

**2019-20 Phase Three: SES Closing the Achievement Gap Diagnostic
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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Southside Elementary School

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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.

Gap Group/Total Number of Students (%): Free Reduced Lunch/265 (65.43%), Hispanic/4 (1.00%), African American/2 (0.50%), Two or More Races/22 (5.40%), Asian/2 (0.50%), Pacific Islander/1 (0.20%), Disability/88 (21.70%).

ATTACHMENTS

Attachment Name

 [Achievement Gap Group Identification SES 2019-2020](#)

II. Achievement Gap Analysis

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

Tell Kentucky survey and Studer survey results indicate a positive culture and climate at Southside Elementary. All students are happy to come to school. This is true for the general population as well as gap students. We do not see increased behaviors among gap students and have good participation with gap students in extracurricular and family events. District PBIS procedures have laid the foundation for very good behavior at Southside. In addition, school specific culture initiatives such as our Kindness Awards Assembly are essential for the relationship building necessary to reach students in every subgroup. Our SRO, TCATS CIA, and counselor mentor students to provide one on one support. Our Family Resource Center provides resources to ensure students have basic needs met so they come to school ready to learn. Our teachers have increased the amount of co-teaching and small group occurring this year, which resulted in gains in our special education sub-group.

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

Though we have not eliminated any subgroup, we have made gains in reducing the size of the gap between the general student population and the special education population, as well as the general student population and the economically disadvantaged population.

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.

Each of our subgroups at Southside Elementary (free and reduced lunch, special education) have shown improvement. The special education subgroup made gains in every academic area except math. The free and reduced lunch subgroup also made gains in every academic area except math and writing.

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.

The special education subgroup lacked progression in math. The free and reduced lunch subgroup lacked progression in math and writing.

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

Southside Elementary has high numbers of free and reduced lunch students, with 65.3% of students qualifying for free and reduced lunch. We also have a large subgroup of special needs students, with 21.9% of students receiving special education students. Southside has begun narrowing our gaps by placing extra staff, extra resources, extra time, and extra differentiation to our special needs population and free and reduced populations as those groups continue to grow.

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.

Data is reviewed, analyzed, and applied by multiple stakeholder groups. The School Based Decision Making (SBDM) council is made up of the principal, four teachers, and three parents and is selected through an election process by teachers and parents. Our SBDM council meets once per month, and meetings are scheduled in the early evening so parent and community stakeholders can attend. The PAC consist of the Leadership Team (principal, guidance counselor, curriculum coordinator, special education building coach), a district representative, and teacher representatives each grade level and content area. The PAC meets once per month after school to ensure all stakeholders can meet without interrupting instructional time. PLCs consist of grade area teachers and meet weekly. The Leadership Team meets weekly as well. Meeting agendas are provided in advance for each of the meetings to ensure that all stakeholders have the opportunity for input on continuous school improvement, data driven needs, and student achievement. District leadership team members are invited regularly to attend SBDM, PAC, Leadership Team, and PLCs to provide feedback on school improvement and using data to drive change in teaching and learning. In each of these stakeholder groups, student achievement data is a priority for discussion to focus resources and staff intervention to meet achievement needs. Achievement data is utilized by homeroom teachers and supporting staff, such as Title I teachers, curriculum coordinator, special education teachers, and special education CIA, to plan high quality instruction and intervene in skill deficits. Family resource staff meets family and basic needs and supports student attendance so that students are here and prepared to learn.

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 summer PD, we focused on new reading and math standards differentiation with the needs of our achievement gap students in mind. The administrative team completed summer training called "Continuous Improvement: Moving to the Next Level." Information from that training has been embedded with teachers in PLC sessions. PLCs and PAC are an ongoing opportunity for teachers to analyze achievement gaps and target strategies for working with these students. On the November 5 PD day, teachers worked in horizontal groups to discuss strategies for working with students in the achievement gap.

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).

Goal: By 2023 Southside Elementary will increase the percentage of the students in the economically disadvantaged subgroup demonstrating proficiency in reading to 35.1% and math to 18.9%. Objective: Increase the percent of students scoring proficient or distinguished on MAP reading from 36.9% in Fall 2019 to 41.9% in Spring 2020 for students in the economically disadvantaged subgroup. Objective: Increase the percent of students scoring proficient or distinguished on MAP math from 40.2% in Fall 2019 to 45.2% in Spring 2020 for students in the economically disadvantaged subgroup. Goal: By 2023 Southside Elementary will increase the percentage of students in the special education subgroup demonstrating proficiency in Reading from 35.1% to 37.1% and Math from 18.9% to 20.9%. Objective: Increase the percent of students scoring proficient or distinguished on MAP Reading from 13.4% in Fall 2019 to 15.4% in Spring 2020 for students in the special education subgroup. Objective: Increase the percent of students scoring proficient or distinguished on MAP Math from 13.6% in Fall 2019 to 15.6% in Spring 2020 for students in the special education subgroup.

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 attachment

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Group Identification SES 2019-2020	SES Gap Group Identification 2019-2020	• I
 Closing the Achievement Gap Summary SES 2019-2020	Closing the Achievement Gap Summary SES 2019-2020	•