

2019-20 Phase Three: Closing the Achievement Gap Diagnostic _11182019_15:30

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Florence Elementary School

Lisa Resing
103 Center St
Florence, Kentucky, 41042
United States of America

Last Modified: 12/19/2019

Status: Locked

TABLE OF CONTENTS

2019-20 Phase Three: Closing the Achievement Gap Diagnostic	3
I. Achievement Gap Group Identification.....	4
II. Achievement Gap Analysis	5
III. Planning the Work.....	8
Attachment Summary	9

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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.

Attached is the Achievement Gap Group student spreadsheet.

ATTACHMENTS

Attachment Name



[Gap Groups Current State](#)

II. Achievement Gap Analysis

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

FES has a very diverse student population. Approximately twenty different languages are spoken in our building. We have bi-lingual and multi-lingual students in our school. While the variety of languages represents a unique set of challenges, this also brings a culturally rich diversity to our building. FES is a Title 1 School with 83% low income, almost 47% minority, 24% ELL, and 17% Special Education. Our staff and teachers elect to work in this challenging environment because of their passion for education and their belief that every child can succeed. Our staff members are dedicated to improving their educational craft with several working on advanced degrees in education or leadership. In addition, Florence Elementary has adopted Leader In Me Education program to increase leadership of students and staff with climate and culture being the focus of Year 1 implementation with a focus on all students specially gap group students (2018-2019) and Year 2 Aligning Academics (2019-2020).

ATTACHMENTS

Attachment Name



[Leader In Me Committees](#)

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

Florence Elementary is continuing with growth in areas of reading and math to close the achievement gap. Trend data revealed that our Gap group of two or more races had the highest increase of 29.5 points and we have closed the gap, followed by our Hispanic population obtaining 22.8 points growth in proficiency. On the STAR assessment, FES students who are identified as two or more races, have performed 70% proficient in reading and 60% proficient in math . Our African American students have increase math scores according to KPREP. To help close the achievement gap among students, we are committed to using our 30, 60, 90 day plan to name and claim students performing at and below proficiency and creating plans for increasing proficiency levels. We will continue to use the KEY Work Process #2 Design and Deliver Instruction and #4 Review, Analyze, and Apply Data for continuous improvement school-wide with specifically focusing in our students who fall in gap group.

ATTACHMENTS

Attachment Name



[FES Gap Group](#)



[KPREP GAP](#)

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.

Trend data revealed that our Gap group of two or more races had the highest increase of 29.5 points and we have closed the gap, followed by our Hispanic population obtaining 22.8 points

growth in proficiency. All other sub groups still remain below the state average for proficiency in reading and in math and require work to obtain proficiency.

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.

Due to struggling performance in multiple areas, we are focusing on core instruction in all grade levels and with all student gap groups. Classroom walk-through, data days for teachers, specific 30, 60, 90 day plan for all teachers and increased professional development specifically designed for teachers and staff. Data analysis on student data and identification of gap groups through naming and claiming students.

ATTACHMENTS

Attachment Name

 [30, 60, 90 Day Plan](#)

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

Through data we have discovered that multiple contributing factors to low student performance including teacher turnover, transient student population, limited English proficiency levels, mental health/behavioral issues, and over all high needs population.

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.

All teachers were given opportunity to contribute to the CSIP through PLC meetings and committee meetings. CSIP Committee Member Lisa Resing, Principal; Dr. Leisa Reed, Assistant Principal; Cory Franklin, Assistant Principal; Lisa Freking, Instructional Coach; Brianna Miller, Counselor; David Kemen, Counselor; Gabe Guthrie, Teacher; Carleen Powell, Para educator; Lindsay Chappell, Parent Member; Laura Downing, PTO President; and SBDM Members.

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 plan includes increase special education professional development and increased guided reading and guided math professional development to included best practice teaching strategies. Professional Development will continue to be individualized while focusing on literacy and math as a priority. Our ESS program included after school support through both online and small group instruction. Summer ESS programs are used to support summer learning loss and

increased proficiency level of students. Our ESS plan specifically targets students performing below proficiency levels. We also have implemented a sustainability plan for FES.

ATTACHMENTS

Attachment Name

 [Sustainability Plan](#)

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).

Gap Goals include proficiency goals for reading and math, Gap Goals, and Growth Goal. See attachment and Comprehensive Improvement Plan. By 2022, will increase the proficiency indicator (reading and math) of 52.8 to 62.8. By 2022, will increase the Separate Academic Indicator of Science, Social Studies, and Writing 55.8 to 65.8. Increase the average combined reading and math proficiency rates for all students in the Gap Group (Consolidated Student Group): 31 to 41. By 2022, increase the average combined reading and math Growth indicator 70.1 to 80.1.

ATTACHMENTS

Attachment Name









 [FES Quarterly Report](#)

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)
 30, 60, 90 Day Plan	FES 30, 60, 90 Day Plan	• II.D
 FES Gap Group		• II.B
 FES Quarterly Report	FES Quarterly Report	• III
 Gap Groups Current State		• I
 KPREP GAP		• II.B
 Leader In Me Committees	FES Leader In Me Supports	• II.A
 Measurable Gap Goal	Measurable Gap Goal	•
 Sustainability Plan	FES Sustainability Plan	• II.G