

2019-20 Phase Three: Closing the Achievement Gap Diagnostic _10242019_15:16

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Donald E. Cline Elementary School

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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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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.

School Report Card Gaps are identified in our Action Plan: Students with disabilities; Economically disadvantaged; and Non-duplicated gap group. We also analyze our MAP data with each administration along with classroom formative and summative assessment data.

ATTACHMENTS

Attachment Name

 [Achievement Gap](#)

II. Achievement Gap Analysis

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

Donald E. Cline Elementary School is a P - 5 school serving 375 students. We are funded as a Title I program based on the percentage of students receiving free or reduced lunch (51%). Our students come from very diverse backgrounds. Our multicultural ethnic population has allowed our instructors and students to become familiar and compassionate about others and their cultural beliefs. Students in non-duplicated gap groups are receiving support as needed through the RTI program. Our Vision and Mission statements speak to serving all our students and set the tone for our school climate. Our motto is "Everyone learns, without exception!" Our School Vision: Donald E. Cline is an elementary school which: -Focuses on student learning, utilizing research-based instruction to meet the needs of every student -Has high expectations for every student and staff member -Differentiates instruction that allows all students to excel -Empowers highly-trained staff members to seek Professional Development and teach other staff members -Fosters positive relationships within the school and community The mission of Donald E. Cline, in partnership with students, staff, parents, and community, is to provide our students with an experience that enriches their academic achievement as well as all areas in their life, enabling them to become respectful, successful life-long learners. We Believe: -Students come first -All students will succeed given time and support -All students must develop self-discipline and personal responsibility -All students must be challenged to reach their highest potential -Community, parents, and educators working together will create the best support for students -Students, parents, educators, and community share in the responsibility for learning -Learning is a lifelong process -Everyone must be treated with dignity and respect .

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

Cline has successfully closed the gap in math and reading for students that are economically disadvantaged - with 63% being P/D in math and 54% P/D in reading for 18-19. In the 17-18 school year, 69% were P/D in math and 53% in reading. Other achievement gaps continue to need improvement - Students with disabilities.

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.

Improvement has been shown in the area of math for all students, specifically economically disadvantaged moving from 58% Proficient and Distinguished in 2016/17 to 63% P/D in 2018/19. S

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.

Cline continues to see insufficient growth in students with disabilities. Students are not making the expected growth on K-PREP. We are addressing this in our CSIP goals and Action Plan. The % of students scoring novice in reading has increased slightly each year since 2015/16 from 8.2 to 11.2. The % of students scoring novice in math has increased from 6.1 to 25.9 since 2015/16.

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

We have seen an increase in students experiencing mental health concerns as well as behavioral concerns over the past 5 years. Our district is committed to addressing these areas through hiring mental health therapists, counselors, and behavior specialists and coaches.

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.

SB Council members oversee the CSIP and Action Plan. Parent members: James Mills and Allison Morgan; teacher members: Tori Critcher, Sarah Kleymeyer and Emily Sheridan; and principal Connie Ryle. Campbell County Schools partner with Cincinnati Children's Hospital and NorthKey to provide much needed support for students.

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: All teachers are participating in a book study: John O'Connor's Great Instruction Great Achievement for Students with Disabilities. Progress is monitored weekly. Special Ed. teachers attended IEP development training. All teachers are involved in training and implementation of Instructional Design - Learning Target Theory of Action. FastForward training has been provided for primary teachers and special education teachers. Several teachers have attended Orton-Gillingham training. District cadres are working on Gap reduction strategies and well and Trauma informed practices.

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).

Goal 1: By May, 2022, 74% of all students in grades 3, 4, and 5 will be proficient in combined reading and mathematics. Objective 1: By May 2020, 70% of Cline Elementary 3rd, 4th, and 5th grade students will demonstrate proficiency in reading. Objective 2: By May, 2020, 78% of Cline Elementary 3rd, 4th, and 5th grade students will demonstrate proficiency in math. Goal 3: By May, 2022, 50% of students with disabilities will be proficient in combined reading and mathematics. Objective 1: 45% of 3rd, 4th, and 5th grade students with a disability and an IEP will be proficient in reading by May 2020. Objective 2: 40% of 3rd, 4th, and 5th grade students with a disability and an IEP will be proficient in math by May 2020.

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.

Achievement Gap is addressed in all attached plans.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap	19-20 Achievement Gap	• I
 Action Plan 19-20	Action Plan	•