

2018-2019 Phase Three: Closing the Achievement Gap Diagnostic_11162018_17:15

Phase Three: Closing the Achievement Gap Diagnostic

Right Fork School Center
Bobbi Carter
5296 Hwy. 221
Stoney Fork, Kentucky, 40988
United States of America

Last Modified: 12/06/2018
Status: Open

TABLE OF CONTENTS

I. Achievement Gap Group Identification 3

II. Achievement Gap Analysis 4

III. Planning the Work 6

ATTACHMENT SUMMARY..... 7

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.

Achievement Gap Group spreadsheet has been completed and attached.

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.

Greater than 86% of the student population at Right Fork School Center qualifies for Free or Reduced Lunch. As a result, poverty is a defining element of our climate and culture. Since the vast majority of the student population lives below the poverty level, it is necessary for teachers, faculty, and staff to constantly model culturally responsive behavior. Lesson planning must also incorporate culturally responsive practices. These practices may include waiving assignment requirements that lower income children would have difficulty meeting, and exposing lower income students to out-of-the-classroom opportunities that may be inaccessible to them otherwise. Effective anti-bullying policies and procedures must be implemented to ensure a safe climate for children of all socioeconomic backgrounds. Our FRYSC program also plays a crucial role in our school climate and culture making resources available to our economically disadvantaged students.

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.

The gaps between the percentage of students with IEP's scoring proficient/distinguished and the percentage of all students scoring proficient/distinguished have closed in elementary reading and math, and in middle grades reading and math. Gaps persist between the percentage of students that qualify for free or reduced lunch and all students tested. In elementary reading, the percentage of students qualifying for free or reduced lunch scoring proficient/distinguished was 59.3% compared to 60.9% for all students. In elementary math, the percentage of students qualifying for free or reduced lunch scoring proficient/distinguished was 50.9% compared to 53.2% for all students. In middle grades reading, the percentage of students qualifying for free or reduced lunch scoring proficient/distinguished was 59.7% compared to 64.7% for all students. In middle grades math, the percentage of students qualifying for free or reduced lunch scoring proficient/distinguished was 24.6% compared to 27.9% for all students.

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

The percentage of gap group students scoring proficient/distinguished in elementary reading increased to 59.3 from the previous year's gap score of 46.9. The percentage of gap group students scoring proficient/distinguished in elementary math increased to 50.9 from the previous year's gap score of 46.2. The percentage of gap group students scoring proficient/distinguished in middle grades reading increased to 59.7 from the previous year's gap score of 55.1.

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

The percentage of gap group students scoring proficient/distinguished in middle grades math decreased to 24.6 from the previous year's gap score of 28.6.

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 school's professional development plan involves the implementation of a variety of strategies for both reading and math. Teachers attend summer professional development to implement the

SFA and Reading Mastery reading programs. Teachers also attend refinement trainings throughout the year for SFA. The school also has a reading facilitator that regularly observes classes and provides feedback in order to ensure program fidelity and to provide resources and supports. Regarding math, teachers attend summer professional development sessions to implement both the Singapore Math and Math in Focus programs. The assistant principal serves as math leadership for the building, and attends monthly district-wide meetings to share and gather data and information which is then disseminated to all math teachers in the building. The assistant principal, district math coach, and district math instructional supervisor observe classrooms and provide feedback and support. Math instructional strategies implemented include the C-P-A (concrete-pictorial-abstract) Initiative. Professional development opportunities have also been offered that involve creating a Growth Mindset in order to promote a culture of learning in math classes. The school's extended school services plan involves analyzing MAP scores to determine which students receive ESS daytime tutoring. ESS daytime tutoring involves the delivery of the Mobymax computer program by classified staff to most students in need of tier 2 intervention, but also includes one-on-one interventions delivered in person by either classified or certified staff.

ATTACHMENTS

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

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

Based on data from TELL KY survey, KPREP scores, and MAP assessment scores, some processes, practices, and/or conditions that may have prevented the school from closing existing and persistent achievement gaps are as follows: -Managing student conduct -Higher than average percentage of teacher turnover

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 teachers, leaders, and stakeholders that made up the CSIP Team for Right Fork School Center were directly involved in the continuous improvement and planning process as it relates to closing the achievement gap. These partners analyzed a variety of data sources in order to identify achievement gaps, as well as the strengths, weaknesses, barriers, & root causes in regards to closing the school's achievement gaps. The partners that made up the CSIP Team were also consulted in order to identify strategies and activities that would be implemented in order to close achievement gaps. 10/1/2018 and 10/2/2018 were teacher work days. During these work days, the entire faculty analyzed KPREP data to determine strengths & leverages, and priorities & concerns. During these work days, Joann Wilder - special education teacher, Nancy Smallwood - special education teacher, and Mary Watley-Suntken - guidance counselor specifically analyzed differences in scores between gap group students and all students. The CSIP team further analyzed data to complete the school's needs assessment, including potential gaps existing among student groups. The Right Fork CSIP Team included the following: Mike Bolton - Assistant Principal, 5th & 8th grade social studies teacher Rhonda Collins - Primary art, music, P.E., and SFA teacher, SBDM member Cierrah Emery - 2nd & 3rd grade math, and SFA teacher, cheerleading coach, SBDM member Robin Redmond - Librarian/media specialist, reading facilitator, 7th grade ELA teacher, parent Rosetta Haley - FRYSC coordinator Stephanie Brock - Secretary/attendance clerk Joann Wilder - Special education 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 average percentage of proficient/distinguished GAP Group students from 59.3 to 62.3 in elementary reading by 2021. Increase the average percentage of proficient/distinguished GAP Group students from 50.9 to 53.9 in elementary math by 2021. Increase the average percentage of proficient/distinguished GAP Group students from 59.7 to 62.7 in middle grades reading by 2021. Increase the average percentage of proficient/distinguished GAP Group students from 24.6 to 27.6 in middle grades math by 2021.

ATTACHMENTS

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.

The Closing the Achievement Gap Plan Summary has been completed and attached.

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)
 2018-2019 Achievement Gap Group Identification for Right Fork School	A list of 2018-2019 Achievement Gap Group Students for Right Fork School and the percentage of the student population they comprise.	I
 2018-2019 Closing the Achievement Gap Goal Right Fork School	Includes gap goals for Right Fork School, strategies & activities for meeting those goals, persons responsible for implementing strategies & activities, and funding for these activities & strategies.	III