

Phase Three: Closing the Achievement Gap Diagnostic 2018-19

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Argillite 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.

Argillite Elementary School uses a variety of measures and analysis as well as we will focus on continuous progress for identified at-risk students using the Response to Intervention (RtI) approach and Kentucky Systems of Intervention (KSI) model. Renaissance Star 360 will be administered to all students four to five times a year, (at the beginning of the new school year and then after each nine week grading period). Kindergarten students will be using the Exact Path for their assessment. The results will be analyzed to identify at-risk students who will receive RtI services. Students who are identified at-risk will receive interventions based on individual need. Parents will be notified of these services. Students will be progress monitored on a regular basis to determine the success of the intervention(s). Following each Renaissance Star 360 testing window, students identified in the lowest 10% of each grade will be provided RTI in Reading and Math. As well as all students with an IEP with Math goals will receive direct instruction in the regular classroom through co-teaching between the regular education teacher and the resource teacher or resource instructional assistants. AES is planning to have two retired teachers here for 80 days beginning after the 1st round of STAR 360 Testing to do our RTI in the Intermediate as well as the Primary. These RTI Specialists and the full time Americorps Member as well as all other faculty and staff of AES will be working with Tier 2 and Tier 3 students with supplemental resources such as Drops in the Bucket and Failure Free Reading. Other Reading programs such as book in a bag, sight word flash cards, read everyday folders, Starfall, Edmentum, Accelerated Reader, Great Leaps, Moby Max, Houghton Mifflin Journeys Reading series and Study Island. They will also be providing Math strategies such as Go Math, Scootpad, and other online resources will be used for Math RTI. for the at-risk students. Greenup County School District Central Office staff has developed an Academy schedule that will provide Edmentum training which will include district-wide initiatives such as Study Island and Reading Eggs, Kagan Strategies for the elementary schools. Kindergarten and First Grade Academy Day will be focusing on Math instruction with Vonda Stamm. Vonda is a hit with teachers and has an approach to teaching conceptual math along with make and take items. For Reading Comprehension there will be an academy for our 2nd - 5th grade teachers with Angela Hildebrand, she will also work with communication portfolios, active reading strategies, and vocabulary. On-Demand writing - Accurately assess your students' learning in a real-world context. On-demand writing is a component of the statewide testing system that measures students' writing skills. This three-hour session offers thought-provoking information, strategies, tools and a chance to reflect about writing instruction. Become better prepared to instruct the craft of writing in all content area classrooms. Higher-level thinking and learning - closing the gap for all students - The research is overwhelming, all students can learn at higher levels. In this session you will learn why that is true and how to help students be more successful. Participants will receive specific research-based strategies for raising the level of thinking for all students and closing the achievement gap. Direct Reading Instruction - Teachers will provide direct reading instruction using research-based models. Students with Individual Education Plans (IEPs) will participate in the Failure Free Reading program in efforts to increase reading proficiency. Students with IEPs will work in small groups to learn targeted reading skills. They will create an interest profile and make reading selections based on the individual interest profiles. Students with IEP's will learn visual strategies as part of their specially designed instruction. They will learn word recognition skills and visual memory for words. As for the Math Strategies, Argillite Elementary will focus on Real World Applications and Math Technology as well as with the Vonda Stamm Guided Math Program. Students will participate in hands-on activities that connect to personal situations. These lessons will integrate other subjects such as reading,

writing, practical living, and arts & humanities. Activities include planning Thanksgiving dinner, budgeting for Christmas shopping, etc. Students who receive special education services will access individual Think Central accounts to complete teacher designated math activities. Teachers will select math activities based on the individual needs of each student. Common Assessments will be on Study Island as well as all curriculum maps k-5 are on the Greenup County District Website for Math, Ela, and Science. Along with the Exact Path Program, Starfall, Edmentum, Accelerated Reader and other educational strategies that we implement will help to close the achievement gap for Argillite Elementary School.

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 has a very diverse climate in which socio-economic factors play a major role. Our free and reduced lunch population is 74.9% classified as economically disadvantaged. Student enrollment has steadily decreased over the past two years due to the a steel plant closing and lack of jobs in our surrounding area. We are currently at 257 children including our pre-school program. Approximately 52% of the population are male and 48% are female. About 4% of our students are in the gifted and talented program and 16% of the school receive special education services. In describing the culture of Argillite Elementary, from the 2017 TELL Kentucky survey 94.1% of the overall staff said AES is a good place to work and learn. All of the teachers feel that they have sufficient access to instructional technology as well as have access to reliable communication. In looking at the TELL survey 82.4% of the teachers says that the physical environment of classrooms in this school supports teaching and learning as well as 100% of teachers have access to appropriate instructional materials, technology and professional support. Each day begins with the students and staff reciting the pledge of allegiance to the American flag as well as they also recite the TIGER pledge which states our expectations and mission. Our expectations are to have a positive attitude, always be respectful, to work together and to stay safe. Our Mission is to Increase student achievement in a safe and orderly environment while building relationships and enjoying the experience. We believe that following these two statements the culture is established to be positive, rewarding and one that the stakeholders want to be a part of. We believe that students here at Argillite Elementary School will enjoy their experiences. Argiillite has implemented "The Leader in Me" program in 2014 - 2015 school year and will continue throughout future school years. The Leader in Me program is all about school culture and leadership training. The staff has had numerous meetings with central office staff and community members to launch The Leader in Me Teachers trained during summer break and will continue to receive training throughout the year. We have established a Lighthouse Team to help plan and assist with the 7 Habits instruction. Staff members participate on teams and committees as well as parents and community stakeholders. All committees and teams work for the common goals of student, staff, and school improvement for Argillite Elementary School. All staff members have incorporated multicultural activities and appreciation of diversity into the curriculum. This will sustain a culture that minimizes the impact of physical, cultural, and socio-economic factors on learning.

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.

Argillite Elementary School along with the Greenup County School District will review and address all processes, practices, and conditions that are linked to the six improvement strategies. In looking at the KCWP2: Design and Deliver Instruction Practice it is AES's goal to reduce novice 50% by 2020, we will collaborate to reduce the number of students scoring in the novice category by 05/15/2019 as measured by state assessments. Principals will track student assessment data from multiple sources to identify those students who are likely to score at the novice level. These students will then receive services to meet their individual needs. Goal setting will occur at the classroom, school, and district levels. Each classroom will set specific novice reduction goals for students based on their data. These classroom goals will then inform school goals, which will then inform district goal for novice reduction. Teachers will revise the curriculum to ensure that there is alignment with learning targets, pacing guides, resources, and planned benchmark assessment dates. District and school staff will analyze bench mark data and provide feedback to teachers that includes resources for next steps. It will be the implementation of evidence-based curriculum and/or strategies with fidelity that will be essential for both academic and behavioral instruction. AES will use Tier I instruction and assessments to ensure the educational needs are met for all students. The Novice Reduction for Gap Closure initiative supports research-based strategies and

resources which impact all students, but especially students who fall within the grouping of “economically disadvantaged” or the students with disabilities / special education as well as other identified subgroups. As for Argillite Elementary School with a 74.9% being economically disadvantaged, the subgroups that we will focus on GAP is our Free / Reduced Population. Argillite Elementary School’s Gap Reduction Goal is to decrease the gap by 2% for learners that qualify for Free or Reduced Lunch. Each classroom will set specific novice reduction goals for students based on their data. Teachers will revise the curriculum to ensure that there is alignment with learning targets, pacing guides, resources, and planned benchmark assessment dates. District and school staff will analyze benchmark data and provide feedback to teachers that includes resources for next steps. Proficiency is defined as reaching the desired level of knowledge and skills as measured on state-required academic assessments. It is designed to measure how students achieve on Kentucky’s Academic Standards (KAS) in reading and mathematics. Argillite Elementary School seemed to hold steady according to the 2018 Proficiency Indicator Data Points and is classified with a designation as “Other”. It is Argillite Elementary School’s Proficiency Goal for reading and math to improve in the 2019 KPREP assessment and accountability system by increasing the score by 3 to 5 points. The present 2018 KPREP scores are Reading (68.5) and Math (64). As for the students with disabilities / special education subgroup AES did not have a number equivalent enough to classify and therefore data was suppressed but AES will most definitely place a focus and address this subgroup for GAP as well. According to the 2018 Separate Academic Indicator Data Points which is designed to measure how students achieve on Kentucky’s Academic Standards (KAS) in science, social studies and writing. Argillite Elementary School the held steady in reading and mathematics, but dropped in science, social studies and on-demand writing.

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

According to the Kentucky Department of Education’s School Report Card Feedback the following data will reflect results for Argillite Elementary School. Based on the data review, AES asked the question, what should be the Proficiency Goal focus? (We looked specifically at the trend academic data for all students in reading and math.) Proficiency is defined as reaching the desired level of knowledge and skills as measured on state-required academic assessments. It is designed to measure how students achieve on Kentucky’s Academic Standards (KAS) in reading and mathematics. Argillite Elementary School seemed to hold steady according to the 2018 Proficiency Indicator Data Points and is classified with a designation as “Other”. It is Argillite Elementary School’s Proficiency Goal for reading and math to improve in the 2019 KPREP assessment and accountability system by increasing the score by 3 to 5 points. The present 2018 KPREP scores are Reading (68.5) and Math (64). In looking at the Argillite Elementary School Needs Assessment, the gap groups and content areas, we reviewed the academic data, special education data, free and/or reduced lunch data. Using all the academic, separate indicator, and gap data provided, a list of our findings where the school has shown improvement are as follows: Proficiency - Reading & Math • 5th grade scored above the district and state in reading • 3rd grade math higher than district and state • 5th grade is above the district in math Separate Indicator - Science, Social Studies and Writing • On Demand was highest scoring area of the three, 9 points above the cut score • On Demand writing P/D outscored district & state average Gap • 4% difference in F/R lunch students (61%) to whole group (57%) scoring Novice or Apprentice in reading and math • F/R lunch students (49%) scored Proficient or Distinguished comparable to whole group • All SS categories were identified as “needs work” • 18.75% P/D in Science Gap • 30 out of 33 (91%) F/R lunch students scored Novice or Apprentice in Science as compared to 39 out of 48 (82%) of whole group • 19 out of 29 (66%) F/R lunch students scored Novice or Apprentice in Studies compared to 22 out of 38 (58%) of the whole group

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

According to the Kentucky Department of Education's School Report Card Feedback the following data will reflect results for Argillite Elementary School. The number of GAP students in the Greenup County School District scoring at proficient/distinguished levels in reading, math, social studies, and science on the state assessment will increase NAPD score 10 points by the fall of 2021. Objective 1 Free and Reduced Lunch Students will increase their overall NAPD score of 5 points in the areas of Reading, Math, Science, Social St., and ODW by fall reporting of 2019. Objective 2 Special Education Students will increase their overall NAPD score of 5 points in the areas of Reading, Math, Science, Social St., and ODW by fall reporting of 2019, thus closing the gap and removing any need Targeted Support and Improvement. In looking at the Argillite Elementary School Needs Assessment, the gap groups and content areas, we reviewed the academic data, special education data, free and/or reduced lunch data. Using all the academic, separate indicator, and gap data provided, a list of our findings where the school has shown that needs improvement are as follows: ● 3rd and 4th grade reading P/D is below district and state ● 4th grade is well below district and state in math ● 5th grade is below the state in math Separate Indicator - Science, Social Studies and Writing ● P/D% in SS and Science is below the district and state average ● Novice Reduction needs to increase ● STAR Math needs to increase

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 top priority is to improve student achievement. Therefore, the tentative professional development activities listed below are based on district-identified needs as well as professional growth plans. The planned professional development activities include ongoing, job-embedded professional development in addition to specific trainings that provide participants with content knowledge or pedagogical skills. The Kentucky Department of Education Professional Development Standards Section 1. KRS 156.095 are used when planning the activities to ensure that the professional development was high quality. Some of our planned PD sessions address topics such as Growth Mindset and Continuous Improvement, reading strategies, vocabulary strategies, math strategies, PLCS instruction, art and humanities instruction, writing instruction, math instruction, science instruction, and social studies instruction, data analysis, Questioning 3b support systems, and student engagement via explicit instruction. Data sources will include both formal and informal student assessments and teacher observations in order for to determine the student impact from these professional developments.

ATTACHMENTS

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

Argillite Elementary School has successfully closed many gaps according to the KPREP Data results and the KDE School Report Card but there is still work to be completed. AES is one of four elementary schools in the Greenup County School District. It is located in rural Northeastern Kentucky, there are many barriers that can be considered as the reason that helps prevent form our school in closing the achievement gap. One extreme barrier is that the community of Argillite has suffered considerably concerning the economic growth therefore our Free / Reduced population is at 74.9% . Another major barrier is that last school year (2017/2018), Argillite

Elementary suffered through a long winter season missing a total of 10 days for inclement weather. Another barrier would be that well over half of the kindergarten students who are entering school as not being ready. Funding as well, is a huge barrier, with limited funds available and the need to provide for textbooks, technology, and other resources, funding always seem to be a barrier for our school. As for another barrier, it seems that the transitioning of students from one school to another always arises, whether it is a student coming from another in-district school, foster child, or even from another state. It seems that this can be a barrier that helps prevents Argillite Elementary from closing the achievement gap. The Novice Reduction for Gap Closure initiative supports research-based strategies and resources which impact all students, but especially students who fall within the grouping of “economically disadvantaged” or the students with disabilities / special education as well as other identified subgroups. As for Argillite Elementary School with a 74.9% being economically disadvantaged, the subgroups that we will focus on GAP is our Free / Reduced Population. As for the students with disabilities / special education subgroup AES did not have a number equivalent enough to classify and therefore data was suppressed but AES will most definitely place a focus and address this subgroup for GAP as well.

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.

Argillite Elementary SBDM made a decision to go school wide K-5 with the Go-Math program as well as we also made the decision to adopt and to purchase the new Journeys Reading program that will consist of the new Academic Curriculum Core Standards. We are also doing more Professional Learning Opportunities district-wide concerning On-Demand and Trans-active Writing. AES will also be focusing on making smooth Preschool transition and transition of incoming students from other schools, we will also look to Improve school to home communication through Parent/Teacher conferences and a strong PTO sponsorship. With the Greenup County district-wide Professional Learning Opportunities that are provided to help meet the Common Core Standards as well as with the Curriculum Alignment then this will be of benefit for when students transition from school to school. All Greenup County elementary principals have been trained in the IECE KTIP, this will be of benefit for the Preschoolers and the Head Start students during the transition stage as for with this training it will help support beginning teachers in their development, and to focus it through a dynamic, ongoing process. Area businesses, parents/guardians, all Argillite Elementary staff members, and district Central Office staff are stakeholders. Community businesses assist with different areas of education after finding out student needs such as fire safety, healthy habits, gardening, dance instruction, and bullying and behavior. Several area businesses provide material and props needed for various projects. Parents/guardians and all staff are on planning component committees. Everyone works together to build a complete plan. Suggestions and comments are discussed at meetings and a draft is brought before the Site Based Decision-Making Council for review, revisions, and approval. When approved, the plan is sent to Central Office and the Greenup County Board of Education for final approval.

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).

According to the 2018 Separate Academic Indicator Data Points which is designed to measure how students achieve on Kentucky's Academic Standards (KAS) in science, social studies and writing. Argillite Elementary School the held steady in reading and mathematics, but dropped in science, social studies and on-demand writing. It is Argillite Elementary School's Proficiency Goal for Science, Social Studies, and Writing to improve in the 2019 KPREP assessment and accountability system by increasing the score to be at or above the state average. The present 2018 KPREP scores are Science (49.47), Social Studies (63.81), and Writing (71.05). Some Argillite Elementary School goals are as follows: Goal 1 : Students in the Greenup County School District will score above state NAPD average in reading/math on the KPREP assessment in grades 3-8 and ACT in grade 11 by the fall of 2021. Goal 2: Students in the Greenup County School District will score above state NAPD average in science (grades 4,7,11), social studies (grades 5,8) and On-Demand Writing (grades 5,8,11) on the KPREP assessment by fall of 2011. Goal 3 : The number of GAP students in the Greenup County School District scoring at proficient/ distinguished levels in reading, math, social studies, and science on the state assessment will increase NAPD score 10 points by the fall of 2021. Goal 5 : The GCSD will match state average in the number of students meeting trajectory growth targets in reading and math by 2021. Goal 6 : The GCSD will increase their current average of 78.5% in transition readiness to 85% by the fall of 2021.

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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.

Argillite Elementary School's Gap Reduction Goal is to decrease the gap by 2% for learners that qualify for Free or Reduced Lunch. Each classroom will set specific novice reduction goals for students based on their data. Teachers will revise the curriculum to ensure that there is alignment with learning targets, pacing guides, resources, and planned benchmark assessment dates. District and school staff will analyze benchmark data and provide feedback to teachers that includes resources for next steps. Certain actions that will be taken to remove the barriers that prevented the school from closing the achievement gap will be that Argillite Elementary School's SBDM made a decision to go school wide K-5 with the Go-Math program as well as we also made the decision to adopt and to purchase the new Journeys Reading program that will consist of the new Academic Curriculum Core Standards. We are also doing more Professional Learning Opportunities district-wide concerning On-Demand and Trans-active Writing. AES will also be focusing on making smooth Preschool transition and transition of incoming students from other schools, we will also look to Improve school to home communication through Parent/Teacher conferences and a strong PTO sponsorship. With the Greenup County district-wide Professional Learning Opportunities that are provided to help meet the Common Core Standards as well as with the Curriculum Alignment then this will will be of benefit for when students transition from school to school. All Greenup County elementary principals have been trained in the IECE KTIP, this will be

of benefit for the Preschoolers and the Head Start students during the transition stage as for with this training it will help support beginning teachers in their development, and to focus it through a dynamic, ongoing process.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 AES CSIP	AES CSIP	III
 AES Needs Assessment 2018	AES Needs Assessment 2018	III
 AES Professional Learning Plan 18.19	AES Professional Learning Plan 18.19	II.E
 AES Response to Intervention Plan 2018-2019	AES Response to Intervention Plan 2018-2019	III
 Achievement Gap Group Identification	Achievement Gap Group Identification	III
 Americorps Site Description 18.19	Americorps Site Description 18.19	III
 Daytime ESS Service Delivery Request for Waiver	Daytime ESS Service Delivery Request for Waiver	III
 KCWP 2 Strategic Design and Deploy Instruction	KCWP 2 Strategic Design and Deploy Instruction	III
 Measurable Gap Goal 2018	Measurable Gap Goal 2018	III
 School Equity Data	School Equity Data	III
 School Report Card Collector Items.	School Report Card Collector Items.	III