



2020-21 Phase Three: Closing the Achievement Gap Diagnostic Primary

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Trigg County Primary School
Lindsey Kinslow
205 East Main Street
Cadiz, Kentucky, 42211
United States of America

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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 gap group

II. Achievement Gap Analysis

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

Trigg County Primary School embodies our mission, vision, and values/beliefs through a variety of programming and school expectations. We try to ensure a safe school environment, academic focus for students, and intervention programs to reach their highest potential. Using our school-wide PBIS program that is monitored by our Safe School committee monthly and providing weekly positive awards with our Wildcat Den, we will see an increase of positive behavior throughout our preschool-second grade program. School wide PBIS has provided teachers with consistent, research-based interventions to use with all our students. During the Safe School Committee's monthly meetings, data is examined and suggestions are offered for teachers to monitor. The district has established a behavior cadre, trained by Western Kentucky Co-op that may create behavioral plans and specific interventions for students. Our school also has Behavioral Targeted Assistance and Growth (RTI) program that monitors our Tier 2 and 3 students. In a proactive move to focus on academic growth from birth to entering kindergarten, we offer Future Wildcats, a combination of Born Learning Academy and Ready, Set, Kindergarten as well as PLAYschool. These programs are family centered with hands-on activities and materials given to all families. Through mini lessons or targeted school readiness skills, our staff use modeling, parent/child talk, art projects, gross motor movement, social/emotional development strategies, and other techniques to increase parent/child teaching. Using the KY Brigance Screener, our kindergarten teachers provide classroom interventions to increase the readiness skills for all students. Interventions can be seen in all classrooms such as Lexia, IXL, Brain Pop Jr, Mystery Science, EnVision online, and Open Court. An instructional flow chart shows other interventions used daily in classrooms preschool through second grade. Another resource is our volunteers and RSVP personnel that provide one on one tutoring for students in specific areas as well as small group reteaching when needed. The use of daytime ESS personnel allows certified, retired teachers to return and assist in the classroom with small group and one on one direct instruction. Our Academic Targeted Assistance and Growth (RTI) provides research based, scientific interventions that are monitored weekly or twice monthly. The academic TAG committee meets monthly to determine if progress is occurring with the student and analyze the data to improve our students' weak areas. Each Tier 2 or Tier 3 academic TAG students have their own data charted and examined regularly by the school and district. The school and community celebrate academic success with assistance from the Cadiz Rotary Club providing awards as well as our

local lodge providing awards for perfect attendance every year. Each classroom chooses a student to be awarded monthly related to character traits that are taught intentionally and monitored throughout the year. All classroom teachers monitor using formative assessments and then provide individual interventions to increase academic growth. We also have a culture that centers around data and action. In weekly PLC meetings, standards are addressed as well as assessments to ensure congruency. We then discuss ways to differentiate instruction based on formative data and evaluate summative data at the end of an instructional unit to determine next steps for students that are still in need of the content. We offer standards based grading in reading and math, which allows us to monitor student progress related to specific standards and not an overall letter grade average in the subject area in question.

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

Because we are a primary school, we monitor areas that we can control instead of utilizing KPrep data that cannot show calendar year growth for our students. With that being said, we look at our free/reduced lunch children which makes up over half of our school and compare their growth to that of students that are not classified this way. This is not an area that has seen a complete closure of gap. We also look at our kindergarten students, which come in as a new group of children every year. We continue to look at increasing those that are entering "ready" for kindergarten by a heavy focus on community outreach but this is not an area that is at 100%

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.

Because we are the Primary School, we do not have delivery targets on the School Report Card as the other schools do. In order to identify gap groups, we look at those coming in ready for kindergarten as well as our academic concerns that fall below the 25th percentile school wide. Our last three year trend showed 42% of our students coming to kindergarten "ready" while our current three year trend shows 55%. We have put a lot of work into improving this for our students and it has clearly shown substantial improvement in the past few years. We have become very intentional with our outreach programs to ensure that all activities and informational sessions were focused on the areas that would be covered on our Brigance screener. We have also reached out to local daycares and in home services to try to share the information as well. All areas identified are basic skills that a child

needs to master before entering school so it became a natural assessment tool to guide our progress. We implemented PLC meetings weekly in preschool to mirror those done in grades K-2 already and increased our focus on TAG services to 3 year old students not officially eligible for preschool yet. The preschool teachers were also given time to work directly with kindergarten teachers to increase communication in the school and better prepare for the areas of biggest need as students transitioned to kindergarten.

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.

While we continue to show improvement in kindergarten readiness and overall TAG supports, this is still an area that we will continue to find ways to improve to help increase student growth and success. We have a TAG staff that works with all identified students of concern in our school based on benchmark data trends and classroom observations and formative/summative assessments. We also use teacher input and meetings every six weeks to ensure students are getting the optimal instruction to focus on their specific areas of concern. Instructional strategies are constantly changing to best suit the student need. Progress monitoring is done weekly or bimonthly depending on the Tier a student falls into and progress is reported to parents along with report cards and progress reports to keep them in the loop regarding progress. We are working to create classroom environments with more intentional differentiation to better meet the individual needs of students and have purchased a research based reading and math program to offer teachers consistency and fidelity with reading and math instruction as well as solid practices to help students that are struggling to master the content. Classroom assessments are being reevaluated during PLC meetings to ensure assessments really math the level needed to master a standard. We have switched to a school wide standards based grading system in ELA, Math, and habits of success to make sure we assess students based on individual standards instead of just an overall average for a subject. We continue to work at decreasing the number of students that fall into this percentile but it is a work in progress and one that I would like to see more of a progression

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

As mentioned, we provide additional services for our students based on their academic performance; however, we have some students that seem to struggle with attendance which creates a barrier for success. We also have some that

require additional services in the area of speech and their phonetic deficits affect their academic performance. We have also placed a new emphasis on the fidelity of phonetic instruction to ensure all phonetic skills are being addressed in an accurate way early on. We also have data to show that Trigg County is a population that changes quite frequently when looking at early childhood situations. We have seen that although we offer a variety of services for families before entering school, there are many are not benefiting as they move into the area as school begins or leave before enrollment. Funding for ESS tutors is also a concern because the money we receive only really gives us 4-6 weeks of this type of targeted instruction.

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.

We have various school level committees and all teachers serve on at least one. Each committee(made up of teachers, parents, and community members as needed) is given a charge at the beginning of the year. They meet as needed to discuss the areas they are charged with and determine next steps to continue to increase the success of our students. We have a guiding coalition that meets as needed with administration to report out any information that is needed and to share any concerns or successes that need to be highlighted. All information is collected from the various groups to develop our CSIP. After school level input is applied, we utilize district level feedback and data to refine our CSIP. The CSIP is then presented during a faculty meeting and discussed to ensure all strategies and goals are a direct reflection of the needs of our school. At this point, the CSIP is brought to our school SBDM council for review and adoption. After the CSIP has been developed, approved, and submitted, we have a committee that is in charge of monitoring the success and suggesting any changes that need to be made to the strategies that have been created.

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.)

Professional development this year is focused on literacy, as we have seen more of an overall deficit in this area than math. Resources have typically been more limited in reading than math as well so we are constantly looking for more research based strategies and resources to help teachers in this area. We are excited to note that our school board helped us purchase a research based reading series this year so that teachers have more consistency and fidelity with reading resources and instruction. We also offer "Want to know More" sessions based on specific teacher need that are open to all but only attended by those that need that specific area of PD. During every faculty meeting this year, a literacy strategy is modeled and discussed based on John Hattie's effect size focus on areas that make the most difference. School-wide rubrics are used for areas such as collaboration and communication and this work has been refined over the summer to create a more solid progression from elementary to secondary school level. Extended school services are used beginning in February. Our funds continue to be cut in this area but we do what we can with the money we have. We hire several retired educators to come and work during the school day with a targeted population of students. These students are typically ones that need just a little extra help with certain concepts to move them into the norm. Resources are provided for the tutors based on the specific areas of concern for those identified students. They are placed in small groups and have 3-4 days a week of targeted instruction. We have transitioned to STAR for reading and math benchmark data to track student progress

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).

See attached


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>2020-2021 Achievement Gap</u>		.