

2019-20 Phase Three: Closing the Achievement Gap Diagnostic _09132019_14:19

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Northview Elementary
Nicholas Pannell
1040 Maysville Road
Mount Sterling, Kentucky, 40353
United States of America

Target Completion Date: 01/01/2020
Last Modified: 12/09/2019
Status: Open

TABLE OF CONTENTS

2019-20 Phase Three: Closing the Achievement Gap Diagnostic	3
I. Achievement Gap Group Identification.....	4
II. Achievement Gap Analysis	5
III. Planning the Work.....	7
Attachment Summary	8

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Rationale

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.

See spreadsheet attachment.

ATTACHMENTS

Attachment Name

 [Achievement Gap Group Identification](#)

II. Achievement Gap Analysis

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

Northview Elementary is a data driven school that focuses on student achievement and continuous improvement with a focus on reading and math. We use PLC meetings to analyze data, specifically during SAT (Student Assistance Team) discussions. Teachers work through district teacher networking teams to create and revise assessments to align with current Kentucky Academic Standards. The purpose behind this is to provide a meaningful tool to gauge student learning. Students are identified that are achieving below proficiency and are targeted, provided interventions, and progress is monitored.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

Our historical data is limited due to being a new elementary school. The data provided we are considering baseline data. There were no goals set for the 2018-2019 school year.

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.

Northview does not have gap groups that have shown improvement due to the lack of historical data.

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.

Baseline data indicates that our disabilities group lacked progression in proficiency and growth in reading and math. The proficiency score was a 31.9. No trends can be analyzed due to no historical data.

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

There were no processes and practices in place to address specific achievement gaps due to no data.

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.

All teachers track individual student data, specifically those who are low achieving/low growth. They report the results of the performance of those students on reading and math assessments. They compare their results to the grade level average and discuss strategies and ideas during PLC and SAT team meetings with school administration. The school team as a whole reviews the results of the universal screening information (MAP) and analyzes for areas of strength and areas for growth. Information from these sessions is used to update our school's improvement plan with the oversight of the school's Instructional Leadership Team (made up of teacher leaders from each

grade/group and administration). These updates are then presented to the school's decision making council (SBDM) for review and approval.

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.)

Some professional development to target reading and math for our gap populations include guided reading training from our district's curriculum coach, ongoing training with supplemental reading and math programs, and monthly special education PLCs.

III. Planning the Work

Closing the Achievement 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).

Northview will increase the percentage of students scoring proficient/distinguished who qualify for free/reduced meals in reading from 48.7% to 51.0%. Northview will also increase the percentage of students scoring proficient/distinguished who qualify for free/reduced meals in math from 40.7% to 43.4%. With our disabilities population, we will increase the percentage of students with disabilities scoring proficient/distinguished in reading from 18.4% to 22.1%. And we will increase the percentage of disability students in math from 13.2% to 17.1%.

Closing the Achievement 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 attached file.

ATTACHMENTS

Attachment Name

 [Gap Plan- Northview](#)

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Group Identification	Achievement Gap Group Identification	• I
 Gap Plan- Northview	Gap Plan Northview	• III