



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.

Students who receive free lunch: 131 students Students who receive reduced lunch:
8 students 139 students total: 68.8% of the student body

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

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

Wurtland Elementary school's approach to the GAP population is a mixture of many different strategies to ensure that all students are serviced as needed. Non-cognitive and academic data allows us to establish an accurate present level of performance. Academic data is taken from Exact-Path Diagnostics, K-PREP results (in a normal year, it would be the previous year's data, but in a Pandemic year, the data is from 2018/2019), Classroom assessments, and teacher observations and recommendations. Noncognitive data includes: attendance, behavior referrals, and services provided by FRYSC, the special education department and mental health providers. Using a variety of measures allows us to identify strengths/weaknesses for the purpose of improving achievement with our students. Our staff understands the struggles that our students deal with on a daily basis and we work to provide services that promote a positive culture with our students. Students are recognized for positive efforts, such as Warrior of the Week, Student of the Month, and the Warrior Way program that promotes doing the right thing the warrior way.

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

Based upon the data that has been generated from the GAP report for the previous two years, our school is still working towards closing all achievement gaps in our school. Data from the last K-PREP and Exact-Path has provided information that allows our school to know the foundation skills that our students are lacking in, but due to the ongoing Pandemic and ongoing NTI instruction, we cannot know the true skills that are lacking until students are back into the school on a full time basis. Our Non-Traditional Instruction (NTI) has been geared to continue to teach students in standards based learning, but there are constraints due to the virtual platform that we are forced to use at this time. Currently, our data shows that we are still struggling in Math and Reading. Instruction has been geared to focus specifically on the needs of each student.

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.

In our school, the content areas of Reading and Science has made improvement. In the area of Reading, our school has made improvements and lowered the number of novices and improved the number of proficient and distinguished students. In the past two years, we have continued to increase these areas. In the area of Science, our school made increases in the number of students who scored Apprentice to Distinguished and lowered the number of students who scored Novice in the area of Science. This has been a trend that has continued over the last two years.

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.

Proficiency numbers did not meet the expectations for progress as wanted in the areas of Math and Social Studies. The level of students that meet proficiency decreased with Math making the lowest dip. Our Math overall scores dropped from 56.2% in 2017/2018 to 53.5% in 2018/2019. Without state assessment scores from last year due to the pandemic, we had to depend on our universal screener for current data . Current data shows that 41.9% of the student body in the grade levels of 2nd-5th grade scored in the 25th percentile or lower. This would equate to Novice on the K-PREP test.

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

Teacher turnover has been a consistent issue in the last 5-10 years. Due to the amount of staff members who have retired, left for another district, or have been non-renewed with our school. The school has had to work hard to continue to fill each position with highly qualified teachers. All new hires go through extensive professional learning internships to provide understanding of expectations and evidenced based learning strategies. Staff members work within PLC meetings to analyze data, look at progress, and share teaching strategies to impact student growth. With the on-going pandemic, COVID-19, our school has had to move to Non-Traditional Instruction (NTI) for the majority of the school year. This has served as a means of instruction during the pandemic and has limited the amount of time students can have with teachers in person. Until this situation is resolved, the students and staff are forced to work in virtual classrooms.

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.

Grade Level PLC meetings are used weekly to inform teachers of plans and processes that are put in place in the school. These PLC meetings take place during teacher common planning time and serve as a means of communication and collaboration. Faculty PLC meetings take place monthly to do professional development and inform staff members of what is occurring in and around the school. Professional development is developed based on the school's PD plan that is developed at the beginning of the school year and is approved by the school's SBDM committee. Our school has a leadership team that meets monthly and discusses topics and ideas and discusses these things and are asked to give input on the decisions that are going to be made by the administration. SBDM meetings take place monthly and an agenda is shared with topics that are addressed concerning the school for the month and possibly the year. Our school has a School Literacy Leadership Team (SLLT) that meets monthly to discuss topics that are related to Literacy within our school and related the Districts Literacy Grant that was awarded in 2020. ;

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.)

Our school sends teachers to Elementary Academy sessions to work on instructional strategies and conceptual development. Professional development is offered for the rollout of new standards and alignment to our curriculum map. As standards are readdressed and aligned to what we do in our classrooms, PD is offered to help with the implementation of the work. Our teachers are working with new resources from our Literacy Grant and the implementation of those resources are addressed in district and school level professional development. Guided Math is a program that we have been working with over the last two years. This program has provided our teachers with new strategies and resources to use with our Math instruction.

ATTACHMENTS

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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).

ATTACHMENTS

Attachment Name

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.

https://docs.google.com/spreadsheets/d/1zlv968FnUmkBBzjxuhkmB1O_KOc5T8MF6E5rVjdgIEQ/edit#gid=304338416

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Gap Group Identification	Gap group identification for 2020/2021.	• I
 <u>Planning the Work Spreadsheet</u>	Planning the Work Spreadsheet	• III • III
 <u>WES PD Plan</u>	PD Plan for 2020/2021	• II.G