

2019-20 Phase Three: Closing the Achievement Gap Diagnostic _11302019_14:32

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Yellow Creek School Center

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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.

K-PREP data from 17/18 and 18/19 were used to determine gap groups. This was based on any gaps that occurred in gap groups (F/R, SWD) in Math and Reading Indices and percent Proficient/Distinguished.

ATTACHMENTS

Attachment Name

 [19-20 Achievement Gap Group Identification Spreadsheet](#)

II. Achievement Gap Analysis

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

To describe Yellow Creek School Center's climate and culture, one must examine the change and stability that has occurred over the past several years within the school as well as the unique needs of the school/community. First, consider our location and building. Yellow Creek School Center is preschool-8th grade and is located in Bell County in rural Southeast Kentucky. Our school is just outside the city limits of Middlesboro and therefore results in many transient students moving from school district to school district. Yellow Creek School Center has had increasing enrollment each year for the past four years. As a result, the school had to be expanded to accommodate the growing student enrollment. The first expansion was in 2001. The final stage of the second expansion was completed in the fall of 2015. The expansion included adding an entire new primary wing, which included 12 additional classrooms, up to date technology in each classroom. Despite the new addition, our school is still overcrowded. In fact, last year, we still have multiple teachers that do not have a classroom and must transition from room to room including other classrooms, computer labs and the library to find space to teach their classes. While increased enrollment is a welcome problem to have, it remains a barrier when considering the lack of space to adequately meet instructional needs. Our school district is currently seeking approval for a third expansion with hopefully 10 additional new classrooms. In order to accommodate the growing need for space, our school district provided our school a modular unit to house our 3 preschool classes. This is alleviated some, but not all of the overcrowding. We still have 3 classroom teachers that do not have classrooms and use other teachers' rooms to find space to teach their classes. We have 4 special education teachers that are displaced in various locations and share spaces with the counselor, conference room and teacher's lounge in order to have a workstation. Second, consider the administrative team at Yellow Creek School Center. While the principal is in her 6th year as principal, she is a former teacher in this particular school and former DAC and GT Coordinator for the Bell County School District. The assistant principal is in her 4th year as assistant principal, but is also a former teacher in this particular school and former math curriculum specialist for the Bell County School District. While both administrators are relatively new to their position, both have knowledge of what is required on the district level to be successful as well as the specifics of the student and family needs of Yellow Creek School Center. The administration works to provide an atmosphere of collaboration, transparency, and open communication. The administration works to be fair and consistent to all employees regardless of their title or years of experience. An emphasis is placed on providing teachers with support needed with instructional practices, technology needs and parent/student needs. Third, consider the teaching staff at Yellow Creek School Center. Due to the increase in student enrollment over the past five years, for the first time, despite budget constraints, the number of staff members has also increased. This year, our school added a third 7th grade class and a 4th 1st grade class due to overcrowding. Last year, we also added a 5th Special Education teacher. Thankfully, our school has maintained certified reading, math, writing, science, social studies, health and physical education teachers and arts and humanities teachers. However, due to lack of funding, the middle grades health and physical education teachers, technology and the arts and humanities teachers must be shared with other schools in our district. This year, we also had a huge turnover in our school faculty and staff. We have 2 new Pre-K teachers, 1 new second grade, 1 new third grade teachers, 1 new 4th grade math teacher and a new middle school ELA teacher and a new middle school science teacher as well as 5 new classified staff members. We currently have a vacancy in 2nd grade. This has changed the dynamics of our school drastically. New staff members have had to become acclimated to our school's culture and student population. Fourth, consider the parent/family relationship at Yellow Creek School Center. Our school has a wonderful working relationship with the community. Our Family Resource Youth Service Center coordinator has been with our

school for 26 years demonstrating her knowledge of our school needs. Our FRYSC coordinator develops a personal connection with nearly every family we serve. She conducts home visits to assist with attendance, personal needs including clothing, hygiene and food as well as in time of loss/need. Unfortunately, our Parent Liaison retired 2 years ago and district/state budget constraints did not allow for her position to be refilled full time. We also lost our FRYSC part time assistant this year. Parents are welcome in our school to volunteer, attend programs and meet with teachers as needed. We currently have "Fairy Tale Wednesday" and "Once Upon a Friday" program for PreK-3rd grade parents to come and read with their child before school in an attempt to promote both parent involvement as well as a love of reading. The Parent-Teacher Organization (PTO) is very active in fundraising and getting materials for our school. Being in the city limits, we also have several partnerships with businesses, physicians, dentists, and political leaders that are beneficial to our students. Our GEAR UP Grant has many parent/family activities to reach out to families to assist with college and career opportunities as well as outreach to relatives raising relatives. Our community partnerships reach far beyond our local area, we also have partnerships with organizations in Knoxville, TN that provide textbooks and professional development for teachers as well as dental services, mentoring, food, clothing and gifts for students throughout the year. Lastly, and most importantly, consider our students. In 2016/2017, we ended the school year with a student population of 573 in grades Preschool - Eighth grade. In 2017/2018, we ended the year with 628 students. In 2018/2019, we ended the year with 673 students. We currently have 650 students. We have a high population of Free/Reduced at 89%, this is a 1% increase from last year. We have a high population of students with disabilities and this population is also increasing. In 2017/2018, our percent of students with disabilities was 15.2% and in 2018/2019, it increased to 17.9%. This also provides challenges within itself. While we have an increasing enrollment both general and special education population, we have a major decrease in jobs in our community as a result of loss of coal mining and an increase in drug and alcohol use in our community. Unfortunately, we have an increase in students living with extended family members or in single parent homes. As mentioned, we have many transient students between our school and the local independent school district, which results in many academic deficits. Despite the barriers our students face, our school holds students to the highest of expectations to help them be successful both socially and academically.

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

Gaps Areas that are Closing:Elementary Math-SWDMiddle Math-SWD

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.

Unfortunately, all Gap Groups (SWD, F/R) either declined or maintained in both Reading and Math in overall index over the past 2 years. Elementary Math SWD increased in ProficiencyElementary Math F/R increased in ProficiencyMiddle Reading F/R increased in 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.

Elementary Reading-SWD showed regression in Proficiency and Overall Index.Elementary Reading-F/R showed regression in Proficiency and Overall Index.Middle Reading-SWD showed

regression in Proficiency and Overall Index. Middle Math-SWD showed regression in Proficiency and Overall Index. Middle Math-F/R showed regression in Proficiency and Overall Index.

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

Assessment Literacy (processes, practices and conditions) continues to prevent the school from closing existing and persistent achievement gaps. Formative assessments need to be more aligned to the standards/learning targets (process). Instruction needs to be more driven by the assessments (practice) with effective feedback provided (condition). Design and Deliver Instruction (processes, practices and conditions) in particularly rigor and relevance to the standards also continues to prevent the school from closing existing and persistent achievement gaps. This also includes pacing of lessons. Many content areas, especially math classrooms, are not proceeding through the content at a pace to allow students to access the entire curriculum for the entire year. Instead, with each passing year beginning in 3rd grade, classrooms are progressing through less and less of the content during the course of the school year.

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.

Due to a change in the school district calendar, our district did not hold an annual data review day that we normally have that allows teachers and administrators to determine the achievement gaps. However, our school had a course of 5 days of grade level PLCs to analyze and review the data in the same format as the annual data days. Teachers created action plans to determine how they were going to work on closing achievement gaps within their content area/classroom. The CSIP team also analyzed the data for two years to determine if the achievement gaps identified during data day were in fact persistent over time. All staff and SBDM Council members are always invited to attend any CSIP meeting. Names and roles of strategic partners involved: All teachers were involved in identifying achievement gaps during CSIP meetings and during PLCs. CSIP Team-Lea Fultz (Kindergarten), Hope Carroll (Primary Math and Reading), Tasha Barnett (Intermediate Math), Eva Brock (Middle Math and Reading), Theresa Napier (Special Education), Bonnie West (Guidance Counselor), Patricia West (Family Resource), Brooke Miracle (Parent), Christel Hoskins (Assistant Principal, BAC) Others consulted in analyzing data to identify achievement gaps: Barbara Warren (Principal), Jennifer Yankey (District CSIP, Math Instructional Supervisor), Greg Wilson (Elgin Principal Coach), Angela Bray (Elgin Reading Coach).

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.)

The Professional Development Plan supports the identified achievement gaps in the areas of Reading and Math as they relate to Students with Disabilities (SWD) and low income students (Free/Reduced Lunch). Focused Math PD has continued and will continue to be provided. Throughout the school year, elementary math teachers have been supported through math visits by administration and district primary math coach. During the summer PD, teachers were provided

with specific math PD from Math in Focus on hands-on strategies through the Concrete-Pictorial-Abstract approach, which supports researched based learning for students with disabilities as well as low-income students. Teachers also received PD on Calendar Math in the past two years, which is a spiraling math review that is done daily and again supports the struggling learner with daily reinforcement of the previous concept. In addition, Middle Grades Math teachers continue to receive support visits from Success for All PowerTeaching Math as well as the District Math Coach. Elementary and Middle Reading teachers also receive regular updates on reading strategies from the Reading Facilitator. We also have an outside Reading Coach through the Elgin Reading Foundation and provides monthly support in the form of observations, coaching and debriefing sessions. Some teachers receive additional training on reading strategies during the school year based on years of experience and level of mastery. Teachers were provided with the opportunity in 2018/2019 for PD for teaching students of poverty, growth mindset, total participation techniques, formative assessment and classroom management, all of which support the identified gap groups. In 2019/2020, teachers were provided with the opportunity for PD in Kagan Cooperative Learning Strategies, and Growth Mindset. Similar PD opportunities focused on content, formative assessment, poverty and classroom management are again planned for this summer to help continue to close the achievement gaps. The Assistant Principal attends District Math Leadership Meetings to identify issues across the district and within the school and ways to support these needs. The Principal attends Elgin Principal Cadre to learn about schoolwide strategies such as Teacher Collective Efficacy, Leadership, PLC Protocols, etc. ESS funds are used to support in-school remediation including one-on-one pullout for Moby Max. Teachers also work with students during their planning periods. Our school has an Rtl period each day in which students receive supplemental services in Reading and Math using the Simple Solutions curriculum. This is a standards-based spiraled curriculum that allows students to see each skill in math 120 times before the end of the school year and is similar in the reading program. This Rtl period also includes individual instruction, re-teaching and computer based programs to meet students' individual needs and to address achievement gaps. We also received the new GEAR UP SOAR grant in January 2018, which provided 2 full time reading/math interventionists. These interventionists focus on 7th/8th grade reading and math. We also received the Save the Children Reading Grant. This grant provided 1 full time interventionist and 2 full time assistants to provide reading interventions to students in grades K-6. We are the only school in our district that received a renewal of the Read to Achieve Grant, which provides a full time Reading Interventionist in grades 1-3.

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).

Increase the reading and math proficiency rates for all students in the identified Gap Groups:
Elementary Reading for SWD from 38.1% to 41.1% and F/R from 51.6% to 54.6% in 2021-2022.
Middle Reading for SWD from 53.6% to 56.6% and for F/R from 64.7% to 67.7% in 2021-2022.
Elementary Math for F/R from 36.8% to 39.8% in 2021-2022.
Middle Math for F/R from 30.1% to 34.6% in 2021-2022.

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.



Closing the Achievement Gap Summary attached.

ATTACHMENTS

Attachment Name

 [19-20 Closing the Achievement Gap Plan Summary](#)

Attachment Summary

Attachment Name	Description	Associated Item(s)
 19-20 Achievement Gap Group Identification Spreadsheet		• I
 19-20 Closing the Achievement Gap Plan Summary		• III