTI teachers to attend one day of school-wide PD for writing. In addition we have utilized one of our district literacy coaches to meet with teachers in PLCs to share ideas and to also come into classrooms to model lessons.

Writing is the primary area of focus for all students this year. We have also revamped our writing committee in order to look at best practice, to get feedback from teachers, and to look at what other schools across the state are doing. Through a math and reading grant we have trained a total of 6 teachers on best reading and math practices. Four primary teachers have been trained in either reading or math, and two intermediate math teachers have been trained on conceptual math practices. Each teacher received a week of summer training, as well as follow up training throughout the year to be used within the classroom. Beyond the classroom teachers receiving additional training, our reading and math grant teachers have received significant training for interventions and classroom collaboration. The math grant supports classroom instruction through follow up visits from grant representative. This representative observes within the classrooms and then meets to provide feedback about best practices as well as next steps. The math and reading grant teachers provide twice yearly professional development to all faculty. A district literacy coach models writing and reading lessons monthly in all grade-level classrooms, and offers support in planning and reflecting instructional lessons. The district math coach has worked monthly with all teachers to increase conceptual math practices, as well as including writing in math lessons. Two of our primary classroom teachers participated in a literacy cohort beginning in the summer of 2018 and continuing throughout the year studying small group reading/writing instruction through Jan Richardson's model. The ECC is working through a year-long training with other literacy coaches in the district to obtain Literacy Design Collaborative certification. This training allows her to implement writing and literacy through all content areas and support teachers when planning lessons. Rich Pond Elementary ESS PLAN for 2018-2019 School Year ESS Daytime Waiver position will help with RtI and collaboration across grade levels. Rich Pond currently has three full-time teachers serving our Tier students through the Math Achievement Grant, Read To Achieve Grant, and a Title I position. Additional tier students are being served in classrooms by grade level teachers. Students are moved in and out of interventions and between tiers, as appropriate, throughout the year. This follows team meetings four times per year following STAR Reading and STAR Math screenings and progress monitoring. These “Child Study Team” Meetings are composed of the principal, dean of students, guidance counselor, curriculum coordinator, appropriate grant, special education, ESL, or Title I teachers, and grade level teachers. This individual will assist the full-time certified teachers during pull-out or in-class intervention times when numbers necessitate the additional help. Funding allocations and academic needs will determine if the position is full or part time, or a combination of either.

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

We have been relatively successful in maintaining low achievement gaps as well as closing them. We have a strong staff of professionals who have helped our students make significant academic gains in all areas. The one condition we have identified is a lack of overall cohesiveness in helping our students improve in writing. Through our PDs, writing committee, partnerships with WKU, and utilizing district and area literacy coaches, we are now making a more concerted effort to ensure vertical alignment and progression in writing while increasing intentional writing in the classroom. An effort to use data during PLCs to focus core and supplemental instruction planning is also occurring.

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.

As stated above, our primary focus is to improve writing achievement for all students, including gap. Through meetings, PD, work with individual teachers within the classroom, and in PLCs, we are making progress toward a more uniform, streamlined process to teach writing skills to students at each grade level. One way in which we are attempting to identify students with writing deficits is through the use of a school-wide writing benchmark assessment. This short assessment will be administered three times a year to identify students that are below benchmark according to national norms, and then provide specific interventions to support growth. Literacy Specialist are working with our Curriculum Coordinator to provide PD and PLCs that focus on writing instruction and planning instruction based on CCSS. Individuals we have utilized include: -Bobbie Noall, Rich Pond Curriculum Coordinator -Leslie Perkins, Rich Pond Read to Achieve Teacher -Vickie Spires, Rich Pond Title I Teacher -LauraBeth Menser, WCPS Literacy Specialist -Kristy Cartwright, WKU Literacy Center -Jeremy Logsdon, WKU Literacy Center -Kate Wintuska, WCPS Literacy Specialist

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).

While we had a decrease in F/R performance in Social Studies over the past two years, that is not reflective of past performance from the past 3-5 years. Our primary focus is on writing, which will help students be successful in all academic areas. Currently the only measure of progress we have is from one year to the next on K-PREP. However, this year we have decided to incorporate benchmark writing assignments to measure student proficiency and progress. We will use this data to monitor student growth throughout the year. Only one gap group (Free/Reduced Lunch) had measurable writing data on the 2018 K-PREP. When you look at three year data: 2016: 44.4% P, 0% D 2017: 32.4% P, 14.7% D (47.1 combined) 2018: 8.1% decrease in N, 16.7% P, 0% D Our measurable goal for 2019 is to keep our Free and Reduced Novice percentage at or below 15% and to raise our Free and Reduced P/D percentage to 30% or above.

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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.

See attachment

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Achievement Gap Group Identification - Rich Pond 2018	Achievement Gap Group Identification - Rich Pond 2018	I
Measurable Gap Goal.2018.Rich Pond	Measurable Gap Goal.2018.Rich Pond	III
Rich Pond Elem-KASC 2018 KPREP Data	Rich Pond KASC 2018 KPREP Data	I, II.E, III, III