2018-19: Closing the Achievement Gap

Phase Three: Closing the Achievement Gap Diagnostic

Lebanon Elementary School
Jim Freeman
420 West Main Street
Lebanon, Kentucky, 40033
United States of America

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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.

See the attached spreadsheet.

ATTACHMENTS

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

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II. Achievement Gap Analysis

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

Lebanon Elementary School is extremely diverse in its population. We continue to see a rise in the number of Hispanic students to our overall numbers, as well as, a small rise in our Asian population, too. So, language is a real barrier to learning at LES. Poverty and homelessness is a constant barrier to learning, as well. We strive to meet the needs of our students everyday and meet them where they are in the learning process. We have tried to meet the needs of our IEP students through our master schedule this year, coordinating collaborative and resource class time. LES has a ELL teacher and we try to meet language barriers with additional help from them and the use of Google translator in classes. This is the second year of Leader In Me at the school. Through this program, we try to encompass all students and help them become leaders and to take charge of their own learning. We are using small group work in reading, through our Guided Reading groups and centers work in math. We have 3 interventionists that work with students that need extra attention in math and reading.

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.

Reading African American proficiency went from 44.4 in 2016 to 50 in 2017. Hispanic proficiency went from 42.1 in 2016 to 42.4 in 2017. Free/Reduced lunch proficiency went from 34.8 in 2016 to 37.5 in 2017. Math IEP Math proficiency moved from 30.4 to 37.5. Even though we have shown some growth in reading and math, we still have not shown a rate of improvement that is meeting the target goals set by our staff and the state. We still have not seen substantial and consistant growth in reading and in math. We also need to see better growth in science, social studies, and writing across the board.

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

Reading African American proficiency went from 44.4 in 2016 to 50 in 2017. Hispanic proficiency went from 42.1 in 2016 to 42.4 in 2017. Free/Reduced lunch proficiency went from 34.8 in 2016 to 37.5 in 2017. Math IEP Math proficiency moved from 30.4 to 37.5.

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

Reading Novice levels have grown in the following subgroups: African American, Hispanic, and IEP students. Our Hispanic population has grown which has contributed to our growth in our Novice catagory. We did not have any Hispanic students Distinguished in Reading. Math Overall, we saw drops in our scores for all subgroups in Math. However, our Hispanic population saw the biggest number drop from 73.7 proficiency in 2016 to a 39.4 proficiency in 2017.

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).

The school PD plans are still being made and finalized. The district is looking to add some teacher voice into the PD offerings for the next summer and school year. LES focus for PD will be on Reading Instruction, along with some Math curricular work. LES will also be completing the work

on a new Master Schedule that will reflect instructional issues. See Attached Sheets for the ESS Plan and ESS schedule.

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

There are several barriers to learning that LES needs to address. Poverty and language barriers are ever present at LES and we will continue to battle those as best we can. We have not always used our resources in a concise plan for the whole school. By developing a Master Schedule with common goals in mind, we hope to use all of our resources for that goal. Our RTI processes have been revamped, but we are still have more work to do to create a solid system for the entire school. PLC's are present in LES, but still need to broaden the scope of learning for all teachers and create a system of data analysis and instructional planning.

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.

A lot of the work for improving planning and instruction rest in the hands of our PLC's. All classroom teachers have a role and a voice in making this happen. Our RTI committee and complete RTI system is the work of our classroom teachers and interventionists for math and reading. We are a Leader In Me school. Our Action Teams, comprised of our faculty, work on setting policy and procedures for the school. We do several parental nights and are currently working on hosting student led conferences for Parent-Teacher night. We also host at least 9 parent nights for different reasons throughout the course of the year. We have a Title I coordinator that works in conjunction with the staff to make those happen.

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).

Reading Free/Reduced Lunch - 55% proficiency Hispanic - 48% proficiency IEP Students - 42% proficiency Math Free/Reduced Lunch - 55% proficiency Hispanic - 45% proficiency IEP students - 42% proficiency

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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.

See the attached GAP

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
🔗 2018-19 LES CSIP	Consolidated Planning Document	III
🔗 Achievement GAP Group Identification	Subgroup percentages	I
🔗 Closing the Achievement GAP Summary	GAP Summary	III
🔗 ESS Plan	Plans for ESS program	II.E