

2019-20 Phase Three: Closing the Achievement Gap Diagnostic _12212019_11:12

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Longbranch Elementary School

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Rationale

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

See attachment

ATTACHMENTS

Attachment Name



Gap Data

II. Achievement Gap Analysis

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

We have focused intentionally on the economically disadvantaged group of students making certain we are taking care of their social and emotional needs as well as any needs to enhance their home-lives. We have completed two Poor Students, Rich Teaching book studies and are beginning to plan implementation of best practices. We have added social-emotional learning built into each student's schedule for 45 minutes, one time per week in addition to one to two times per month classroom guidance. The lessons are focused on the 5 CASL competencies. We have adopted a new Tier one PBIS intervention with a focus on providing students private specific feedback on how they adhere to the school wide expectations. There is an expectation that teachers will assist students in maintaining an 80%/20% positive to negative behavior ratio. This new system allows students to have corrective feedback in a more private manner. We also shifted from using words such as good/positive and bad/negative in we discuss behavior. We now use the terms expected behavior and unexpected behavior. We had all of our staff trained in the Zones of Regulation over the summer of 19 and all of our students get the Zones of Regulation as a tier 1 support. We feel like this has been a missing piece and it really hits the instruction piece and pushed beyond using common language and expectations. Students can identify emotions, size of the problem vs. size of the reaction, and they have developed their own coping tool box to allow them to move between zones on their own. We also reach out to all of our free/reduced lunch population to offer services that provide food over weekends, long weekends, and summer break. We currently work with GoPantry. We currently serve 36 students per week with weekend food bags. Our school counselors also started a food and clothing care center. We do not have a family resource center and they saw a need for us to have items available for our families. In special education we are intentionally focusing on students and focusing on the equality of instruction. We co-teaching classrooms at each grade level this year which allows the special education students to have equal access to grade level standards and instruction. The special education and gen ed teaching partners have common planning as well. We also started using the LLI system with all of our special education students that are SLD in reading and have reading goals on their IEP's.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

Reading: All of our minority groups were above the state average of combined P/D. Our special education gap group made some significant growth but we have not closed the gap yet. Free and reduced lunch students are no longer a gap group.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

See attachment Special education gap group made significant improvement, especially in the area of math but also growth was made in reading. Our students who qualify for free and reduced lunch also made growth in reading and math. Our students in ELL also showed great growth.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

Our Hispanic students regressed slightly in math between 2108 KPREP (63% PD) and 2019 KPREP (58% PD). This area is a little hard to track as the students are not the exact same students from year to year. We did not lack progression with our special education gap group, but we are not commensurate with this gap group yet.

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

I believe that our RtI process inhibited some success for students. We have not changed the overall structure of RtI in our building, but we are able to diagnose and intervene much more intentionally. Not all students are on FFW for a tier 3 reading intervention. We are truly diagnosing breakdowns and then determining intervention for each student.

F. 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.

This is truly embedded work within PLC session and collaborative planning. Above and beyond our grade level teams, we have our instructional leadership team which is made up of a representative of each grade level, special ed, and special area. We also of course look at our data as an administration team. Instructional Leadership Team (Chris Bolanos, Sarah Harvey, Stephanie Stambaugh, Heather Bushelman, Lori Maddux, Teresa Sipple, Kiz Kidwell, Rachel Bauer Jack Steele, Paradise Forbes, Sommer Kidwell, and Olivia Ballou,). Reviewed bigger picture data as a team. Full schooldata review of big picture data on 11/4/2019 Team level meetings where grade level data was discussed and trends were identified in regards to student groups and content areas. School Counselors reviewed data to form the following interventions: Novice Reduction group, the attendance group to improve chronic absenteeism.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

Professional Development this year has focused on a couple of key areas. We are really targeting our core instruction in reading and math through the implementation of guided reading and guided math. We feel this work is important to meet the needs of diverse learner including our students in gap groups. Below is a list of steps on how we are doing this work: -PLC that includes intentional common planning and planning common assessments. This is done through the unit planning tool. This allows the admin team, instructional coach, and teaching teams to choose up to 3 of the most important standards in a unit together, plan the preassessment together, analyze data together, plan differentiated instruction that will occur in guided reading and guided math, and then plan, give, and analyze post assessment data. Continued work on understanding and pulling apart standards together is continuing to strengthen our core instruction. We are working on vertically aligning our instructional expectations within our building as well.

III. Planning the Work

Closing the Achievement 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).




See attachment

Closing the Achievement 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

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Closing the Gap		•
 Gap Data	Data for gap groups	• 1
 Longbranch CSIP 19.20		•