

Phase Three: 2018-19 Closing the Achievement Gap Diagnostic

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Glasscock Elementary School

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

The Achievement Gap Group spreadsheet is attached.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

Glasscock Elementary School has a student body of 494 students in grades preschool-5th grade. The campus of Glasscock is located in the beautiful, rural landscape of Lebanon, KY in Marion County. The school consists of 31 certified teachers and 8 instructional assistants, 1 bookkeeper, 1 attendance clerk, 1 FRYSC director. The FRYSC is actively involved in providing an afterschool program that enhances educational development as well as a family outreach program. The entire staff are committed to the academic, social and emotional growth of children. Glasscock Elementary has a 74% population of free and reduced lunch students. The vision at Glasscock is "Serve with Pride, Lead with Confidence and Inspire to Impact Lives." The staff at Glasscock have truly embraced this vision. The culture of learning is one of high expectations and the inspiration that our students are capable of reaching their dreams through hardwork and determination. We are in our 3rd year implementing the Leader in Me program.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Our Proficient and Distinguished scores in Reading decreased from a 53.1 in 2015-16 to a 51.4 in 2016-17 but increased to a 69.8% in reading in 2017-18. Our Proficient and Distinguished scores in Math in 2015-16 were 78.9, decreased to 78.2 in 2016-17 and decreased again to 74.5% in 2017-18. Our Proficient and Distinguished scores in Social Studies increased from 68.2 in 2015-16 to 84.5 in 2016-17 and decreased to a 69.7% in 2017-18. Our Proficient and Distinguished scores in Writing increased from a 60.0 in 2015-16 to 82.7 in 2016-17 and decreased to a 70.0% in 2017-18. Our Proficient and Distinguished scores in Science for the 2017-18 were 51%.

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

Our writing scores for all gap groups have improved within the past four years. Our reading and math free and reduced population has improved from previous years.

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

In third grade, we had a high number of Free and Reduced students who scored novice in reading and apprentice in math. We also had a high number of novice in reading and math for our IEP population. In fourth grade, we had a high number of novice in reading and a low number of proficient for our Free and Reduced population. We also had a high number of Free and Reduced students who scored apprentice in math. Our 4th grade science scores indicate that our Free and Reduced population had no distinguished scores but rather a high number of novice and apprentice. Our 4th grade African American population had a high number of novice and apprentice in science. Our 5th grade math scores had a high number of novice for our Free and Reduced population. In Social Studies, the free and reduced population had a low number of distinguished and a high number of novice and apprentice. In writing, we had a high number of Free and Reduced students that scored apprentice.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

We offer Extended School Services through the Daytime Waiver. We also offer Extended School Services before and after school. Our teachers will receive Guided Reading training throughout the school year. Since Glasscock is now one-to-one with technology in grades 1st-5th grade, teachers will receive training on Google classroom and strategies on how to implement into daily instruction. Teachers will be trained in best practices to promote student engagement and learning at high levels. All certified teachers will be trained on the use of cooperative learning to increase student engagement and the effectiveness of cooperative learning. Individual learning plans will improve students engagement by providing opportunities to process and discuss the content learned/being learned. An individual learning pathway created with results from the MAP assessment can be used for direct instruction or remediation. Staff will also be trained in Google Classroom, Achieve 3000 and Smarty Ants strategies to promote use of technology to enhance student individual learning plans. See attachment regarding the professional development plan.

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

The barrier that prevented the school from closing the achievement gap was the response to intervention. The action taken was an intentional response to intervention model. As a district we have adapted and changed our RTI processes and steps to make the RTI processes more effective. Barriers that prevented the school from closing the achievement gap include lack of technological resources in the home to engage in reading and math activities, poor attendance, and the lack of the value of education in the home. Specific examples are in the CSIP as to how the district and school collaborated to ensure that the achievement gap was addressed for the areas of GAP, free and reduced students and students with disability.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

We have several monthly events-Born Learning, PAWS (Parents Active With Students) and SBDM meetings. We hold an annual career day and invite various members of our community including bankers, EMS, police officers, firefighters, etc. Our school holds parent teacher conferences twice per year. Twice per year we have Family Reading Nights and various Arts and Humanities programs such as concerts, dance programs, etc. throughout the school year. We are a Leader in Me school and provide leadership opportunities and teach them life skills on a daily basis. All staff and SBDM members are strategic partners in this plan.

III. Planning the Work

Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

See attachment. The strategies and activities are listed under our GAP goal on the School Improvement Plan.

ATTACHMENTS

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Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.






Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

The strategies and activities are listed under our GAP goal on the School Improvement Plan.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2018-19 Achievement Gap Group Identification	2018-19 Achievement Gap Group Identification	I
 2018-19 GES Delivery Targets	2018-19 GES Delivery Targets	III
 2018-19 GES Goals and Strategies	2018- 19 GES Goals and Strategies	III
 2018-19 Measurable Gap Goal	2018-19 Measurable Gap Goal	III
 District PD Plan	District PD Plan	II.E