

CCE Closing the Achievement Gap Diagnostic 2018-19

Phase Three: Closing the Achievement Gap Diagnostic

Clear Creek Elementary
Kim Willhoite
279 Chapel Hill Rd
Shelbyville, Kentucky, 40065
United States of America

Last Modified: 12/31/2019
Status: Locked

TABLE OF CONTENTS

I. Achievement Gap Group Identification	3
II. Achievement Gap Analysis	4
III. Planning the Work	6
ATTACHMENT SUMMARY.....	7

Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

We have students that represent various demographic groups: minority, free and reduced lunch, special education status, and English Language Learners. Free and reduced lunch is our largest gap group with it representing 47% of our population. We have 34% of our population that falls in a minority category and 63% of the population has been identified as belonging to at least 1 gap group.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

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

Our demographics makes Clear Creek a special place. We are a diverse group of learners and our students are exposed to many different family types, cultures, and backgrounds. We are inclusive of all different types of people and their needs. Our school vision is fostering a community of lifelong learners. That vision is all inclusive of our students and their learning styles.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Based on our data in the last year, we have increased our gaps in all areas. We are working this year, through the data team process, to reduce our gap groups and increase our student performance. We were headed in a direction to reduce gaps and we have seen some gains. We are continuing to focus on getting back to the foundations of our work to target our students through interventions and teacher planning to be explicit and responsive in our instruction.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Based on last year's data, we have seen increases in all content areas by our students in a gap areas.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

All gap groups increased in all content areas: minority, ELL, and ECE all increased.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Our school's PD this year will focus on PBL, data teams, and learning targets. Our students will engaged in creating student-friendly learning targets that will give the the understanding of what they are learning and how they will know it is good work. Then, their data will be analyzed weekly in data team meetings and the teacher's success criteria and mastery scales will be analyzed for instructional next steps. Then, all instruction will be delivered in a workshop model through project based learning projects to provide students with opportunities to actively engage in their learning in authentic ways.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

We have chromebooks for all students 1st-5th and ipads for kindergarten students. We have also integrated an innovative hub to address student needs in grades 3-5. We have struggled to address the needs of our growing ECE population. We have several students that have significant mental health needs and display aggressive behavior at school. It has not only affected the instruction for that student, but for the rest of the children in their homeroom. We are working

toward a safe classroom environment for all students. We have identified our core beliefs and have constructed a plan to intentionally address our student needs.

G. 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.

Every homeroom and ECE teacher attend weekly data team meetings to discuss student progress and develop a plan for next steps instructionally. Homeroom teachers also meet with the guidance counselor and Rtl coordinator for the district once a month to discuss students that receive classroom tier 2 or 3 instruction.

III. Planning the Work

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).

Clear Creek will increase overall student proficiency for all Hispanic students on the Reading KPREP assessment from 26% to 40% and the Math KPREP assessment from 19% to 33%. Clear Creek will increase overall student proficiency for all English Learners Plus Monitored on the Reading KPREP assessment from 11% to 24% and the Math KPREP assessment from 11% to 23%. Clear Creek will increase overall student proficiency for all Free and Reduced Lunch students on the Reading KPREP assessment from 28% to 44% and the Math KPREP assessment from 16% to 31%. Clear Creek will increase overall student proficiency for all students with an IEP on the Reading KPREP assessment from 16% to 31% and the Math KPREP assessment from 5% to 17%.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the 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 attachment for more detailed plan.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement Gap Group ID 18-19	The gap group data for CCE for 2018-19	I
 Measurable Gap Goal 2018-19	GAP goals for CCE for 2018-19	III