

**2018 - 2019 Phase Three: Closing the Achievement Gap
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Phase Three: Closing the Achievement Gap Diagnostic

Ockerman Elementary School

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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.

see attachment

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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.

The climate of Ockerman Elementary is one that is welcoming and accepting and encompasses All Means All meaning that all aspects of academic and non academic factors are addressed for all students. All staff members make every decision with the students in mind. With a very diverse population, our culture is one that values the differences in each and every student, family member and staff member. We focus on the positives in all situations and strive to create a learning environment that allows for student to achieve their personal goals despite the barriers they may be faced with. As a 2nd year Leader in Me School, we focus on a student leadership and work towards an environment that allows students to be successful by goal setting. This philosophy is one that allows all students to have ownership in their learning path.

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.

In looking at the gaps for the past two academic years, we are not yet successful in closing gaps for any areas. We are making progress with reducing the percentage of students with disabilities in both reading and math. In math we have reduced percentage of novice for students with disabilities from 41.9 % in 2016 31 % in 2018. In reading from the year 2017 to 2018 we reduced the percentage of novice from 47.8 to 42.3 and increased the percentage of P/D from 21.7 % to 31% . Even though we are showing progress, these percentages of students who are not proficient are much too high and will continue to be a focus of the work at Ockerman Elementary. Other gap groups that continue to require intensive work are the areas of our Hispanic students in both reading and math and Economically Disadvantaged in the areas of reading and math.

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

As mentioned above we are seeing progress in the areas of students with disabilities in reducing novice with both reading and math.

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 gap groups that have not shown improvement would be our hispanic students in both reading and math. In reading we have increased the percentage of novice readers by 8.2% since 2016 and in math we have increased the percentage of novice students by 2.4 %. The percentages of proficient and distinguished students in both areas showed a decline as well with our Hispanic students decreasing from 33% in 2017 to 30.8 % in 2018. for reading and a drastic decrease in math from 42.5% to 27.6 %. Our economically disadvantaged students also continue to perform lower than the expectation in both reading and math. Since 2016 we have increased the percentage of novice readers from 23.8 to 29.5 and had only a slight increase for P/D if 1.2%. In math Since 2016 we have increased the percentage of novice students from 17.6% to 19.1% and decreased the P/D students from 41.4% in 2017 to 35.7% in 2018.

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).

In an effort to increase professional learning for all students, we have placed an emphasis on guided reading strategies in order to improve core instruction in reading. Special education teachers have and will continue to receive professional learning instruction around the use of Fountas and Pinnell LLI system for reading intervention along with training in Explicit instruction. All teachers also continue to receive professional learning related to student engagement strategies. As a Leader in Me school, we continue to receive professional learning which is targeted toward the specific year of implementation. As we are currently in our 2nd year, the focus in on the academic side and training's are focused on setting goals, reviewing and analyzing data and making instructional decisions based upon the results of ongoing data. Our extended school services plan will target those students who are under performing in either reading or math based upon the STAR bench marking reports for reading and math. All students who score below the 40th% will be referred to extended school services in the area in which they have the greatest deficit.

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

The most prevalent condition that impacts our students in achievement gap groups is that of non readiness for kindergarten. In the past 3 years we have seen a consistent increase in the percentage of students who are not ready for kindergarten (70% for the 2018 - 2019 school year). With only 30% of our students actually being ready for kindergarten, it has become increasingly difficult to catch those students up when they have such significant gaps in their readiness skills. We also have a high percentage of students who are English language learners with some at the lowest level of language or no English language skills at all (newcomers) therefore as with our incoming kindergarten students these students present with many gaps in basic skills that must be addressed before we can even begin to look at grade level content work. Our demographic continues to change at Ockerman and each year we see an increase in the social emotional learning needs of students. We are seeing a trend with the levels of trauma and uncertainty that students are facing which are having a great amount of impact upon their academic successes. Only a small percentage of our students do not fall within a gap group and the majority of them fall into more than one gap group.

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 meet in weekly PLC's with an administrative staff member to discuss student progress for all students as well as demographic groups of students. Special education staff meet monthly as a team along with the district special education coordinator. Student data is presented to stakeholders through PTO meetings and SBDM meetings. Data is shared with whole staff during biweekly PLC meetings and at monthly team leader meetings. Input , feedback and reflection is solicited from all stakeholders in order to create an improvement plan that allows for input from a wide variety of sources. Stakeholders who are unable to attend physical meetings are invited to share their input via surveys. SBDM council members : Kim Best - Principal/ Chair, Brittany Bramlage - teacher rep/ co chair, Deanna Patton - minority teacher rep, Katie Bryant - teacher rep, Alysse Damonte - teacher rep, My Hahn Nyguen - minority parent rep, Lori Morgan - parent rep. PTO board members - Erin Henson - President, Joyce Salazar - Vice President, Joel Bramlage - treasurer. Full staff listing and sign in sheet for CSIP work in attachments.

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).

For students with disabilities we have implemented the Fountas and Pinnell LLI system for reading intervention to address skill deficits in the area of reading. Running records are being used to monitor progress for all students to include gap and non gap students with targeted inventions being utilized for students who are under performing. Data from running records is analyzed during grade level PLC meetings and changed to instruction takes place based upon those discussions. Guided reading instruction is used for all students with differentiated instruction being designed to target individual student needs. All students participate in bench marking for reading and math using the STAR Bench marking tool. Students who are under performing in math receive additional instruction through differentiated small group instruction during core instruction. All students utilize ST Math as either in intervention or enrichment to their learning.

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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 attached worksheet

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement Gap Group Identification	Achievement Gap Group Identification	I
 KPREP Gap	KPREP	II.E
 Quarterly Data	Quarterly Data	I, II.E, III, III