



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

North Pointe Elementary School

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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.

The Achievement Gap Group spreadsheet is attached.

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II. Achievement Gap Analysis

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

North Pointe currently has no identified achievement gap.

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

The school has been successful at closing achievement gaps for students with disabilities in the areas of reading and math. Reading: 40% P/D (2016-17); 40.5% P/D (17-18); 44.5% P/D (18-19) Math: 20% P/D (2016-17); 27% P/D (2017-18); 36.1% P/D (18-19) For the 2018-19 school year, the school was deemed a TSI school for achievement gaps in the students with disabilities population. For the 2019-20, the school lost that designation and was determined to have no gap issues.

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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.

For the 2019-20, North Pointe was shown to have no gap groups. However, we have shown improvement in increasing proficiency in our economically disadvantaged students in both reading and math. Reading: 40.8% P/D (2017-18); 47.7% P/D (2018-19) Math: 32.6% P/D (2017-18); 36.4% P/D (2018-19) Our Hispanic students have also shown great improvement in the areas of reading and math. Reading: 66.7% P/D (2017-18); 83.3% P/D (2018-19) Math: 33.3% P/D (2017-18); 58.3% P/D (2018-19)

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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.

Students with disabilities regressed in the areas of science and writing. Science: 33.3% P/D (2017-18); 15.4% P/D (2018-19) - However % of students scoring N was cut in half during this time frame. Writing: 40% P/D (2017-18); 36.4% P/D (2018-19) Economically disadvantaged students regressed in the area of science. Science: 50% P/D (2017-18); 18.8% P/D (2018-19)

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

The school has no identified achievement gaps at this time.

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 utilized teachers, team leaders, and Teacher Leaders to make decisions about the levels of instruction and the direction of teaching and learning at North Pointe. Teaching and learning practices are reviewed at weekly PLC meetings in order to drive continuous improvement. Special education teachers meet monthly with district personnel to work collaboratively on best teaching practices, review data, and create plans for success among our students with disabilities. We have reviewed the Key Work Processes with during staff meetings and asked teachers to identify areas of strength and weakness within our current practices. The SBDM council (Tiffany Hill, Dawn Raney, Chris Berry, Beth Smith, and Shane Hammons) make decisions about planning and continuous improvement constantly within our SBDM meetings that happen monthly. Teachers will participate in the 2020 Impact Kentucky survey to provide further school input. The leadership team (Kelly Smith,

Bev Simon, Chris Deel, and Amy Mintchell) meets weekly to discuss data, student goals, school-wide goals, and initiatives and their effectiveness. Teacher Ambassadors meet with other teacher leaders throughout the district to create proficiency scales and strategies for improvement. They share their work with other staff within the school.

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.)

The school has held professional development in the following areas, as approved in the Professional Development Plan: -PLCs - Teachers have received training on effective PLC processes around DuFour's four essential PLC questions: (1) What do we want students to learn? (2) How will we know if they have learned it? (3) How will we respond if they don't learn? (4) How will we respond if they already know? - Academic Literacy - Teachers have received training on incorporating reading, writing, and discussion into all subject areas. - Running Records - Teachers have received training on effectively analyzing student reading and fluency skills. - Proficiency Scales - Teachers have worked to develop proficiency scales to identify the continuum of learning. RTI 2.0 - Teachers have been trained on effective RTI processes and providing Tier 2 interventions within the classroom setting. PBIS - Teachers are training on positive behavior intervention systems. Dreambox - Teachers were trained in using this personalized learning software.

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).

Increase percentage of proficient students with and IEP from 44.5 to 50 percent proficient in reading by 2020. Increase percentage of students with and IEP from 36.1 to 40 percent proficient in math by 2020. Free and Reduced Lunch students will increase their levels of proficiency in reading from 47.7 percent to 51 percent by 2020. Free and Reduced Lunch students will increase their levels of proficiency in math from 36.4 percent to 40 percent by 2020.

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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.

Attached is the Closing the Achievement Gap Summary spread sheet. We will use strategies listed to monitor student achievement in our gap groups to initiate the transition from where we are to where we want to be.






ATTACHMENTS

Attachment Name



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Attachment Summary

Attachment Name	Description	Associated Item(s)
 <p>CSIP 2020-21 North Pointe Elementary</p>		<ul style="list-style-type: none"> •
 <p>North Pointe Achievement Gap Group Identification</p>		<ul style="list-style-type: none"> • I
 <p>North Pointe Measurable Gap Goal</p>		<ul style="list-style-type: none"> • III • III
 <p>North Pointe Summary for Climate Survey</p>		<ul style="list-style-type: none"> • II.A
 <p>North Pointe Yellow Chart</p>		<ul style="list-style-type: none"> • II.B • II.C • II.D