

2018-19 Phase Three: Closing the Achievement Gap Diagnostic_11202018_11:23

Phase Three: Closing the Achievement Gap Diagnostic

Fleming Neon Middle School

Ronny Goins

Neon, 41840

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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.

26.1% of our students (49) have an IEP 64.9% of our students receive free or reduced lunch

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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.

Fleming-Neon Middle School is a small, rural middle school, serving 188 students in grade 6-8. Located in Appalachian coal country, the community it serves has been highly impacted by the collapse of the mining industry as well as a high incidence of drug abuse. In spite of this, the culture of FNMS is a warm, inviting culture that has high expectations for all students, regardless of their socioeconomic status or if they have learning disabilities. Our students, families, and community are very proud of our school's achievements and consider it to be the foundation of our hometown.

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.

Based on Data Analysis we have made significant improvements in many areas including: the percentage of free & reduced students scoring Proficient and Distinguished in Reading, Math Social Studies, and Writing we also showed improvement in the percentage of students with IEP's scoring Proficient & Distinguished in Writing. We still need to focus on our students with IEP's as the percentage of students scoring Prof/Dis with IEP's dropped in Reading, Math, and Social Studies.

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

Our Free and Reduced students showed improvement in Math with an increase in percentage of students scoring Prof/Dis (55.5% up from 50.6% the previous year) as well as a decrease in students scoring Novice (4.7% down from 8.2% previously). In Reading our F/R kids had a slight increase in percentage of kids scoring P/D (67.2% up from 66.5%) and a decrease in the percentage of students scoring Novice (14.1% down from 16.4%). Our F/R students also showed an increase in the percentage of students scoring P/D in Social Studies (79.5% compared to 72.6% the previous year) and in Writing (50% compared to 41.2% previously). We also showed an increase in the percentage of students with IEP's scoring P/D in Writing (31.3% compared to 20% previously). Even though the percentage of students with IEP's scoring Proficient/Distinguished in Reading and Math declined, we did have a higher percentage of students scoring Distinguished in both categories (Reading-8.2% up from 4.3% and Math 10.2% up from 4.3%).

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

Our students with IEP's regressed in Reading (51.6% Prof/Dis, compared to 60.3% the previous year) as well as in Math (30.6% Prof/Dis compared to 56.5% the previous year). Our students with IEP's also regressed in the percentage of students scoring P/D in Social Studies (56.25% compared to 70%).

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 uses ESS funds to provide after school tutoring for students by classroom teachers and Gear Up funds to provide an in-school tutor in English classes. The District also provides funding to support a collaborating teacher in English and Math classrooms once a week in classes where a

high percentage of homeless students exist. Our Professional Development plan the last 3 years has had a big focus on GAP students. We have had PD's dealing with differentiation based on student's abilities and interests, a heavy dose of professional development on student engagement strategies, including KAGAN strategies, and PD's on different ways of formative assessment and how to utilize the data effectively.

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

FNMS continues to struggle in our effort to improve our average daily attendance. We had a 92.36% ADA last year which was well short of our district's goal of 94.8%. This has been a persistent problem at our school for many years, due to what I believe is a culture of apathy in our area in regards to attendance. In addition many of our families fall into low socioeconomic status as they struggle to live in a region with a growing unemployment rate. In addition with budget cuts, funding is limited for supplemental instruction.

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.

Our Administration Team (Ronny Goins-Principal, Kenny Cornett-District Contact, Anne Adams-FRYSC, Candi Banks-Counselor, Chantel Potter-21st Century Coordinator, Mikey Sparks-Teacher, and Misti Torrey-Parent and Gear Up Tutor) work together to identify strategies to improve student achievement and remove barriers as does our SBDM Council (Ronny Goins-Principal, Mikey Sparks -Teacher, Brett Lewis-Teacher, Lindsay Stewart-Teacher, Larissa Bailey, and Jerry Nantz-Parent). We use input from these sources along with our classroom teachers to compile our 30-60-90 Day Plan which is designed to work in conjunction with the CSIP. The Goals we focus on Primarily fall under four categories; Proficiency, GAP, Growth, Separate Academic Indicator, and Transition Readiness. We also focus on Parental Involvement to try and help build/maintain the culture to get families to "buy in" to our goals.

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).

FNMS will increase the percentage of students with IEP's scoring Proficient/Distinguished in Reading on KPREP from 51% to 54% by May of 2019. FNMS will increase the percentage of students with IEP's scoring Proficient/Distinguished in Math on KPREP from 30.6% to 33% by May of 2019. FNMS will increase the percentage of free & reduced lunch students scoring Proficient/Distinguished in Reading on KPREP from 67.2% to 69.2% by May of 2019. FNMS will increase the percentage of free & reduced lunch students scoring Proficient/Distinguished in Math on KPREP from 55.5% to 57.5% by May of 2019.

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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.

I have uploaded the goals under the attachment "2018-19 Measurable Gap Goals"

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2018-19 GAP Group Identification	Identifying our percentage of GAP students in the subpopulations.	I
 2018-19 Measurable Gap Goals	Gap Goals for students with disabilities and for those receiving free and reduced lunch	III