



# **Closing the Achievement Gap**

Longbranch Elementary School

Boone County

Erika Bowles, Principal  
2805 Longbranch Rd  
Union, KY 41091

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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:**

- With Disability
- Free/Reduced Price Meals

## **Achievement Gap Summary**

### **Describe the school's climate and culture.**

Longbranch Elementary strives to be a community school. The goal is to be a hub of information and involvement for not just our parents and students, but for our future parents and students as well as those who live in our community with no school-age children. While maintaining the safety and security of the building we also strive to invite our community into the building often for collaboration and assistance. We instill in our staff the need to make deep and meaningful connections with every student and form meaningful connections.

In 2015, we adopted The Leader in Me transformation model. Our goal in adopting this program was to create an atmosphere where the whole child is developed. We want our students to believe that every child has the capacity to achieve greatness, to lead themselves and one another, and to inspire those around them to consistently grow and thrive.

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

Special Education: Weekly PLCs with special ed team to discuss programming, instructional practices, and assessment. Improved understanding of the collaborative model of instructional delivery.

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

Free and Reduced: Still not a clear picture of how to specifically target these students and their needs. Lack of funding to support transportation and allow us to keep the kids at school late or get them here early for extra intervention.

Special Education: Intervention programs specifically for students with IEPs. Daily schedule alignment with balance in intervention and general education/grade level content.

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

Document tiers 1, 2, and 3 interventions in reading, mathematics, behavior, and writing. Determine specific intervention programs and standards-based intervention at each tier level. Conduct regular advisory team meetings of teachers and administrative staff to review data and progress and adjust interventions as needed.

Align above procedures as a district as a part of an RTI advisory team.

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

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1. CSIP is posted on school website after approval.
2. Reviewed in PLCs and faculty meeting with staff.
3. Video review created for parents and published via email, website, and social media.
4. Reviewed monthly in SBDM meetings.



**Achievement Gap Diagnostic**

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

**Goal 1:**

Increase achievement of the students at Longbranch Elementary so that the proficiency of students in the nonduplicated gap group increases from 43.3% PD in 2014 to 68.2% PD in 2017 as measured by K-Prep combined reading and math achievement data.

**Measurable Objective 1:**

68% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in combined reading and mathematics in English Language Arts by 09/29/2017 as measured by achievement scores on the K-Prep assessment administered in 2017.

**Strategy1:**

Professional Learning: Strategies to Close the Achievement Gap - Staff to participate in large and small group learning opportunities in person or online to help build knowledge and skills for closing the achievement gap for students with disabilities or in poverty.

Category: Professional Learning & Support

Research Cited: Ruby Payne, CEC

Activity - Poverty Simulation/Poverty Seminar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff and some parents to be provided opportunity to participate in 3-hour poverty workshop at local agency. Staff and some parents to participate in a poverty simulation. Discussion to result in a school assistance action plan and procedure for Longbranch Elementary.	Professional Learning	11/24/2014	01/04/2016	\$500 - Other	Administration, Counseling Staff

Activity - Disability-Specific PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General education and special education staff to participate in disability-specific professional learning opportunities provided by local agencies, Boone County Schools, or other local districts or universities (i.e. Springer School presentation at Longbranch on dyslexia or Springer School presentation on campus on Executive Functioning and ADHD). Learning to be shared with full staff through Edcamp style faculty meetings and with parents in workshops and meetings at convenient times (AM and PM).	Professional Learning	11/24/2014	01/04/2016	\$1000 - Other	Administration, ARC Chairperson

**Strategy2:**

The Leader In Me School Transformation Model - The Leader in Me program teaches students habits that are research-based and proven to elicit growth and success in school and life.

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Category: Persistence to Graduation

Research Cited: Covey's Seven Habits of Highly Effective People, AB Combs Magnet Elementary, The Leader In Me School Transformation Model

Activity - The Leader In Me Implementation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff and some parents to participate in 3-day implementation training for The Leader In Me and sustainability training over the course of a 5 year implementation plan. Staff and some parents to participate in PLCs to develop the Longbranch model for The Leader In Me. Staff and parents to work collaboratively to train parents for home implementation and connection of The Leader In Me.	Professional Learning	11/24/2014	05/31/2017	\$25000 - Other	Administration

Activity - Leadership Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff and some parents to attend Leadership Days at schools in full implementation of The Leader in Me. Allow time for teachers and parents to reflect on visits and discuss possible implementation of strategies at our school. (faculty meetings, PLCs, flex, book studies, workgroups)	Professional Learning	11/24/2014	01/04/2016	\$10000 - District Funding	Administration

### Strategy3:

212 Enrichment Block - All students will be assessed four times per school year on the Star Reading and Math assessments and will be grouped with students with similar deficits for purposeful, standards-based instruction 45 minutes per day in reading and 30 minutes per day in math until all students in Tier 2 and 3 of Response to Intervention are remediated. Students with IEPs will receive focused instruction based on IEP goals and grade-level standards.

Category: Learning Systems

Research Cited: Response to Intervention

Activity - PLCs for 212 Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet as professional learning communities to discuss student performance on formative, summative, and benchmark assessments, place students in standards groups as needed, and collaborate to create effective instruction and assessment for all students based on personalized student need.	Professional Learning	11/24/2014	01/04/2016	\$0 - No Funding Required	Instructional coach, administration, teachers

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

As a part of the monthly CSIP review in SBDM meetings.

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**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:

By 2019, 81.1% of all students in grades 3, 4, and 5 will be proficient in combined reading and mathematics.

### Measurable Objective 1:

75% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Reading by 10/28/2016 as measured by the K-Prep examination.

### Strategy1:

The Leader In Me - The Leader In Me school transformation model works like the operating system of a computer. It's the underlying foundation that helps build student success by teaching habits of mind that will allow students to achieve in the classroom.

The Leader In Me is implemented in a 3-5 year cycle, a little each year, until a school reaches full implementation.

Category: Management Systems

Research Cited: <http://www.theleaderinme.org/>

Activity - Action Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Action Teams are developed as branches of the Lighthouse Teams in a school environment. These teams take on large initiatives that support the transformation model. Our action teams will be facilitated by staff once monthly during their normal faculty meeting times. They will include: Environment, Student Leadership Teams, School Leadership Day, Habits Boosters, Scoreboards, In-School Clubs, and Leadership Notebooks.	Other - Leadership Teams	01/04/2016	12/23/2016	\$5000 - School Council Funds	Administration

Activity - Staff, Student, and Parent Lighthouse Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lighthouse Teams are developed at Leader In Me schools to shine a light on the future, to guide the path of implementation, and to make certain the program is effective. We will continue our staff team and add a student and parent team in 2016.	Other - Leadership Teams	01/04/2016	12/23/2016	\$5000 - School Council Funds	Administration

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Activity - Ongoing 7 Habits and The Leader In Me Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing, weekly instruction in the 7 Habits of Happy Kids and the 7 Habits of Highly Effective People will be in place for all staff and students. Using a train the trainer model, three staff members will be trained to deliver professional development and staff will facilitate weekly lessons with students purchased through Franklin Covey.	Behavioral Support Program	01/04/2016	12/23/2016	\$25000 - Other	Administration and Staff Lighthouse Team

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

1. Increased family engagement activities to include babysitting services and dinner services. Potentially offer transportation to parents without their own transportation.
2. Home visits during the summer to all students to establish a positive relationship with school early.
3. Continued poverty simulations.
4. Eric Jensen book study and poverty deep dive to better understand as a staff how our teaching and communication needs to change based on family dynamics.
5. Purchase Tier 4 intervention programs and use to fidelity for students identified with a disability.

## **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

Leadership Day

# **Plan for Closing the Achievement Gap 2016**

# Overview

**Plan Name**

Plan for Closing the Achievement Gap 2016

**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 achievement of the students at Longbranch Elementary so that the proficiency of students in the nonduplicated gap group increases from 43.3% PD in 2014 to 68.2% PD in 2017 as measured by K-Prep combined reading and math achievement data.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$36500



**Goal 1: Increase achievement of the students at Longbranch Elementary so that the proficiency of students in the nonduplicated gap group increases from 43.3% PD in 2014 to 68.2% PD in 2017 as measured by K-Prep combined reading and math achievement data.**

**Measurable Objective 1:**

68% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in combined reading and mathematics in English Language Arts by 09/29/2017 as measured by achievement scores on the K-Prep assessment administered in 2017.

**Strategy 1:**

212 Enrichment Block - All students will be assessed four times per school year on the Star Reading and Math assessments and will be grouped with students with similar deficits for purposeful, standards-based instruction 45 minutes per day in reading and 30 minutes per day in math until all students in Tier 2 and 3 of Response to Intervention are remediated. Students with IEPs will receive focused instruction based on IEP goals and grade-level standards.

Category: Learning Systems

Research Cited: Response to Intervention

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Teachers will meet as professional learning communities to discuss student performance on formative, summative, and benchmark assessments, place students in standards groups as needed, and collaborate to create effective instruction and assessment for all students based on personalized student need.	Professional Learning	11/24/2014	01/04/2016	\$0	No Funding Required	Instructional coach, administration , teachers

**Strategy 2:**

The Leader In Me School Transformation Model - The Leader in Me program teaches students habits that are research-based and proven to elicit growth and success in school and life.

Category: Persistence to Graduation

Research Cited: Covey's Seven Habits of Highly Effective People, AB Combs Magnet Elementary, The Leader In Me School Transformation Model

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Activity - Leadership Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and some parents to attend Leadership Days at schools in full implementation of The Leader in Me. Allow time for teachers and parents to reflect on visits and discuss possible implementation of strategies at our school. (faculty meetings, PLCs, flex, book studies, workgroups)	Professional Learning	11/24/2014	01/04/2016	\$10000	District Funding	Administration

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### Strategy 3:

Professional Learning: Strategies to Close the Achievement Gap - Staff to participate in large and small group learning opportunities in person or online to help build knowledge and skills for closing the achievement gap for students with disabilities or in poverty.

Category: Professional Learning & Support

Research Cited: Ruby Payne, CEC

Activity - Poverty Simulation/Poverty Seminar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Activity - Disability-Specific PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Disability-Specific PD	General education and special education staff to participate in disability-specific professional learning opportunities provided by local agencies, Boone County Schools, or other local districts or universities (i.e. Springer School presentation at Longbranch on dyslexia or Springer School presentation on campus on Executive Functioning and ADHD). Learning to be shared with full staff through Edcamp style faculty meetings and with parents in workshops and meetings at convenient times (AM and PM).	Professional Learning	11/24/2014	01/04/2016	\$1000	Administration , ARC Chairperson
The Leader In Me Implementation Training	Staff and some parents to participate in 3-day implementation training for The Leader In Me and sustainability training over the course of a 5 year implementation plan. Staff and some parents to participate in PLCs to develop the Longbranch model for The Leader In Me. Staff and parents to work collaboratively to train parents for home implementation and connection of The Leader In Me.	Professional Learning	11/24/2014	05/31/2017	\$25000	Administration
Poverty Simulation/Poverty Seminar	Staff and some parents to be provided opportunity to participate in 3-hour poverty workshop at local agency. Staff and some parents to participate in a poverty simulation. Discussion to result in a school assistance action plan and procedure for Longbranch Elementary.	Professional Learning	11/24/2014	01/04/2016	\$500	Administration , Counseling Staff
<b>Total</b>					<b>\$26500</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLCs for 212 Time	Teachers will meet as professional learning communities to discuss student performance on formative, summative, and benchmark assessments, place students in standards groups as needed, and collaborate to create effective instruction and assessment for all students based on personalized student need.	Professional Learning	11/24/2014	01/04/2016	\$0	Instructional coach, administration , teachers
<b>Total</b>					<b>\$0</b>	

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### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Leadership Days	Staff and some parents to attend Leadership Days at schools in full implementation of The Leader in Me. Allow time for teachers and parents to reflect on visits and discuss possible implementation of strategies at our school. (faculty meetings, PLCs, flex, book studies, workgroups)	Professional Learning	11/24/2014	01/04/2016	\$10000	Administration
Total					\$10000	