



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.

See attached

ATTACHMENTS

Attachment Name

 [GCMS Achievement Gap Group Identification 2020](#)

II. Achievement Gap Analysis

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

Our school's culture is very focused on improving all students and preparing them to be ready for the next level of their educational career. We are specifically focused on taking steps and measures to ensure that our Gap students are prepared and ready for the next challenges in their learning careers. Our school's climate is to do what is best for our Gap students and we make use of technology for all to ensure that our Gap students have the resources and skills to be successful with their learning. Our 5 Keys to Success...Relationships, Engagement, Teamwork, Believe, and Effort go hand-in-hand with helping us reach our Gap students and propel them to the levels that they need to be in order to reach mastery and understanding of our content.

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

We have been very successful in closing the achievement gap with our gap groups in the areas of Writing and Reading. However, we haven't experienced the same success in reaching our Gap students in Math and Special Ed.

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.

We showed growth with gap students in Reading, Math, Social Studies and Writing. More specifically, gap results are broken down by content area: Reading- growth with the following subgroups: Hispanic, homeless, disabilities, and economically disadvantaged. Math- growth with the following subgroups: Gifted and talented, homeless, disabilities, and economically disadvantaged. Writing- growth in the following subgroups: Hispanic, GT, homeless, economically disadvantaged. Social Studies- growth in the following subgroups: Hispanic, homeless, and economically disadvantaged.

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.

We saw a regression in the following gap areas: math- hispanic and disability subgroups social studies- disability subgroup writing- disability subgroup Students with disabilities are definitely a subgroup that we will target for improvements.

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

Our schools PD plan for this year has been focused on full implementation of Schoology, Dell Chromebooks "for all", Illustrative Math curriculum, Open Sci-Ed Curriculum implementation and math consulting, work with Understanding by Design and Essential Questions, and KAGAN strategies. We are now using MAP assessments to gauge our students knowledge and make necessary adjustments to instruction to meet their needs. We are focused on developing teachers, which in turn will greatly help Gap students. Our PD provides teachers with instructional strategies, instructional techniques, and instructional resources to be a better educator.

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 major condition that we have against us is that we are only a 7th and 8th-grade middle school, which causes us to have these students for a very short time. By the time we get to know them and start having success, it's time for them to leave. 99% of the middle schools in KY have their students for more than two years. Declining enrollments have also forced us to cut teacher positions, which also makes it more difficult to close the achievement gaps. We have done a very good job improving to close most gaps with the exception of students with disabilities. This gap is often difficult to close due to foundational skills that are missing for many of these students.

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 teachers have weekly PLC meetings in which they focus on closing the achievement gap on a day to day basis. This includes all of our core teachers. Also, this year, PLCs are based on the same subject content area teachers and special education teachers who collaborate with these core teachers or teach a resource class in that content are involved in these PLCs. Our SBDM also plays a big role in our continuous improvement and planning processes related to closing the Achievement Gap. Jonathan Miller-Principal, Lindsey Wilkerson-Assistant Principal, Allyssa Binkley -SBDM Parent, Kalepti Patel -SBDM Parent, Craig Fuqua-SBDM Teacher, Heather Burgess-SBDM teacher, and Tiffany Manning-SBDM Teacher.

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).

2018/19 KPREP Results Reading...Disability 37%/20% P/D...EL 33%/61% P/D. 2021 KPREP Goals Reading...Disability 50% P/D...EL 75% P/D. 2018/19 KPREP Results Math...Disability 23%/16% P/D...EL 25%/38% P/D. 2021 Kprep Goals Math...Disability 50% P/D...EL 50% P/D



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...

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>2020 GCMS Closing the Achievement Gap Summary</u>	2020 GCMS Closing the Achievement Gap Summary	• 1
 <u>GCMS Achievement Gap Group Identification 2020</u>	GCMS Achievement Gap Group Identification 2020	•