KDE Closing the Achievement Gap

Southgate Public School

Southgate Independent

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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
- •Female

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 and writing 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. RtI policies were revised to better serve individual student groups. Professional Development will focus on meeting the needs of at risk students and students performing below proficiency. Professional Development will also address student motivation, reading strategies, and vocabulary development. FLEX PD time will be offered to address individual needs per content area.

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

Historically Kindergarten readiness has been below the state averages. Overcoming socio-economic conditions such as being a member of CEP (school wide free breakfast and lunch program) and an increasing transient population have been barriers. Our own internal data demonstrates a wide discrepancy (as much as 100%) between proficiency and novice based on length of time in our school and in the state. For example, at some grade levels 100% of our P/D students have attended our school for two or more years. While 100% of N/A have attended for less than two years. Nearly 80% of our students fall into a GAP group category.

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...). Revising ESS and RtI programs to meet the individual needs of our students.

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 and a checklist is created to monitor implementation.

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 number of students scoring proficient at Southgate Public School in reading and math in the non-duplicated gap group.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for Southgate Elementary from 41.1 to 48.4 and Southgate Middle from 33.4 to 45.6 by 10/03/2016 as measured by the 2016 K-PREP State Assessment..

Strategy1:

ESS and RtI - Students needing additional support to meet goals will receive intensive, small group interventions and instruction.

Category: Integrated Methods for Learning

Research Cited:

Activity - ESS and RtI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing additional support will receive intensive small group instruction via ESS and RtI.	Direct Instruction Academic Support Program	09/07/2015	05/06/2016	$90000 - Title I Part A	Administration and RtI and ESS staff.

Strategy2:

PLCs - Instructional Staff will meet in monthly PLCs to receive professional development and work together to develop strategies to meet the goals of the school.

Category: Professional Learning & Support

Research Cited:

Activity - Monthly PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly PLC meetings by instructional staff.	Professional Learning	09/10/2015	05/12/2016	$2000 - General Fund	Administration and Instructional Staff

Strategy3:

Parental Involvement - Seek to engage parents in the educational success of their child or children.

Category: Stakeholder Engagement

Research Cited:

Activity - FRYSC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRYSC will work to identify and remove barriers to learning.	Parent Involvement Academic Support Program Community Engagement	08/03/2015	06/30/2016	$10000 - Grant Funds	Administration and FRYSC Personnel.

Activity - Parental Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be engaged as active members of the educational team. Parents will be kept informed in a variety of ways including: conferences, newsletters, phone call messages, emails, etc...	Parent Involvement	08/11/2015	05/20/2016	$200 - Grant Funds	Administration and Instructional Staff

Goal 2:

Reduce the number of students scoring novice on the K-PREP state assessment

Measurable Objective 1:

collaborate to reduce the number of students scoring novice by 50% by 10/01/2020 as measured by the K-PREP state assessment.

Strategy1:

Data Analysis - Review state assessment data and identify students scoring novice for interventions

Category: Management Systems

Research Cited:

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and provide targeted instruction for students scoring novice on the state assessment	Direct Instruction Academic Support Program	01/11/2016	10/03/2016	$90000 - Title I Part A	RtI 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, classroom observations, and attendance in PLCs and Professional Development.

Additionally, periodic 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.

Goal 1:

Increase the percentage of accomplished Next Generation Professionals to 100% by 2020

Measurable Objective 1:

collaborate to increase the percentage of accomplished Next Generation Professionals by 05/01/2020 as measured by TPGES reporting.

Strategy1:

Professional Development - Appropriate administrators will successfully complete certification in the Framework for Teaching Proficiency System through Teachscape. Teachers and Administrators will participate in professional development as necessary.

Category: Professional Learning & Support

Research Cited:

Activity - TPGES and PPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained on TPGES and appropriate staff on PPGES	Professional Learning	08/11/2015	04/01/2016	$500 - General Fund	Administration and teaching staff

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. Professional Development pertaining to the KCAS standards and curriculum alignment will continue. A review of instructional practices and participation in the ESS Daytime Waiver will be conducted. The ESS and RtI Programs have been revised to better meet the needs of individual students. An on-going targeting of students below benchmark and discussion of practices to meet their social and academic needs will be emphasized.

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. School Climate Committee will be expanded.