

2019-20 Heritage Elementary Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Heritage Elementary
Johnna Black
8300 Frankfort Rd
Waddy, Kentucky, 40076
United States of America

Last Modified: 12/05/2019
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 attached Achievement Gap Group spreadsheet

ATTACHMENTS

Attachment Name

 [Heritage Elementary 2019-20 Achievement Gap Group Identification](#)

II. Achievement Gap Analysis

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

Heritage teachers and staff take great pride in our family atmosphere of learning. We are committed to developing life-long learners through positive relationships and high expectations for ALL. Our parents, teachers, and staff live our daily mission: empowering life-long learners. Our responsibility as educators is to remove all barriers thus ensuring limitless student success. Students deserve the right to grow beyond the limits of grade level expectations and standards. No glass ceilings of learning should ever exist. Our mission is all inclusive; EVERY student deserves these expectations regardless of race, SES, or any other gap identification.

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

Heritage Elementary has 2 identified gap groups in accountability for which KPREP data is reported: ECE and F/R lunch. ECE has been not successfully closed. F/R population we have increased our reading proficiency from 41 to 50% increased our math proficiency from 40 to 51%. Although the F/R GAP is still there we can see improvements in our core areas of studies.

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.

Reading F/R lunch 2017-18 41 2018-2019 50 Math F/R lunch 2017-18 40 2018-2019 51 Science F/R Lunch . 2017-18 . 17 . 2018-2019 22 Social Studies F/R lunch 2017-18 32 2018-2019 60 Writing F/R Lunch 2017-18 22 2018-2019 53

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.

Reading overall 2017-18 55.3 2018-19 50.6 ECE 2017-18 33.3 2018-19 24

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

Professional Development: In order to address the gap areas, teachers are going through professional development in Literacy and Math. Teachers will follow the instructional design of each plan. Administration, including the instructional coach, will conduct classroom observations followed by coaching conversations. Continued support will be giving through data teams as teachers analyze student data to ensure growth that will eliminate gap areas.

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.

Within our school, there is a lack of understanding as to how to personalize learning effectively and thus meet the achievement goals of individual 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.)

*In the summer, teachers were taught the expectations of the district Literacy and Math plans. A specific focus was placed on Guided Reading Instruction. (J.J. Black, Principal; Kara Clark, Instructional Coach)*Throughout the year, data is constantly analyzed to ensure growth. Data sources: MAP, data teams - formative and summative data, KPREP data (J.J. Black, Principal; Jarrod Slone, Assistant Principal; Kara Clark, Instructional Coach; Amanda Davenport, Counselor)*Per data findings, teachers are coached to improve instruction in specific areas of concern. ((J.J. Black, Principal; Amanda Davenport, Assistant Principal; Kara Clark, Instructional Coach)

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).

Heritage Elementary will increase the KPREP proficiency percentage for all Hispanic students in Reading from 34.8% to 50% in the 2019-20 school year. Heritage Elementary will increase the KPREP proficiency percentage for all Hispanic students in Math from 39.1% to 61% in the 2019-20 school year. Heritage Elementary will increase the KPREP proficiency percentage for all ECE students in Reading from 24% to 40% and in the 2019-20 school year. Heritage Elementary will increase the KPREP proficiency percentage for all ECE students in Math from **% to \$\$% in the 2019-20 school year.

ATTACHMENTS

Attachment Name



 [Heritage Elementary 2019-20 Closing the Achievement Gap Summary](#)

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 the Closing the Achievement Gap Summary spreadsheet

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Heritage Elementary 2019-20 Achievement Gap Group Identification	Achievement Gap Group	• I
 Heritage Elementary 2019-20 Closing the Achievement Gap Summary	This is the measurable gap summary form.	• III