2018-19 Phase Three: Closing the Achievement Gap Diagnostic_11072018_11:11

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.

The Achievement Gap Group Spreadsheet is 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.

Lone Jack School Center is a small rural school located in the southeastern part of Kentucky. The school is a place where strong, personal relationships are formed and fostered between stakeholders. The school has a positive caring atmosphere and is a place where adults and students feel safe and valued. Students and staff are respected for their differences and opinions. The faculty/staff, students, community, and a small portion of the parent population work together to develop and live a shared school mission. Positive interactions, high expectations, character building, and motivation to succeed are evident throughout. The school's gap group population consists of disability students with IEP's. There are currently 20 students in grades third through eighth with identified disabilities. During the past school year (2017-18), there were 24 students with identified disabilities. Notable trends that can be observed in the Gap Group data is the large number of students experiencing poverty and/or receiving free and reduced price meals (91%). Notable trends for students with disabilities show that a large percentage of elementary students (grades 3-5) are not meeting Proficiency in Reading or Math. Students with disabilities in middle school (grades 6-8) are showing improvements in Reading, with 65% meeting Proficiency; however, 55% (approximately half of the population) of students with disabilities are not meeting Proficiency in Math.

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.

Analyzing the gap trends from the previous two academic years (2016-17 and 2017-18), Lone Jack School Center is closing the gap in middle school Reading. The percentage of gap group students scoring proficient/distinguished has increased over the course of both school years, with 65% of the population now scoring Proficiency in Reading. The averaged combined reading and math proficiency ratings are continuing to increase, but not at the desired rate. However, there are other areas that are of great concern. The percentage of gap group students scoring proficient/ distinguished in elementary Reading and Math has decreased.

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

Students scoring proficient/distinguished in Middle School Reading has continued to improve. Currently, 55% of Middle School Students with disabilities (with an IEP) (grades 6-8) are scoring Proficiency. Presently, 55% of students in Middle School Math are also scoring at Proficiency. The male population are outperforming the female population in elementary Reading 3:1, and Middle School Reading and Math 4:2. The free-reduced lunch population in Middle School Reading is scoring at 65% Proficiency. Although, the Middles School Math did not meet its target for the 2017-18 school year, the students did show improvement.

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

An area where the gap group has continued to regress is the males scoring proficient/distinguished in elementary reading: In 2016-17 the males population scored at 53.6%; however, in 2017-18, the male population scored at 0.08%, one out of thirteen students scoring at Proficiency. In 2016-17, the females and students receiving free/reduced priced meals, scoring proficient/distinguished in elementary Math did not meet the delivery target. This is a trend we are beginning to see, as in 2017-18, only 0.08% (one out of thirteen students) of the female population scored Proficiency in Math. For both the 2016-17 and 2017-18 school years, the females students receiving free/ reduced priced meals did not meet the delivery target for scoring proficient/distinguished in middle school math. In 2017-18, the percentage decreased to 18%. For the 2017-18 school year, we saw

a decrease in the disability (students with IEP's) population in elementary reading and math. Only 35% of the population scored Proficiency in Reading and 49% of the population scored Proficiency in Math; thus, not meeting the gap target for the 2017-18 school year.

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).

Academically, we will continue our practice of placing primary students in RTI/Academic Enrichment in areas of need based on MAP data. These classes will take place daily. Instructors are assigned based on certification or areas of expertise. Teachers have identified cut-level students, "naming and claiming" them to work individually with specialized instruction in order to help them show growth. Students in third and fifth grades will be given additional standard based instruction every day to target specific skills in which they need additional instruction. Instructional use of Moby Max will be increased to enhance instruction for students scoring low in all content areas. Teachers will continue to drive instruction based upon standards and data. A supplemental resource, Simple Solutions, has been added to the curriculum to consistently reinforce the common core standards across all content areas. Simple Solutions will be used during RTI/ Challenge instruction and tutoring classes throughout the school day. These resources will also be used as formative assessments, guiding core instruction. Teachers will align the units they are teaching with the common core standards. The school schedule has been planned so that all students in Kindergarten through 8th grades will receive 95 minute instruction in both Reading and Math. Teachers will work on writing quality answers to extended response questions, short answer questions, and on-demand prompts at least once per unit taught. Special education teachers will plan their schedules based upon the needs of individual students, providing individualized instruction. They will use the RIT Reference Charts from the MAP testing to help them identify specific areas of need for each student they service. They will use Reading Mastery and Corrective Reading, supplemental reading programs to track improvement in student achievement. RTI Intervention Binders will be used to track interventions being used within core instruction and whether the interventions are effective, enabling teachers to plan for "Next Steps." The district no longer offers extended school services due to budget cuts. The school, in collaboration with the district, provides professional development for staff based on a comprehensive needs assessment, which includes a review of academic achievement data and additional criteria, to ensure all students are college and career ready. The district provides a variety of PD opportunities. Professional development is scheduled by district staff and attempts are made to schedule PD sessions around every school's needs. A professional development list is provided at the end of each school year by district personnel through email. Then, teachers in our school are required to meet with school leadership to have PD choices approved. PD choices must be related to the subject area, an area in which the teacher has identified as an area for growth, or an area which school leadership has identified as an area of growth. The areas of professional development offered by the district that were tied to our school's identified needs for this school year were: SFA Reading Roots: Advanced Reading Practices; SFA Reading Wings/Edge: Advanced Reading Practices; Preschool IEP Development and Data Standards Training; Math in Focus-Primary and Intermediate; Update and Enhance Math Instruction-Primary, Intermediate, and Middle School; Grammar as a Craft of Writing & Writing for Assessment; Effective Use of Three Course Tasks; Teaching Literacy through Social Studies; Effective Implementation of ALEKS; Daily Writing to Build Fluency/Analyzing Student Work; Incorporating Phenomena into Every Day Science Instruction; Question Formulation Technique; RTI Process-From Intervention to Referral; Moby Max; and Disrupting Poverty-5 Classroom Practices.

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

Processes, practices, and/or conditions that may be preventing the school from closing existing and persistent achievement gaps is the lack of parental involvement in students' academic success. The TELL survey informs us that only 25% of people who took the survey feel that parent/guardians support teachers, contributing to their success. Another process, practice, or condition that may be preventing the school from closing existing or persistent achievement gaps is that teachers do not have times available to collaborate with colleagues. Due to a small faculty, there is only one grade level per class; therefore, there is no time allotted in the daily schedule for common planning periods. Teacher turnover could also possibly be a barrier that prevents the school from closing achievement gaps. For several years now, due to economic budget cuts, the school has lost staffing. Therefore, teachers schedules have been revised, based on certification and expertise to best meet the needs of the students. The elementary school (grades K-3) has had many changes due to staffing over the course of three to four years. During the past two school years, the first, second, and third grades have not had consistency among teachers. There have been four different teachers among those placements. There has also been a teacher turnover in elementary and middle school math teachers. For the past three years, the middle school math teacher for seventh and eighth grades has been consistent; however, we have a new fourth, fifth, and sixth grade math teacher for the 2018-19 school year. Leadership has also played a role in the conditions at the school. Lone Jack School Center has had a high percentage of principal (leadership) turnover. We recently had a principal for four years consistently after hiring a principal on average about every five years; however, a new principal has been hired for the 2018-19 school year. Student attendance is also a large factor that plays into preventing the school from closing existing and persistent achievement gaps.

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 leaders are involved in the continuous improvement and planning process through planning period and after school PLC's. Teachers meet in grade level PLC meetings to address curriculum issues and identify students not meeting benchmarks. The school analyzes data on a continuous basis. Ongoing discussion and data analysis, conducted during PLC meetings and faculty meetings, will ensure progress is being made toward reaching our goals. A CSIP Team has been formed to compose the CSIP; however, input is welcomed and encouraged from all faculty. All faculty is welcome to attend the CSIP PLC meetings as well. The district and school collaborates to ensure that the achievement gaps are addressed through: grade level/content area PLC meetings, curriculum mapping, horizontal and vertical curriculum alignment, professional development opportunities in all content areas, Moby Max, District-wide Core Reading Program (SFA), Supplemental Reading, peer observations, ongoing data analysis, establishing a KidFriendly learning environment, etc. District CSIP meetings are held, where one to two representatives from each school's CSIP Committee is present to discuss issues, subject matter, concerns, etc. Parents and the community are welcome to attend SBDM Council meetings, where CSIP plans are also presented. Other ways that the school tries to involve parents/community as it relates to closing the achievement gap are: Home Visits conducted by our Family Resource Youth Service Center Coordinator, Principal/Assistant Principal, and Attendance Clerk, Parent information resources (PTSA), Partnership with community groups and businesses, Communication (local newspapers, parent newsletters, school website, school activities, surveys),

and Parent engagement with students in the classroom or during school activities. We are in a constant state of revisiting our plan to update and revise, based on current data. The SBDM Council also reviews and updates the CSIP throughout the year.

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).

Lone Jack School Center will collaborate to increase the proficiency ratings for the gap group scores (disability-students with IEP's) in reading for both elementary and middle school students from 47.1% in 2017-18 to 50% in 2018-19 and in math from 35.3% in 2017-18 to 40% in 2018-19.

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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.

The Closing the Achievement Gap Summary Spreadsheet is attached.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Achievement Gap Group Worksheet	Achievement Gap Group Worksheet	I
CSIP Sign-In Sheet	CSIP Team Members present at PLC meeting	I, II.E
CSIP Sign-In Sheet2	CSIP Team Members present at PLC Meeting	II.E, III
CSIP Sign-In Sheet3	CSIP Team Members present at PLC meeting	III, III
Closing the Achievement Gap Analysis	Analysis of Gap Group Data	II.E
Closing the Achievement Gap Group Identification and Analysis	Achievement Gap Group Spreadsheet and Analysis	I, II.E
Closing the Achievement Gap Summary	Gap Goal	III
Closing the Achievement Gap-Goals	Measurable Goals	III, III