

2018-2019 Closing the Achievement Gap Diagnostic Freedom Elementary

Phase Three: Closing the Achievement Gap Diagnostic

Freedom Elementary School
Brooke Stinson
831 North Dr
Hopkinsville, Kentucky, 42240-2649
United States of America

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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.

Freedom Elementary's Achievement Gap groups are Free and Reduced Lunch students, African American students, and Students with Disabilities.

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.

The school's climate is positive and engaging. Our staff is working hard each day to meet the needs of our students. We continue to study Ruby Payne and Eric Jensen's work on raising student achievement with students in poverty. These strategies have led to our school's work with Kagan engagement structures as well as a develop a master schedule that has daily reading and math intervention for all grades and two set times for recess. Both the engagement structures and the additional recess has begun to show growth in our student's formative and interim assessments. Parent engagement strategies have been implemented and have show growth in family activities this year. Staff participates in weekly housing authority tutoring, monthly family nights, 1st and 3rd nine week's student-led conferences, and opportunities for parents to attend at least two monthly school events. Parent communication expectations have been set by staff and led through the work of Payne and Jensen.

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.

Growth indicator in reading and math are trending positive overall however, proficiency still remains an area of concern. Achievement gaps still persist in reading and math proficiency, science, social studies, and writing specific academic indicators. The data trends show a wider gap in math achievement for free and reduced lunch students, African American students, and Students with disabilities than in reading.

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

Based on recent state data, students with disabilities and students as English learners have both shown improvement in the areas of reading and math. Both groups have also shown a reduction in the novice category. Our females are outperforming our males in both reading and math 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.

The identified gap groups are free and reduced lunch students, african american students, and students with disabilities in grades 3-6.

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).

Our professional development plan (12 hours) includes Kagan Cooperative Learning Day 1 and 2, (3 hours) High Quality Assessment Design Based on Standards, and (3 hours) of the Literacy Continuum, Interactive Read Aloud. Teachers are required to attend Teachers Intentionally Learning Together (TILT) sessions for 6 hours led by other teachers in the district to build capacity in reading, engagement, differentiated instruction, and behavior management. Administrators also attend with teachers monthly Curriculum Leadership Team (CLT) training and quarterly Deep Dive learning sessions. After-school tutoring is also available for students at school twice a week, one hour of week is provided by our teachers at the local Housing Authority.

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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 condition that has prevented our school from closing the existing achievement gaps are the lack of systems that are in place: -balanced assessments created by standards -progress monitoring of interventions -identified students with disabilities and their least restrictive environment

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 following staff were involved in the Key Core Work Processes: -Dr. Lisa Carroll, Educational Recovery Specialist Leader -Zach Hibbs, Educational Recovery Specialist -Brooke Stinson, Principal -Jason Wilson, Assistant Principal -Chris Guier, Assistant Principal -Jo Jo Jarvis, Guidance Counselor -Amanda Baxter, Building Assessment Coordinator -Paige Roeder, Teacher - Lisa Rodgers, Teacher KDE Staff led our leadership team through the analysis of the Key Core Work Processes. We began highlighting areas in green that we currently do, yellow to those areas we sometimes do and still needs work, and then pink for those areas that need immediate work and do not occur in our school. After we analyzed the key core work processes, we discovered four trending goals; continuous improvement, curriculum/assessment, instruction, and environment and support. Under each goal that was identified, activities from the key core work processes were highlighted pink and placed in a 30-60-90 day plan. Then we added, the yellow highlighted activities for the 120 day plan.

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).

READING Universal Screener Scholastic Inventory Freedom Elementary School will improve from 64% to 75% of students scoring at proficiency on the scholastic reading inventory by May 2019.

MATH: Universal Screener Scholastic Math Inventory Freedom Elementary School will improve from 60% to 70% of students scoring at proficiency on the scholastic math inventory by May 2019.

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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 the attached goals and activities that was created on the analysis of the key core work processes.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Freedom Elementary's Achievement Gap Group	2018-2019 Achievement Gap Group	I
 Freedom Elementary's Goals and Activities	Freedom Elementary 2018-2019 Key Core Work Processes analysis	III
 Freedom Elementary's Measurable Gap Goals	2018-2019 Measurable Gap Goals	III
 Freedom's Professional Learning Plan 18-19	Professional Learning Plan for 2018-2019	II.E