

18-19 Phase Three: Closing the Achievement Gap Diagnostic_11132018_14:00

Phase Three: Closing the Achievement Gap Diagnostic

North Pointe Elementary School

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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.

See attachment.

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 staff and teachers are working very hard to ensure that ALL students are learning and making progress. Teachers are implementing guided math and reading to ensure that they know exactly where all students are in their learning. Teachers are using assessments to drive the next instruction for each individual student. Special education teachers are collaborating with regular education to make sure that students are getting whole group instruction with extra help and support in their resource times. This year we have 3 autism units in our building. The teachers, staff, and students have been excepting to all of these new students regardless of their needs and barriers. The school is building empathy and acceptance for all students through the introduction of autistic units.

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 the 2015 school year, the percentage of students in special education that were proficient or distinguished in reading was 12.1. In 2016 it went to 30.3 and last year in increased to 40.5. In the 2015 school year, the percentage of students in special education that were proficient or distinguished in math was 9.1. In 2016 it went up to 12.1. In 2017 it went to 27 percent. Students on free and reduced lunch proficiency in reading went from 42.1 to 48.1 over the last two years. Students on free and reduced lunch proficiency in math went from 28.1 to 29.6.

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

North Pointe has been labeled TSI by the state because of our special education population. We have implemented LLI reading with our special education students. The special education department has trained our teacher over the last two years on how to implement LLI with our student. We have monthly meetings to check students progress and the progress monitoring data. In the 2015 school year, the percentage of students in special education that were proficient or distinguished in reading was 12.1. In 2016 it went to 30.3 and last year in increased to 40.5. We continue to use LLI reading with our students and expect that there is another increase in percentage of proficient and distinguished this year. We have been looking at best practices in math with special education students, digging deep into the standards. In the 2015 school year, the percentage of students in special education that were proficient or distinguished in math was 9.1. In 2016 it went up to 12.1. In 2017 it went to 27 percent. There is still work to be done in reading and math with special education students but we have seen some gains in closing the gap for this population of students.

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 group that has regressed over the last two years in the students that qualify for free and reduced lunch. In the 16-17 school year the percentage of proficient and distinguished in reading was 17.6 percent below all students. The same year students performed 25.1 percent below all students in math. The next school year, 17-18, the gap widened for students with free and reduced lunch. In the 17-18 school year the percentage of proficient and distinguished in reading was 24 percent below all students and 40 percent all students in math.

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).

We have focused on mathematics and using guided math instruction to improve learning for all students in math. North Pointe started last year with a professional development with the math standards in grade level teams and vertical teams. Subs were provided on two separate occasions for teachers to break apart the math standards as a grade level and for them to communicate to the grade levels above and below trends that they see with their students in relationship to the standards. The leadership team has provided professional development to define what quality math instruction is and to come to agreements about what math instruction with guided math should look like in each classroom. The leadership team has provided guided math walk through feedback to ensure that teachers are using the agreed upon standards for guided math. We have been systematic in looking at STAR data, CBM data, LLI data, live scoring data, common assessments to guide the quality of instruction at the tier 1 level and improve core instruction for all students. The leadership team is implementing use of the ELEOT walk through to look at the 7 domains of instruction to find a problem of practice and determine a path for more professional development using that the data from the ELEOT. Students that are not achieving in math and reading are given opportunities to extend their learning day through ESS. Students are given instruction at their levels and in a blended learning environment at their instructional levels.

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

Within our school the process for Response to Intervention has been that if a student is performing below the 40th percentile, they would get extra help and be pulled out during the school day to receive intervention with a reading interventionist or a math interventionist. Both of these teachers are very well trained and have a lot of expertise in their subjects. However, this does not allow teachers to build capacity because there is a disconnect between the interventions and the classroom teacher. They are used to sending them to the interventionist and having them do the interventions with the child and then they make progress. We have changed the tiers so that tier 1 is with the classroom teacher. The core instruction in the classroom is where the tier 1 interventions must take place. In order for our teachers to name and claim their students they need to be able to diagnose problems in a skill deficit in reading and math and then be able to prescribe an intervention. After, they need to progress monitor the intervention to see if the child is making progress. All of this needs to be done in the classroom first so that the teacher knows precisely and exactly what each of her students is good at and what they are struggling with in order to guide that student to the next skill that is necessary for success.

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.

We have utilized the grade level team leaders; Sara Auckerman, Michael Ratliff, Tava Roberts, Stephanie Knauer, Akivi Watson, Marcie Kelly, Brittney Sanderson to make decisions about the all levels of instruction and the direction of teaching and learning at North Pointe. We have gone over the Key Work Processes with them during team leader meetings that happen once per month. The SBDM includes Chris Berry, Deb Zegarra, Tiffany Hill, Beth Smith, Emily Myers. As a SBDM we make decisions about planning and continuous improvement constantly within our SBDM meetings that happen monthly. We have taken parent, teacher and student surveys to get stakeholder input regarding our end of the quarter celebrations to decide what will be celebrated and how. Our

leadership team consists of Amy Mintchell, Beverly Simon, Chris Deel and Mike Shires. We meet weekly to discuss data, students, goals, our school wide wildly important goal, initiatives, to evaluate processes. Our grade level teams meet weekly in a PLC to look at student performance on their grade level wildly important goals, common assessments, extended response questions, STAR data, ect.

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).

Increase percentage of proficient students with and IEP from 40.5 to 50 percent proficient in reading by 2019. Increase percentage of students with and IEP from 27 to 37 percent proficient in math by 2019. Free and Reduced Lunch students will increase their levels of proficiency in reading from 38 percent to 48 percent by 2019. Free and Reduced Lunch students will increase their levels of proficiency in math from 30 percent to 40 percent by 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.

Attached is the Closing the Achievement Gap Summary spread sheet. We will use strategies listed to monitor student achievement in our gap groups to initiate the transition from where we are to where we want to be.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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