



2020-21 Phase Three: Closing the Achievement Gap
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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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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.

Northview has a total of 597 students enrolled. 336 of those students qualify for Free and Reduced Lunch which equals 56% of our total school population. 136 students qualify for Special Education services which is 22% of Northview's Population.

ATTACHMENTS

Attachment Name

-  2020-2021 Northview Elementary Achievement Gap Plan

II. Achievement Gap Analysis

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

Northview Elementary focuses on ALL students no matter their background. Every student at Northview has more than just their homeroom teacher on their side. To be honest, you would hardly even know who are our gap students if you didn't see the checkmark by their name on their homeroom roster. Northview is a data driven school that focuses on student achievement and continuous improvement with a focus on reading and math. We use weekly PLC meetings to discuss and analyze data--from Guided Reading Levels, benchmark assessment data, MAP data, KPREP data and any other data that we can get our hands onto. We also utilize a Student Assistant Team (SAT) to review data for students who are not performing on benchmark. Also, all students who are identified below benchmark are targeted and receive targeted assistance and/or interventions and their progress is monitored.

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

Northview Elementary has only been an elementary for two full years. Due to the impact from the COVID 19 pandemic, our data is very limited.

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 Elementary has only been an elementary for two full years. Due to the impact from the COVID 19 pandemic, our data is very limited.

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.

Based on the 2018-2019 data, our special populations group lacked progression in proficiency in both reading and math. Due to a lack of several years worth of data, no trend can be analyzed.

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

In the 2019-2020 school year, data was analyzed throughout the year on a monthly basis in professional learning committees. Students were identified and targeted. Then the COVID 19 pandemic hit, and data was not gathered as appropriate due to virtual learning.

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 at Northview keep a student data book in which their data is tracked in all subjects. This data is discussed at PLCs and at SAT teams. Strategies and ideas are discussed in order to help each student individually. However, due to the COVID 19 pandemic this data compilation was unable to be compiled.

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.)

Continued professional development to target reading and math for the gap populations including guided reading training and supplemental reading and math programs.

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).

Northview will increase the percentage of students scoring proficient/distinguished who qualify for free/reduced meals in reading from 48.7% to 51%. Northview will increase the percentage of students scoring proficient/distinguished who qualify for free/reduced meals in math from 40.7% to 43.4%. Northview will increase the percentage of students with disabilities scoring proficient/distinguished reading from 18.4% to 22.1% . Northview will increase the percentage of students with disabilities scoring proficient/distinguished in math from 13.2% to 17.1% .



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 Closing the Achievement Gap Summary spreadsheet attached.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2020-2021 Northview Elementary Achievement Gap Plan		•
 Achievement GAP Spreadsheet		•