2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Fleming Neon Middle School
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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.
I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

  . Complete the Achievement Gap Group spreadsheet and attach it.

Total students with IEP's 43 - which is 21% of our student body Total students with Free/Reduced lunch 130 - which is 65% of student population
II. Achievement Gap Analysis

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

Fleming-Neon Middle School is a small, rural middle school, serving 201 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. Which achievement gaps has the school successfully closed? Use specific data from the previous two academic years when analyzing trends.

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 school's achievement gap data, identify the gap groups and content areas where the school has shown improvement. Use specific data from the previous two academic years when analyzing trends.

Our Free and Reduced students showed improvement in Reading. Our F/R kids had a slight increase in percentage of kids scoring P/D (70.7% from a 67.2%) and a decrease in the percentage of students scoring Novice (12.2% down from 14.1%).

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed. Use specific data from the previous two academic years when analyzing trends.

Our students with IEP's regressed in Reading (51.1 from a 51.6% the previous year) Our Math scores stated the same from last year, but is still lower from two years ago(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 (56.3% compared to 70%). FNMS science scored a 26.7%.

E. 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 92.25% 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.

F. 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 (David Robinson-Principal, Kenny Cornett-District Contact, Anne Adams-FRYSC, Candi Richardson-Counselor, and Mikey Sparks, Teacher) work together to identify strategies to improve student achievement and remove barriers as does our SBDM Council (David Robinson, Principal, Mikey Sparks -Teacher, Brett Lewis-Teacher, David Hammonds-Teacher, Ashley Roark, 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.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)
The FNMS staff has focused Professional Development on RIGOR and INSTRUCTIONAL STRATEGIES through these stages: 1.) ALL classroom activities/strategies are meeting the standards which have been chosen for instruction, thus ensuring ALL students, disability and free/reduced students, are receiving rigorous instruction each day. 2.) Teachers are challenged to provide a deeper, more active, rigorous engagement in each content for ALL students. 3.) In efforts to develop thus said rigorous classroom settings, teachers are encouraged to allow/develop students to articulate/brain-storm/interpret thinking models of instruction for each content areas, believing that student-input will develop and strengthen student buy-in to classroom learning.
III. Planning the Work

. 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 45.5% to 49.5% by May of 2021. FNMS will increase the percentage of students with IEP's scoring Proficient/Distinguished in Math on KPREP from 38.1% to 41.1% by May of 2021. FNMS will increase the percentage of free & reduced lunch students scoring Proficient/Distinguished in Reading on KPREP from 58.7% to 61.7% by May of 2021. FNMS will increase the percentage of free & reduced lunch students scoring Proficient/Distinguished in Math on KPREP from 49.8% to 53.8% by May of 2021.

. 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.

Establish a process (work) to: Ensure congruency is present between standards, learning targets, and assessment measures. Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems. Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards. Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Ensure item analysis methods are occurring within PLCs to evaluate
instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments. Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.
### Attachment Summary

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<thead>
<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Associated Item(s)</th>
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<tbody>
<tr>
<td>Achievement Gap Group Identification</td>
<td>Gap Group Identification</td>
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<tr>
<td>FNMS Measurable Achievement Gaps</td>
<td>Achievement gap</td>
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