



Closing the Achievement Gap

Charles H. Kelly Elementary School

Boone County

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Introduction

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.

KDE Closing the Achievement Gap

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
- All Students
- Male
- Female
- White

Achievement Gap Summary

Describe the school's climate and culture.

Kelly Elementary School has a climate that fosters an atmosphere of support encouraging professional growth coupled with a high level of learning expectations for all students. Almost all teachers agree that class sizes are reasonable and are afforded the time to meet the needs of all students. Over 95% of our staff at Kelly feel they are provided reliable access to communication technology. 100% of the staff feel that all teachers are held to high professional standards for delivering instruction. And, 100% of staff would agree that students at Kelly understand the expectations set forth by the PBIS team in regards to their conduct. Our teachers have some areas of concern when professional development is evaluated and results are not communicated in a timely manner. Professional development opportunities are offered to teachers, and the expectation is to continue to share with PLCs to develop strong teacher leadership. Teachers are often concerned that State assessment data is not always available in time to impact instructional practices. Over 94% of our staff feel we have an effective school council that provides effective leadership and makes decisions that positively impact our school. They feel SBDM is a true representation of the faculty, parents and community stakeholders. Overall, 96% our staff feels that Kelly Elementary is a good place to work and learn.

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

At Kelly Elementary, students that were identified in the non-duplicated gap group that were below proficiency based on STAR data were assigned an adult to monitor academic progress. These professionals ensured that these students were receiving interventions to continue to show growth and make academic gains. Students identified in the Special Education Program were assigned a case manager to monitor academic and IEP goal progress. Case Managers ensured that these students were receiving specially designed instruction to continue to support students as they continued to show growth. All Kelly teachers were trained in research based instructional practices to meet the learning needs of students who were in need of interventions to make academic progress. Kelly Elementary worked with students and families to decrease the instances of truancy through incentive programs, and student recognition.

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

Kelly Elementary has a high poverty rate with approximately 50% of the student body on free and reduced lunch. Barriers to learning include declining parental support for continued education after school. Due to a rural living community, our students have limited access to technology and resources at home.

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

Our second goal addresses the achievement gap by stating: "Increase the number of Kelly Elementary students in the non-duplicated Gap group who score proficient/distinguished on the combined Reading and Math portions of K-PREP 72% in 2017." Our teachers were trained in Response to Intervention research based strategies such as Orton Gillingham, Corrective Reading, Small group guided reading instruction programming which included Fast ForWord, Ticket To Read, HeadSprout, Reading Assistant, Compass Reading all to address the

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achievement gap in Reading. Additionally, teachers were trained in strategies in the following programs to address the achievement gap in mathematics: Math in Focus, Do the Math, and Compass Math paths. Special Education teachers, Reading and Math Interventionists, and support staff collaborated to progress monitor students weekly in classroom in reading or math to meet the diverse learning needs of all students and to continue to close the achievement gap. Kelly staff utilized PBIS strategies with support from the district to keep students engaged in their learning environment. The strategies included daily recognition on a clip up chart, specific procedures for specified behavior expectations, monthly student recognition coupled with parent engagement activities.

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

Kelly Elementary SBDM reviewed the 2015-16 CSIP and collaborated with staff as the CSIP was developed through PLCs and after school professional development opportunities. According to SBDM minutes, the CSIP was discussed November 2015. At the December meeting, the CSIP was reviewed and approved by SBDM council. It was submitted in January of 2016. The CSIP was developed based on the 2014-2015 K-PREP data and the achievement gap was identified and addressed. In the fall of 2015, parents were invited to a Title 1 meeting, an informational meeting was held and plans to close the achievement gap were addressed.

Achievement Gap Diagnostic

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

Goal 1:

Increase the achievement of Kelly Elementary students in the non-duplicated Gap group who score proficient/distinguished on the combined Reading and Math portions of KPREP from 45.5% in 2014 to 57.6% by June of 2017

Measurable Objective 1:

60% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency 57.6 in Mathematics by 06/01/2017 as measured by KREP non-duplicated gap scores.

Strategy1:

Increase Attendance - Work with students and families to decrease instances of truancy.

Category: Continuous Improvement

Research Cited:

| Activity - Attendance and Truancy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-------------------------|---|
| Utilizing the processes for addressing student attendance and truancy issues to include a review of data and progress. Utilize the FRC to provide support and resources to families to encourage school attendance regularly. Provide celebrations and recognition for students with excellent attendance. | Other - to decrease the amount of truancy | 12/01/2015 | 11/30/2016 | \$500 - General Fund | Administration, Counselor, PLC teams, FRC Coordinator, Support Staff (Attendance Clerk), District Support Team (FAST) |

Strategy2:

Professional Development - According to KYTELL survey, teachers feel that follow up to professional development is an area of need.

Teachers will be trained in research based instructional practice for meeting the learning needs of students who are experiencing barriers to learning and achievement.

Category: Continuous Improvement

Research Cited:

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| Activity - IEP development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| Special education teachers and therapists will write Individual Educational Plan (IEP) goals that specifically align to curriculum standards at the appropriate learning level. District will provide support to these staff in the development of Individual Educational Plans aligned with standards and behavioral expectations: Analyze student data; Use data analysis to plan, review and revise instruction; Monitor implementation via special education coordinators and ARC Chairpersons. | Academic Support Program | 12/01/2015 | 11/30/2016 | \$0 - District Funding | Special Education Teachers and Therapists, ARC Chairpersons, Administration, School Psychologist, District Personnel |

| Activity - Barriers to Learning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|---|
| Continue to provide training, resources through the FRC and support to address barriers to learning, including but not limited to transience and access to health and social services in collaboration with community and parent/caregiver partners. Continue PBIS with District support. | Professional Learning | 12/01/2015 | 11/30/2016 | \$0 - District Funding | Administration, School Counselor, Teachers, PBIS Committee, FRC Coordinator, District Personnel |

| Activity - Effective Collaboration | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|---|
| Teachers will collaborate with support staff, special education teachers, and other teachers (Rtl) in classrooms to meet the diverse learning needs of all students. | Academic Support Program | 12/01/2015 | 11/30/2016 | \$0 - District Funding | Administrator, Instructional Coach, Teachers, Support Staff, District Personnel |

| Activity - Professional Development to Reduce Barriers to Learning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|----------------------------|--|
| Teacher/Staff Student Advocates, Response to Intervention Team, Extended School Services Tutors, and Homework Monitors will be trained in response to intervention strategies/programs and differentiation strategies for math and reading such as but not limited to Math in Focus Reteach, Fast ForWord, Compass Odyssey, Accelerated Math, Reading Assistant, etc. | Professional Learning | 12/01/2015 | 11/30/2016 | \$500 - Title I Schoolwide | Teacher/Staff Advocates; Team Leaders; Administration; Instructional Coach; Special Education Team; School Counselor, FRC Coordinator, District Office LSS support |

Measurable Objective 2:

60% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency 57.6 in Reading by 06/30/2017 as measured by KPREP Gap Target for Reading Percentage of Proficient/Distinguished students..

Strategy1:

Staff Advocate for Identified Students - Each student identified in the non-duplicated gap group that is not projected to be proficient using multiple measures will have a teacher/staff advocate that monitors academic progress and implements interventions to ensure student progress.

Category: Continuous Improvement

Research Cited:

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| Activity - Professional Development for Student Advocates | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Teacher/Staff Student Advocates, Extended School Services tutors and Homework Monitors will be trained in response to intervention which may include: Fast ForWord, Reading Assistant, Corrective Reading, Orton-Gillingham, and differentiation strategies. | Professional Learning | 12/01/2015 | 11/30/2016 | \$1500 - District Funding | Teacher/Staff Student Advocates; Team Leaders; Administrative Team; Instructional Coach; Response to Intervention Team; District Office Learning Support Services Team |

| Activity - Progress monitoring and differentiation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|---|
| Teachers will utilize the results of pre-assessments, formative assessments, and summative assessments, to plan for differentiated instruction for students who have not achieved content mastery and for under-performing students. Differentiation requires collaboration among teachers to flexibly group based on student needs and weekly testing to monitor progress. | Academic Support Program | 12/01/2015 | 11/30/2016 | \$0 - District Funding | Teachers, Administration, Instructional Coach |

| Activity - Student Advocate | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|------------------------------|---|
| Each student not projected for proficiency using multiple measures that has been identified in the Free and Reduced Lunch programs and/or special education will have a teacher/staff advocate to monitor academic progress. Staff will discuss, and develop a plan to meet the students needs to move them forward. | Academic Support Program | 12/01/2015 | 11/30/2016 | \$500 - School Council Funds | Response to Intervention Team; Team Leaders; Administrative Team; Instructional Coach; Teachers |

Goal 2:

Decrease the combined reading and math of novice for Kelly Elementary students from 13.6% in 2014 to 6.8% by 2020.

Measurable Objective 1:

A 3% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth through the reduction of novice in Mathematics by 09/30/2016 as measured by the overall novice scores on the KPREP test.

Strategy1:

Math Intervention/Skill Building - ESS will be offered each school morning and one afternoon each week

Category: Continuous Improvement

Research Cited:

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| Activity - ESS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------------------|
| Students identified as performing at the novice or low apprentice level in mathematics will receive an invitation to ESS that could include any of the following: direct teacher instruction, on-line interventions support utilizing programs such as: Compass Odyssey, Khan's Academy, Accelerated Math, etc. | Academic Support Program | 12/01/2015 | 11/30/2016 | \$2000 - District Funding | ESS Coordinator, ESS Teachers |

| Activity - Student Monitoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Students performing at the low apprentice or novice level in mathematics will be monitored by the classroom teacher along with any additional support staff needed (interventionists). Classroom teacher will review the progress with the student bi-weekly and set goals for improvement with the student. This information will be shared with support staff and administration through PLCs. | Academic Support Program | 12/01/2015 | 11/30/2016 | \$0 - No Funding Required | Classroom Teachers, Interventionists, Instructional Coach, Administration |

Measurable Objective 2:

A 3% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth through the reduction of novice in Reading by 09/30/2016 as measured by the overall novice scores on the KPREP test .

Strategy1:

Reading Interventions/Skill Building - Instructional Strategies for reading readiness - ESS will be offered each school morning and 1 afternoon each week

Category: Continuous Improvement

Research Cited:

| Activity - ESS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------------------|
| Students identified as performing at the novice or low apprentice level in reading will receive an invitation to ESS that could include any of the following: direct teacher instruction, on-line interventions support utilizing programs such as: Compass Odyssey, Fast ForWord, Reading Assistant, Headsprout, etc. | Academic Support Program | 12/01/2015 | 11/30/2016 | \$2000 - District Funding | ESS Coordinator, ESS Teachers |

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| Activity - Student Monitoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------------|------------|------------|---------------------------|---|
| Students performing at the low apprentice or novice level in reading will be monitored by the classroom teacher along with any additional support staff needed (interventionists). Classroom teacher will review the progress with the student bi-weekly and set goals for improvement with the student. This information will be shared with support staff and administration through PLCs. | Other - Progress Monitoring | 12/01/2015 | 11/30/2016 | \$0 - No Funding Required | Teachers, Interventionists, Instructional Coach, Administration |

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

Kelly Elementary will continue to monitor the effectiveness of the strategies and activities cited in the 2015-16 CSIP. Academic data will be gathered using K-PREP results, STAR data which includes: Reading, Mathematics, Early Literacy, and teacher developed student growth goals (SGG) that include multiple measures of data. We will also analyze behavior and truancy data collected through Infinite Campus and share the information with the staff at faculty meetings/PLC. Kelly Elementary teachers will conduct weekly progress monitoring assessments in Reading or Math to all students in the RTI process and will continue to utilize school level ATMs to monitor students.

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 achievement of Kelly Elementary students in the non-duplicated Gap group who score proficient/distinguished on the combined Reading and Math portions of KPREP from 45.5% in 2014 to 57.6% by June of 2017

Measurable Objective 1:

60% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency 57.6 in Mathematics by 06/01/2017 as measured by KREP non-duplicated gap scores.

Strategy1:

Increase Attendance - Work with students and families to decrease instances of truancy.

Category: Continuous Improvement

Research Cited:

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| Activity - Attendance and Truancy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-------------------------|---|
| Utilizing the processes for addressing student attendance and truancy issues to include a review of data and progress. Utilize the FRC to provide support and resources to families to encourage school attendance regularly. Provide celebrations and recognition for students with excellent attendance. | Other - to decrease the amount of truancy | 12/01/2015 | 11/30/2016 | \$500 - General Fund | Administration, Counselor, PLC teams, FRC Coordinator, Support Staff (Attendance Clerk), District Support Team (FAST) |

Strategy2:

Professional Development - According to KYTELL survey, teachers feel that follow up to professional development is an area of need.

Teachers will be trained in research based instructional practice for meeting the learning needs of students who are experiencing barriers to learning and achievement.

Category: Continuous Improvement

Research Cited:

| Activity - Barriers to Learning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|---|
| Continue to provide training, resources through the FRC and support to address barriers to learning, including but not limited to transience and access to health and social services in collaboration with community and parent/caregiver partners. Continue PBIS with District support. | Professional Learning | 12/01/2015 | 11/30/2016 | \$0 - District Funding | Administration, School Counselor, Teachers, PBIS Committee, FRC Coordinator, District Personnel |

| Activity - Professional Development to Reduce Barriers to Learning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|----------------------------|--|
| Teacher/Staff Student Advocates, Response to Intervention Team, Extended School Services Tutors, and Homework Monitors will be trained in response to intervention strategies/programs and differentiation strategies for math and reading such as but not limited to Math in Focus Reteach, Fast ForWord, Compass Odyssey, Accelerated Math, Reading Assistant, etc. | Professional Learning | 12/01/2015 | 11/30/2016 | \$500 - Title I Schoolwide | Teacher/Staff Advocates; Team Leaders; Administration; Instructional Coach; Special Education Team; School Counselor, FRC Coordinator, District Office LSS support |

| Activity - IEP development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| Special education teachers and therapists will write Individual Educational Plan (IEP) goals that specifically align to curriculum standards at the appropriate learning level. District will provide support to these staff in the development of Individual Educational Plans aligned with standards and behavioral expectations: Analyze student data; Use data analysis to plan, review and revise instruction; Monitor implementation via special education coordinators and ARC Chairpersons. | Academic Support Program | 12/01/2015 | 11/30/2016 | \$0 - District Funding | Special Education Teachers and Therapists, ARC Chairpersons, Administration, School Psychologist, District Personnel |

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| Activity - Effective Collaboration | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|---|
| Teachers will collaborate with support staff, special education teachers, and other teachers (Rtl) in classrooms to meet the diverse learning needs of all students. | Academic Support Program | 12/01/2015 | 11/30/2016 | \$0 - District Funding | Administrator, Instructional Coach, Teachers, Support Staff, District Personnel |

Measurable Objective 2:

60% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency 57.6 in Reading by 06/30/2017 as measured by KPREP Gap Target for Reading Percentage of Proficient/Distinguished students..

Strategy1:

Staff Advocate for Identified Students - Each student identified in the non-duplicated gap group that is not projected to be proficient using multiple measures will have a teacher/staff advocate that monitors academic progress and implements interventions to ensure student progress.

Category: Continuous Improvement

Research Cited:

| Activity - Progress monitoring and differentiation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|---|
| Teachers will utilize the results of pre-assessments, formative assessments, and summative assessments, to plan for differentiated instruction for students who have not achieved content mastery and for under-performing students. Differentiation requires collaboration among teachers to flexibly group based on student needs and weekly testing to monitor progress. | Academic Support Program | 12/01/2015 | 11/30/2016 | \$0 - District Funding | Teachers, Administration, Instructional Coach |

| Activity - Professional Development for Student Advocates | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Teacher/Staff Student Advocates, Extended School Services tutors and Homework Monitors will be trained in response to intervention which may include: Fast ForWord, Reading Assistant, Corrective Reading, Orton-Gillingham, and differentiation strategies. | Professional Learning | 12/01/2015 | 11/30/2016 | \$1500 - District Funding | Teacher/Staff Student Advocates; Team Leaders; Administrative Team; Instructional Coach; Response to Intervention Team; District Office Learning Support Services Team |

| Activity - Student Advocate | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|------------------------------|---|
| Each student not projected for proficiency using multiple measures that has been identified in the Free and Reduced Lunch programs and/or special education will have a teacher/staff advocate to monitor academic progress. Staff will discuss, and develop a plan to meet the students needs to move them forward. | Academic Support Program | 12/01/2015 | 11/30/2016 | \$500 - School Council Funds | Response to Intervention Team; Team Leaders; Administrative Team; Instructional Coach; Teachers |

Goal 2:

Decrease the combined reading and math of novice for Kelly Elementary students from 13.6% in 2014 to 6.8% by 2020.

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Measurable Objective 1:

A 3% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth through the reduction of novice in Mathematics by 09/30/2016 as measured by the overall novice scores on the KPREP test.

Strategy1:

Math Intervention/Skill Building - ESS will be offered each school morning and one afternoon each week

Category: Continuous Improvement

Research Cited:

| Activity - Student Monitoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Students performing at the low apprentice or novice level in mathematics will be monitored by the classroom teacher along with any additional support staff needed (interventionists). Classroom teacher will review the progress with the student bi-weekly and set goals for improvement with the student. This information will be shared with support staff and administration through PLCs. | Academic Support Program | 12/01/2015 | 11/30/2016 | \$0 - No Funding Required | Classroom Teachers, Interventionists, Instructional Coach, Administration |

| Activity - ESS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------------------|
| Students identified as performing at the novice or low apprentice level in mathematics will receive an invitation to ESS that could include any of the following: direct teacher instruction, on-line interventions support utilizing programs such as: Compass Odyssey, Khan's Academy, Accelerated Math, etc. | Academic Support Program | 12/01/2015 | 11/30/2016 | \$2000 - District Funding | ESS Coordinator, ESS Teachers |

Measurable Objective 2:

A 3% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth through the reduction of novice in Reading by 09/30/2016 as measured by the overall novice scores on the KPREP test .

Strategy1:

Reading Interventions/Skill Building - Instructional Strategies for reading readiness - ESS will be offered each school morning and 1 afternoon each week

Category: Continuous Improvement

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Research Cited:

| Activity - Student Monitoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------------|------------|------------|---------------------------|---|
| Students performing at the low apprentice or novice level in reading will be monitored by the classroom teacher along with any additional support staff needed (interventionists). Classroom teacher will review the progress with the student bi-weekly and set goals for improvement with the student. This information will be shared with support staff and administration through PLCs. | Other - Progress Monitoring | 12/01/2015 | 11/30/2016 | \$0 - No Funding Required | Teachers, Interventionists, Instructional Coach, Administration |

| Activity - ESS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------------------|
| Students identified as performing at the novice or low apprentice level in reading will receive an invitation to ESS that could include any of the following: direct teacher instruction, on-line interventions support utilizing programs such as: Compass Odyssey, Fast ForWord, Reading Assistant, Headsprout, etc. | Academic Support Program | 12/01/2015 | 11/30/2016 | \$2000 - District Funding | ESS Coordinator, ESS Teachers |

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

Kelly Elementary will continue to provide training to all staff in the effect of poverty on learning. A book study will be conducted this year in regards to poverty and learning. Resources and support will be offered to parents/guardians through our FRC, Kelly Kares Programs, parent engagement learning opportunities, and other community partnerships. With support from our Title 1 funding, the technology barrier to learning was addressed by purchasing Chromebooks for all intermediate students. In addition, the district also purchased Chromebooks. Kelly Elementary is now a one-to-one school.

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

Plan for Closing the Achievement Gap 16-17

Overview

Plan Name

Plan for Closing the Achievement Gap 16-17

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|---|---|-----------|---------------|
| 1 | Increase the achievement of Kelly Elementary students in the non-duplicated Gap group who score proficient/distinguished on the combined Reading and Math portions of KPREP from 45.5% in 2014 to 57.6% by June of 2017 | Objectives: 2 Strategies: 3 Activities: 8 | Academic | \$3000 |
| 2 | Decrease the combined reading and math of novice for Kelly Elementary students from 13.6% in 2014 to 6.8% by 2020. | Objectives: 2 Strategies: 2 Activities: 4 | Academic | \$4000 |

Goal 1: Increase the achievement of Kelly Elementary students in the non-duplicated Gap group who score proficient/distinguished on the combined Reading and Math portions of KPREP from 45.5% in 2014 to 57.6% by June of 2017

Measurable Objective 1:

60% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency 57.6 in Reading by 06/30/2017 as measured by KPREP Gap Target for Reading Percentage of Proficient/Distinguished students..

Strategy 1:

Staff Advocate for Identified Students - Each student identified in the non-duplicated gap group that is not projected to be proficient using multiple measures will have a teacher/staff advocate that monitors academic progress and implements interventions to ensure student progress.

Category: Continuous Improvement

| Activity - Student Advocate | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|----------------------|---|
| Each student not projected for proficiency using multiple measures that has been identified in the Free and Reduced Lunch programs and/or special education will have a teacher/staff advocate to monitor academic progress. Staff will discuss, and develop a plan to meet the students needs to move them forward. | Academic Support Program | 12/01/2015 | 11/30/2016 | \$500 | School Council Funds | Response to Intervention Team; Team Leaders; Administrative Team; Instructional Coach; Teachers |
| Activity - Professional Development for Student Advocates | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|--|-----------------------|------------|------------|--------|------------------|--|
| Teacher/Staff Student Advocates, Extended School Services tutors and Homework Monitors will be trained in response to intervention which may include: Fast ForWord, Reading Assistant, Corrective Reading, Orton-Gillingham, and differentiation strategies. | Professional Learning | 12/01/2015 | 11/30/2016 | \$1500 | District Funding | Teacher/Staff Student Advocates; Team Leaders; Administrative Team; Instructional Coach; Response to Intervention Team; District Office Learning Support Services Team |
|--|-----------------------|------------|------------|--------|------------------|--|

| Activity - Progress monitoring and differentiation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|--|
| Teachers will utilize the results of pre-assessments, formative assessments, and summative assessments, to plan for differentiated instruction for students who have not achieved content mastery and for under-performing students. Differentiation requires collaboration among teachers to flexibly group based on student needs and weekly testing to monitor progress. | Academic Support Program | 12/01/2015 | 11/30/2016 | \$0 | District Funding | Teachers, Administration , Instructional Coach |

Measurable Objective 2:

60% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency 57.6 in Mathematics by 06/01/2017 as measured by by KREP non-duplicated gap scores.

Strategy 1:

Professional Development - According to KYTELL survey, teachers feel that follow up to professional development is an area of need. Teachers will be trained in research based instructional practice for meeting the learning needs of students who are experiencing barriers to learning and achievement.

Category: Continuous Improvement

| Activity - IEP development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
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Closing the Achievement Gap

Charles H. Kelly Elementary School

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| Special education teachers and therapists will write Individual Educational Plan (IEP) goals that specifically align to curriculum standards at the appropriate learning level. District will provide support to these staff in the development of Individual Educational Plans aligned with standards and behavioral expectations: Analyze student data; Use data analysis to plan, review and revise instruction; Monitor implementation via special education coordinators and ARC Chairpersons. | Academic Support Program | 12/01/2015 | 11/30/2016 | \$0 | District Funding | Special Education Teachers and Therapists, ARC Chairpersons, Administration, School Psychologist, District Personnel |
|---|--------------------------|------------|------------|-----|------------------|--|

| Activity - Effective Collaboration | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|---|
| Teachers will collaborate with support staff, special education teachers, and other teachers (Rtl) in classrooms to meet the diverse learning needs of all students. | Academic Support Program | 12/01/2015 | 11/30/2016 | \$0 | District Funding | Administrator, Instructional Coach, Teachers, Support Staff, District Personnel |

| Activity - Barriers to Learning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|---|
| Continue to provide training, resources through the FRC and support to address barriers to learning, including but not limited to transience and access to health and social services in collaboration with community and parent/caregiver partners. Continue PBIS with District support. | Professional Learning | 12/01/2015 | 11/30/2016 | \$0 | District Funding | Administration, School Counselor, Teachers, PBIS Committee, FRC Coordinator, District Personnel |

| Activity - Professional Development to Reduce Barriers to Learning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
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Closing the Achievement Gap

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| Teacher/Staff Student Advocates, Response to Intervention Team, Extended School Services Tutors, and Homework Monitors will be trained in response to intervention strategies/programs and differentiation strategies for math and reading such as but not limited to Math in Focus Reteach, Fast ForWord, Compass Odyssey, Accelerated Math, Reading Assistant, etc. | Professional Learning | 12/01/2015 | 11/30/2016 | \$500 | Title I Schoolwide | Teacher/Staff Advocates; Team Leaders; Administration ; Instructional Coach; Special Education Team; School Counselor, FRC Coordinator, District Office LSS support |
|---|-----------------------|------------|------------|-------|--------------------|---|

Strategy 2:

Increase Attendance - Work with students and families to decrease instances of truancy.

Category: Continuous Improvement

| Activity - Attendance and Truancy | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|------------|------------|-------------------|-------------------|--|
| Utilizing the processes for addressing student attendance and truancy issues to include a review of data and progress. Utilize the FRC to provide support and resources to families to encourage school attendance regularly. Provide celebrations and recognition for students with excellent attendance. | Other - to decrease the amount of truancy | 12/01/2015 | 11/30/2016 | \$500 | General Fund | Administration , Counselor, PLC teams, FRC Coordinator, Support Staff (Attendance Clerk), District Support Team (FAST) |

Goal 2: Decrease the combined reading and math of novice for Kelly Elementary students from 13.6% in 2014 to 6.8% by 2020.

Measurable Objective 1:

A 3% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth through the reduction of novice in Reading by 09/30/2016 as measured by the overall novice scores on the KPREP test .

Closing the Achievement Gap

Charles H. Kelly Elementary School

Strategy 1:

Reading Interventions/Skill Building - Instructional Strategies for reading readiness - ESS will be offered each school morning and 1 afternoon each week

Category: Continuous Improvement

| Activity - ESS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------------|------------|------------|-------------------|---------------------|---|
| Students identified as performing at the novice or low apprentice level in reading will receive an invitation to ESS that could include any of the following: direct teacher instruction, on-line interventions support utilizing programs such as: Compass Odyssey, Fast ForWord, Reading Assistant, Headsprout, etc. | Academic Support Program | 12/01/2015 | 11/30/2016 | \$2000 | District Funding | ESS Coordinator, ESS Teachers |
| Activity - Student Monitoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students performing at the low apprentice or novice level in reading will be monitored by the classroom teacher along with any additional support staff needed (interventionists). Classroom teacher will review the progress with the student bi-weekly and set goals for improvement with the student. This information will be shared with support staff and administration through PLCs. | Other - Progress Monitoring | 12/01/2015 | 11/30/2016 | \$0 | No Funding Required | Teachers, Interventionists, Instructional Coach, Administration |

Measurable Objective 2:

A 3% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth through the reduction of novice in Mathematics by 09/30/2016 as measured by the overall novice scores on the KPREP test.

Strategy 1:

Math Intervention/Skill Building - ESS will be offered each school morning and one afternoon each week

Category: Continuous Improvement

| Activity - ESS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|-------------------------------|
| Students identified as performing at the novice or low apprentice level in mathematics will receive an invitation to ESS that could include any of the following: direct teacher instruction, on-line interventions support utilizing programs such as: Compass Odyssey, Khan's Academy, Accelerated Math, etc. | Academic Support Program | 12/01/2015 | 11/30/2016 | \$2000 | District Funding | ESS Coordinator, ESS Teachers |
| Activity - Student Monitoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

Closing the Achievement Gap

Charles H. Kelly Elementary School

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|--|--------------------------|------------|------------|-----|---------------------|---|
| Students performing at the low apprentice or novice level in mathematics will be monitored by the classroom teacher along with any additional support staff needed (interventionists). Classroom teacher will review the progress with the student bi-weekly and set goals for improvement with the student. This information will be shared with support staff and administration through PLCs. | Academic Support Program | 12/01/2015 | 11/30/2016 | \$0 | No Funding Required | Classroom Teachers, Interventionists, Instructional Coach, Administration |
|--|--------------------------|------------|------------|-----|---------------------|---|

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------|--|--------------------------|------------|------------|-------------------|---|
| Student Advocate | Each student not projected for proficiency using multiple measures that has been identified in the Free and Reduced Lunch programs and/or special education will have a teacher/staff advocate to monitor academic progress. Staff will discuss, and develop a plan to meet the students needs to move them forward. | Academic Support Program | 12/01/2015 | 11/30/2016 | \$500 | Response to Intervention Team; Team Leaders; Administrative Team; Instructional Coach; Teachers |
| Total | | | | | \$500 | |

Title I Schoolwide

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|-----------------------|------------|------------|-------------------|---|
| Professional Development to Reduce Barriers to Learning | Teacher/Staff Student Advocates, Response to Intervention Team, Extended School Services Tutors, and Homework Monitors will be trained in response to intervention strategies/programs and differentiation strategies for math and reading such as but not limited to Math in Focus Reteach, Fast ForWord, Compass Odyssey, Accelerated Math, Reading Assistant, etc. | Professional Learning | 12/01/2015 | 11/30/2016 | \$500 | Teacher/Staff Advocates; Team Leaders; Administration ; Instructional Coach; Special Education Team; School Counselor, FRC Coordinator, District Office LSS support |
| Total | | | | | \$500 | |

District Funding

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|

Closing the Achievement Gap

Charles H. Kelly Elementary School

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|--|---|--------------------------|------------|------------|--------|--|
| Professional Development for Student Advocates | Teacher/Staff Student Advocates, Extended School Services tutors and Homework Monitors will be trained in response to intervention which may include: Fast ForWord, Reading Assistant, Corrective Reading, Orton-Gillingham, and differentiation strategies. | Professional Learning | 12/01/2015 | 11/30/2016 | \$1500 | Teacher/Staff Student Advocates; Team Leaders; Administrative Team; Instructional Coach; Response to Intervention Team; District Office Learning Support Services Team |
| IEP development | Special education teachers and therapists will write Individual Educational Plan (IEP) goals that specifically align to curriculum standards at the appropriate learning level. District will provide support to these staff in the development of Individual Educational Plans aligned with standards and behavioral expectations: Analyze student data; Use data analysis to plan, review and revise instruction; Monitor implementation via special education coordinators and ARC Chairpersons. | Academic Support Program | 12/01/2015 | 11/30/2016 | \$0 | Special Education Teachers and Therapists, ARC Chairpersons, Administration, School Psychologist, District Personnel |
| Effective Collaboration | Teachers will collaborate with support staff, special education teachers, and other teachers (Rtl) in classrooms to meet the diverse learning needs of all students. | Academic Support Program | 12/01/2015 | 11/30/2016 | \$0 | Administrator, Instructional Coach, Teachers, Support Staff, District Personnel |
| Barriers to Learning | Continue to provide training, resources through the FRC and support to address barriers to learning, including but not limited to transience and access to health and social services in collaboration with community and parent/caregiver partners. Continue PBIS with District support. | Professional Learning | 12/01/2015 | 11/30/2016 | \$0 | Administration, School Counselor, Teachers, PBIS Committee, FRC Coordinator, District Personnel |
| ESS | Students identified as performing at the novice or low apprentice level in reading will receive an invitation to ESS that could include any of the following: direct teacher instruction, on-line interventions support utilizing programs such as: Compass Odyssey, Fast ForWord, Reading Assistant, Headsprout, etc. | Academic Support Program | 12/01/2015 | 11/30/2016 | \$2000 | ESS Coordinator, ESS Teachers |

Closing the Achievement Gap

Charles H. Kelly Elementary School

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|---|---|--------------------------|------------|------------|---------------|---|
| ESS | Students identified as performing at the novice or low apprentice level in mathematics will receive an invitation to ESS that could include any of the following: direct teacher instruction, on-line interventions support utilizing programs such as: Compass Odyssey, Khan's Academy, Accelerated Math, etc. | Academic Support Program | 12/01/2015 | 11/30/2016 | \$2000 | ESS Coordinator, ESS Teachers |
| Progress monitoring and differentiation | Teachers will utilize the results of pre-assessments, formative assessments, and summative assessments, to plan for differentiated instruction for students who have not achieved content mastery and for under-performing students. Differentiation requires collaboration among teachers to flexibly group based on student needs and weekly testing to monitor progress. | Academic Support Program | 12/01/2015 | 11/30/2016 | \$0 | Teachers, Administration, Instructional Coach |
| Total | | | | | \$5500 | |

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------|--|-----------------------------|------------|------------|-------------------|---|
| Student Monitoring | Students performing at the low apprentice or novice level in mathematics will be monitored by the classroom teacher along with any additional support staff needed (interventionists). Classroom teacher will review the progress with the student bi-weekly and set goals for improvement with the student. This information will be shared with support staff and administration through PLCs. | Academic Support Program | 12/01/2015 | 11/30/2016 | \$0 | Classroom Teachers, Interventionists, Instructional Coach, Administration |
| Student Monitoring | Students performing at the low apprentice or novice level in reading will be monitored by the classroom teacher along with any additional support staff needed (interventionists). Classroom teacher will review the progress with the student bi-weekly and set goals for improvement with the student. This information will be shared with support staff and administration through PLCs. | Other - Progress Monitoring | 12/01/2015 | 11/30/2016 | \$0 | Teachers, Interventionists, Instructional Coach, Administration |
| Total | | | | | \$0 | |

General Fund

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|
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Closing the Achievement Gap

Charles H. Kelly Elementary School

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|------------------------|--|---|------------|------------|-------|--|
| Attendance and Truancy | Utilizing the processes for addressing student attendance and truancy issues to include a review of data and progress. Utilize the FRC to provide support and resources to families to encourage school attendance regularly. Provide celebrations and recognition for students with excellent attendance. | Other - to decrease the amount of truancy | 12/01/2015 | 11/30/2016 | \$500 | Administration , Counselor, PLC teams, FRC Coordinator, Support Staff (Attendance Clerk), District Support Team (FAST) |
| Total | | | | | \$500 | |