

2018-2019 Phase Three: Closing the Achievement Gap Diagnostic_11112018_19:18

Phase Three: Closing the Achievement Gap Diagnostic

Yellow Creek School Center

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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.

K-PREP data from 16/17 and 17/18 were used to determine gap groups. This was based on any gaps that occurred in gap groups (F/R, SWD) in Math and Reading Indices and percent Proficient/Distinguished.

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II. Achievement Gap Analysis

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

To describe Yellow Creek School Center's climate and culture, one must examine the change and stability that has occurred over the past several years within the school as well as the unique needs of the school/community. First, consider our location and building. Yellow Creek School Center is preschool-8th grade and is located in Bell County in rural Southeast Kentucky. Our school is just outside the city limits of Middlesboro and therefore results in many transient students moving from school district to school district. Yellow Creek School Center has had increasing enrollment each year for the past four years. As a result, the school had to be expanded to accommodate the growing student enrollment. The first expansion was in 2001. The final stage of the second expansion was completed in the fall of 2015. The expansion included adding an entire new primary wing, which included 12 additional classrooms, up to date technology in each classroom. Despite the new addition, our school is still overcrowded. Our school enrollment increased by nearly 70 students last year and an additional 57 students this year. In fact, we still have multiple teachers that do not have a classroom and must transition from room to room including other classrooms, computer labs and the library to find space to teach their classes. While increased enrollment is a welcome problem to have, it remains a barrier when considering the lack of space to adequately meet instructional needs. Our school district is currently seeking approval for a third expansion with hopefully 10 additional new classrooms. Second, consider the administrative team at Yellow Creek School Center. While the principal is in her 5th year as principal, she is a former teacher in this particular school and former DAC and GT Coordinator for the Bell County School District. The assistant principal is in her 3rd year as assistant principal, but is also a former teacher in this particular school and former math curriculum specialist for the Bell County School District. While both administrators are relatively new to their position, both have knowledge of what is required on the district level to be successful as well as the specifics of the student and family needs of Yellow Creek School Center. The administration works to provide an atmosphere of collaboration, transparency, and open communication. The administration works to be fair and consistent to all employees regardless of their title or years of experience. An emphasis is placed on providing teachers with support needed with instructional practices, technology needs and parent/student needs. Third, consider the teaching staff at Yellow Creek School Center. Due to the increase in student enrollment over the past five years, for the first time, despite budget constraints, the number of staff members has also increased. This year, our school added a third 8th grade class and a 4th Kindergarten class after the school year began due to overcrowding. We also added a 5th Special Education teacher. Thankfully, our school has maintained certified reading, math, writing, science, social studies, health and physical education teachers and arts and humanities teachers. However, due to lack of funding, the middle grades health and physical education teachers, technology and the arts and humanities teachers must be shared with other schools in our district. This year, we also had a huge turnover in our school faculty and staff. We have 3 new Pre-K teachers, 1 new Kindergarten teacher, 3 new first grade teachers, 1 new 2nd grade teacher, 1 new 3rd grade teacher, new 4th grade math teacher and a new middle school science teacher as well as 5 new classified staff members. This has changed the dynamics of our school drastically. New staff members have had to become acclimated to our school's culture and student population. Fourth, consider the parent/family relationship at Yellow Creek School Center. Our school has a wonderful working relationship with the community. Our Family Resource Youth Service Center coordinator has been with our school for 25 years demonstrating her knowledge of our school needs. Our FRYSC coordinator develops a personal connection with nearly every family we serve. She conducts home visits to assist with attendance, personal needs including clothing, hygiene and food as well as in time of loss/need. Unfortunately, our Parent Liaison retired last year and district/state budget constraints did not allow for her position to be refilled full time. However, we have been able to add a FRYSC part time assistant this year. Parents are welcome

in our school to volunteer, attend programs and meet with teachers as needed. We currently have "Fairy Tale Wednesday" and "Once Upon a Friday" program for PreK-3rd grade parents to come and read with their child before school in an attempt to promote both parent involvement as well as a love of reading. The Parent-Teacher Organization (PTO) is very active in fundraising and getting materials for our school. Being in the city limits, we also have several partnerships with businesses, physicians, dentists, and political leaders that are beneficial to our students. Our community partnerships reach far beyond our local area, we also have partnerships with organizations in Knoxville, TN that provide textbooks and professional development for teachers as well as dental services, mentoring, food, clothing and gifts for students throughout the year. Lastly, and most importantly, consider our students. In 2016/2017, we ended the school year with a student population of 573 in grades Preschool - Eighth grade. In 2017/2018, we ended the year with 628 students and this year, we currently have 685 students. We have a high population of Free/Reduced at 88%. We have a high population of students with disabilities and this population is also increasing. In 2017/2018, our percent of students with disabilities was 15.2% and this year, it has increased to 17.9%. This also provides challenges within itself. While we have an increasing enrollment both general and special education population, we have a major decrease in jobs in our community as a result of loss of coal mining and an increase in drug and alcohol use in our community. Unfortunately, we have an increase in students living with extended family members or in single parent homes. As mentioned, we have many transient students between our school and the local independent school district, which results in many academic deficits. Despite the barriers our students face, our school holds students to the highest of expectations to help them be successful both socially and academically.

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 Areas that are Closing: Elementary Reading-SWD is higher than "ALL" students but decreased overall. Elementary Math-F/R Middle Reading-F/R Middle Math-F/R is closing but still persists as an issue. Middle Math-SWD Gap Areas that Persist: Elementary Math-SWD Middle Reading-SWD Middle Math-F/R is closing but still persists as an issue.

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

Elementary Reading-F/R has shown improvement in Proficiency and Overall Index. Elementary Reading-SWD has shown improvement in overall Index by moving more students from Novice to Apprentice, but did not increase in Proficiency. Elementary Math-F/R has shown improvement in Proficiency but increased in Novice from Apprentice, therefore lowering their Overall Index. Middle Reading-F/R has shown improvement in Proficiency and Overall Index. Middle Math-SWD has shown improvement in Proficiency and Overall Index.

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

Elementary Reading-SWD showed regression in Proficiency. Middle Reading-SWD showed regression in Proficiency and Overall Index. Elementary Math-F/R showed no change in Proficiency and regression in Overall Index. Middle Math-No regression.

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).

The Professional Development Plan supports the identified achievement gaps in the areas of Reading and Math as they relate to Students with Disabilities (SWD) and low income students (Free/Reduced Lunch). Focused Math PD has continued and will continue to be provided. Throughout the school year, elementary math teachers have been supported through math visits by administration and district primary math coach. During the summer PD, teachers were provided with specific math PD from Math in Focus on hands-on strategies through the Concrete-Pictorial-Abstract approach, which supports researched based learning for students with disabilities as well as low-income students. Teachers also received PD on Calendar Math, which is a spiraling math review that is done daily and again supports the struggling learner with daily reinforcement of the previous concept. In addition, Middle Grades Math teachers continue to receive support visits from Success for All PowerTeaching Math as well as the District Math Coach. Elementary and Middle Reading teachers also receive regular summer professional development on reading strategies. Some teachers receive additional training on reading strategies during the school year based on years experience and level of mastery. Teachers were provided with the opportunity for PD for teaching students of poverty, growth mindset, total participation techniques, formative assessment and classroom management, all of which support the identified gap groups. Similar PD opportunities focused on content, formative assessment, poverty and classroom management are again planned for this summer to help continue to close the achievement gaps. The Assistant Principal attends District Math Leadership Meetings to identify issues across the district and within the school and ways to support these needs. ESS funds are used to support in-school remediation including one-on-one pullout for Moby Max. Teachers also work with students during their planning periods. Our school has an Rtl period each day in which students receive supplemental services in Reading and Math using the Simple Solutions curriculum. This is a standards-based spiraled curriculum that allows students to see each skill in math 120 times before the end of the school year and is similar in the reading program. This Rtl period also includes individual instruction, re-teaching and computer based programs to meet students' individual needs and to address achievement gaps. We are also receiving a new GEAR UP SOAR grant, which will provide a full time reading/math interventionist that will begin in January 2018.

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

Assessment Literacy (processes, practices and conditions) continues to prevent the school from closing existing and persistent achievement gaps. Formative assessments need to be more aligned to the standards/learning targets (process). Instruction needs to be more driven by the assessments (practice) with effective feedback provided (condition).

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

All teachers and administrators participated in annual data day to determine the achievement gaps. Teachers created action plans to determine how they were going to work on closing achievement gaps within their content area/classroom. The CSIP team also analyzed the data for two years to determine if the achievement gaps identified during data day were in fact persistent over time. All staff and SBDM Council members are always invited to attend any CSIP meeting. Names and roles of strategic partners involved: All teachers were involved in identifying achievement gaps on Data Day and during PLCs. CSIP Team-Lea Fultz (Kindergarten), Hope Carroll (Primary Math and Reading), Tasha Barnett (Intermediate Math), Eva Brock (Middle Math and Reading), Theresa Napier (Special Education), Jamie Johnson (Guidance Counselor and Co-

BAC), Patricia West (Family Resource), Nikki Damron (Parent), Christel Hoskins (Assistant Principal, BAC) Others consulted in analyzing data to identify achievement gaps: Barbara Warren (Principal), Jennifer Yankey (District CSIP, Math Instructional Supervisor), Greg Wilson (Elgin Principal Coach).

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 reading and math proficiency rates for all students in the identified Gap Groups: Middle Reading for SWD from 65.4% to 69.9%, Elementary Math for SWD from 25.8% to 28.8% and for Middle Math for F/R from 46.3% to 49.3% in 2020-2021.

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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.

Closing the Achievement Gap Plan Summary spreadsheet attached.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 18-19 Achievement Gap Group Spreadsheet	18-19 Achievement Gap Group Spreadsheet	I
 18-19 Closing the Achievement Gap Plan Summary	18-19 Closing the Achievement Gap Plan Summary	III