

**2018-2019 Phase Three: Closing the Achievement Gap
Diagnostic_12202018_15:01**

Phase Three: Closing the Achievement Gap Diagnostic

Cairo Elementary School
Brooke Elane Shappell
10694 Us Hwy 41 A
Henderson, Kentucky, 42420
United States of America

Last Modified: 12/21/2018
Status: Open

TABLE OF CONTENTS

I. Achievement Gap Group Identification	3
II. Achievement Gap Analysis	4
III. Planning the Work	7
ATTACHMENT SUMMARY.....	8

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 attachment.

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.

Cairo Elementary is a rural school with approximately 300 students. Of those 300 students, 57.77% qualify for free/reduced lunch. We currently have 37 students who qualify for special education services which makes up 12.5% of our population. Cairo Elementary is a Leader in Me school who has a strong school climate and culture. Teachers work diligently to teach students to have good character, set individual goals, and inspire students to work hard to achieve these goals by prioritizing daily activities. As a school, goal setting is a priority for us. Students set and track individual goals, each classroom has a classroom set of goals, each grade level has a grade level set of goals, and we have a set of school wide goals. Our focus at Cairo is ensuring that students understand and realize that the goals they set personally contribute not only to their personal success, but also to the success of their class, their grade level, and ultimately our whole school. Our teachers work closely with administration to analyze individual student data as well as school wide data trends to drive next steps in instruction. Data for individual students, including those students in GAP groups, is analyzed and tracked throughout the year as benchmark assessments and common formative assessments are administered. Cairo Elementary is data driven and focused on the success of all students.

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: Free/Reduced Lunch: 2015-2016 data shows that 41.8% of students who qualify for free/reduced lunch reached at least proficiency. 2016-2017 data shows that 38.8% of students who qualify for free/reduced lunch reached at least proficiency. The delivery target for 2016-2017 was 62.1%, so the target was not met. For 2017-2018, we set a goal of 67.5% of students who qualify for free/reduced lunch to reach at least proficiency in reading, and 52.8% actually met this proficiency target. Students with Disabilities: 2015-2016 data shows that 25.0% of students who have a disability reached at least proficiency. 2016-2017 data shows that 28.6% of students who have a disability reached at least proficiency. The delivery target for 2016-2017 was 49.8%, so the target was not met. For 2017-2018, we set a goal of 57.0% of students with disabilities to reach proficiency in reading, and 30% of students with disabilities actually reached proficiency in reading. Math: Free/Reduced Lunch: 2015-2016 data shows that 57.0% of students who qualify for free/reduced lunch reached at least proficiency. 2016-2017 data shows that 38.8% of students who qualify for free/reduced lunch reached at least proficiency. The delivery target for 2016-2017 was 62.8%, so the target was not met. For 2017-2018, we set a goal of 68.1% of students who qualify for free/reduced lunch to reach proficiency in math, and 61.8% actually reached proficiency in math. Students with Disabilities: 2015-2016 data shows that 31.3% of students who have a disability reached at least proficiency. 2016-2017 data shows that 38.1% of students who have a disability reached at least proficiency. The delivery target for 2016-2017 was 46.7%, so the target was not met. For 2017-2018, we set a goal for at least 54.3% of students with disabilities to reach proficiency in math, and 30.0% actually reached proficiency in math. On-Demand Writing: Free/Reduced Lunch: 2015-2016 data shows that 33.3% of students who qualify for free/reduced lunch reached at least proficiency. 2016-2017 data shows that 52.4% of students who qualify for free/reduced lunch reached at least proficiency. The delivery target for 2016-2017 was 48.3%, so the target was met. For 2017-2018, we set a goal of at least 55.7% of student who qualify for free/reduced lunch to reach proficiency in on-demand writing, and 23.3% of students actually reached proficiency in on-demand writing.

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

Reading: An improvement was shown in students who qualify for free/reduced lunch from 38.8% scoring proficient or distinguished in 2016-2017 to 52.8% in 2017-2018. A slight improvement was shown in students with disabilities from 28.6% scoring proficient or distinguished in 2016-2017 to 30.0% in 2017-2018. Math: Reading: An improvement was shown in students who qualify for free/reduced lunch from 38.8% scoring proficient or distinguished in 2016-2017 to 61.8% in 2017-2018.

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

Math: Regression was shown in students who qualify as having a disability from 38.1% scoring at least proficient in 2016-2017 to 30.0% in 2017-2018. Writing: Regression was shown in students who qualify for free/reduced lunch from 52.4% scoring at least proficient in 2016-2017 to 23.3% in 2017-2018.

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).

Professional development is focused on improving direct instruction for all students, which will encompass those in our achievement gap groups. Teachers receive ongoing professional learning in improving reading instruction from our instructional coach at Cairo each week during PLC meetings. Also, staff meeting time is dedicated to improving reading instruction and our instructional coach provides professional learning in best practices for teaching reading. We continue to implement strategies learned through attending a PLC at Work conference in summer 2017. Teams of teachers have been trained in effective implementation of data teams as well and have provided professional learning for others in our building to inform next steps with analyzing data and aligning interventions based on specific student need. Our instructional coach will attend another national reading conference in the spring semester to learn more about best practices in reading instruction and will share the professional learning with teachers during staff meetings and PLC meetings. Two teacher leaders and our instructional coach attend PIMSER science trainings throughout the year and share professional learning about NGSS standards and best practices in assessment of science. Two teacher leaders also attended Abell and Atherton On-Demand Writing professional developments and have shared professional learning with our staff. For extended school services, part of our funding is used to hire an additional interventionist who works with small groups of students one day per week. This interventionist works with teachers as well to plan and deliver solid core instruction. Other funding is used for an extended school reading/math intervention time. Students who stay for these services work on individually aligned reading/math practice through Compass Odyssey and/or Headsprout Comprehension.

ATTACHMENTS

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

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

One barrier that has prevented our school from closing the achievement gap continues to be the lack of intentional differentiation to meet the needs of all learners. Our teachers have differentiated some in the past for our students, but not with the intentionality that we have for the past two years. With an intentional focus on using data to inform next steps in instruction, we are able to now provide focused and individualized interventions and differentiated instruction to better meet the needs of all learners.

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.

The process we use for closing the achievement gap centers around time to analyze data and plan for next steps with instruction. This occurs in weekly PLC meetings, during staff meetings, and during collaboration with our special education teachers. In monthly committee meetings and SBDM meetings, student achievement is analyzed and next steps are discussed as well. Brooke Shappell (principal) and Felicia Holloman (Instructional Coach) lead weekly PLC meetings with teachers and plan professional learning aligned to the needs that arise from analyzing data. Our special education team (Elizabeth O'Nan, Katie Baehl, and Jessica Higgins) work closely to collaborate with teacher teams to analyze data and plan for next steps with instruction. SBDM committees (teachers, administrators, and parents) meet once per month to analyze data and plan for next steps. SBDM (Brooke Shappell (principal), Stacy Fowler (teacher), Angie Blair (teacher), Sarah Buckman (teacher), Christina Stinson (parent), and Amanda Denton (parent)) meet monthly to analyze student achievement data and plan for next steps as an SBDM council.

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: Reading KPREP scores for students who qualify as having low socio-economic status (free/reduced lunch) at Cairo Elementary will improve from 52.8% to 60.0% by 2019. Reading KPREP scores for students who qualify as having a disability at Cairo Elementary will improve from 30.0% to 38.0% by 2019. Math: Math KPREP scores for students who qualify as having low socio-economic status (free/reduced lunch) at Cairo Elementary will improve from 61.8% to 70.0% by 2019. Math KPREP scores for students who qualify as having a disability at Cairo Elementary will improve from 30.0% to 38.0% by 2019. On-Demand Writing On-Demand Writing KPREP scores for students who qualify as having low socio-economic status (free/reduced lunch) at Cairo Elementary will improve from 23.3% to 35.0% by 2019.

ATTACHMENTS

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

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 Goal #3 on Goal Builder and the attached document.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement GAP Identification for Cairo Elementary 2018-2019	See attached file for identification of GAP groups at Cairo Elementary for 2018-2019.	I
 Measurable GAP Goal for Cairo Elementary 2018-2019	Attached is the Measurable GAP Goal document for item III. Planning the Work.	III