



KDE Closing the Achievement Gap

Southgate Independent School

Southgate Independent School District

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Introduction

Pursuant to KRS 158.649 reporting requirements for achievement gap shall be October 1 of each year. The principal shall convene a public meeting to present and discuss the plan for closing the achievement gap prior to the submission to the superintendent and local board for review. The local board of education shall review, in a public meeting, the portion of each school's Comprehensive School Improvement Plan (CSIP) addressing the activities and schedule to reduce achievement gaps if a district has more than 20 schools. This can be a consolidated district report in accordance to KRS 160.340 (3)(b).

Achievement gap means a substantive performance difference in each of the tested areas by grade level of the state testing system between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced-price meals and those who are not eligible for free or reduced-price meals.

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

Achievement Gap Groups Identification

Statement or Question: Use the School Report Card to identify your school's gaps groups. Select all that apply.

Response:

- African American
- Hispanic
- With Disability
- Free/Reduced Price Meals
- Limited English Proficiency
- Male

Achievement Gap Summary

Describe the school's climate and culture.

Southgate School works hard to promote our vision of academic success and character development for every student every day. The school has high expectations that are taught and reviewed on a regular basis. Acknowledgments are made for positive achievement and behaviors and successes are celebrated. Students are exposed to a rigorous curriculum and receive a well-rounded education through the specials and core area curriculum. Interventions are in place for students during the school day and after school when success is not met.

Describe the strategies that were implemented that helped to close the achievement gap.

Strategies include horizontal and on-going vertical alignment of the Kentucky Core Academic Standards. A focus on literacy throughout all content areas. A Math curriculum that is strong in application and explanation of problem solving. An intervention plan that targets students below benchmark. Engaging instructional activities that focus on assessment and response to the individual needs of students.

Describe the barriers that prevented the school from closing the achievement gap.

Kindergarten readiness was at 39% with interventions for the 2013-14 school year. Overcoming socio-economic conditions such as 70% free and reduced lunch student population is a major barrier. Overall student attendance is at 96%, but several students with lower achievement have attendance issues. An increasing transient population gives us only a 1-2 year period in many cases to work with some students.

Provide specific examples from the CSIP as to how the district and school collaborated to ensure that the achievement gap was addressed.

Instituting PLCs to discuss students and instruction. Focusing instruction on best instructional practices (assessments, formative assessments, aligned curriculum, vocabulary and engaging instructional strategies, etc...) Creation of school climate committee to work with families and students including (family literacy and fun nights, recognition of student achievement, etc...).

Describe the process to involve teachers, leaders, and other stakeholders to review the CSIP and its progress to close the achievement gap.

The whole staff meets as a group to review test data, complete a needs assessment and make contributions to the CSIP. During this time goals are discussed and updated. A check list is created from the CSIP and regularly reviewed at SBDM Council and Board meetings. Additionally, the information is shared with the community and all stakeholders via our website and newsletter.

Achievement Gap Diagnostic

Describe how data are used to inform your school's improvement plan to address the achievement gap.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 36% in 2012 to 66.5% in 2017.

Measurable Objective 1:

66% of All Students will collaborate to Increased combined reading and math proficiency from 36% to 66.5% by 2017 in Reading by 05/30/2017 as measured by Combined proficiency on the K-PREP assessment.

Strategy1:

Unit Development and Revision - Teachers will work collaboratively and individually to align curriculum and develop standards based instructional units and assessments.

Category: Professional Learning & Support

Research Cited: Best Practices

Activity - Implement PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will be implemented beginning in the 2013-14 school year to allow staff time to collaborate regarding curriculum, assessment and student issues	Policy and Process			09/12/2013	05/15/2014	\$0 - No Funding Required	All Staff

Activity - Higher Level Thinking and Questioning PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on writing and developing higher level thinking and questioning strategies.	Professional Learning			08/05/2013	05/30/2014	\$500 - Title II Part A	Principal and Teachers

Activity - ESS Daytime Waiver	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Southgate will utilize the ESS Daytime waiver to provide additional small group instruction to students not meeting benchmarks	Academic Support Program			08/19/2013	05/30/2014	\$10000 - Grant Funds	Principal, ESS Coordinator and ESS Staff

Describe how the plan will be monitored to ensure that the strategies/activities that address the achievement gap are fully implemented.

The plan is monitored through on-going review of units, lesson plans and attendance in PLCs and Professional Development. Additionally, monthly reports to the SBDM Council and Southgate Board of Education monitoring the implementation of the strategies will be conducted.

Cite the goals/objectives/strategies in the plan that specifically addresses how the teaching and learning conditions will be positive and foster success for teachers and students.

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Describe the actions that will be taken to remove the barriers that prevented the school from closing the achievement gap.

Additional time and guidance will be given regarding the KCAS and the development of units and assessments. Participation in content networks and professional development pertaining to the KCAS standards will continue. A review of instructional practices and participation in the ESS Daytime Waiver will be conducted. An on-going targeting of students below benchmarks and discussion of practices to meet their needs including social as well as academic.

Stakeholder Engagement and Collaboration

Statement or Question: Select all of the ways in which the school will engage and collaborate with stakeholders to develop the strategies that address the achievement gap.

Response:

- Home Visits
- Parent information resources (PTA/PTO/SBDM, other)
- Partnership with community groups and businesses
- Communication (local newspapers, parent newsletters, school website, school activities, surveys)
- Parent engagement with students in the classroom or during school activities

School RTI Program and after school BUG and H2R. Increased emphasis on parent communication and dialogue when achievement goals are not met.