



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

Argillite 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.

Argillite Elementary School uses a variety of measures, analyze and focus on continuous progress for identified at-risk students using the Response to Intervention (RTI). Exact Path will be administered to all students four times a year, (at the beginning of the new school year and then after each nine week grading period). Kindergarten and 1st Grade students will be using the Greenup County Benchmark Assessment for their progress monitoring. The results will be analyzed to identify at-risk students who will receive RTI services. Students who are identified at-risk will receive interventions based on individual need. Parents will be notified of these services. Students will be progress monitored on a regular basis to determine the success of the intervention(s). Following each testing window, students identified in the lowest 10% of each grade will be provided RTI in Reading and Math. As well as all students with an IEP with Math goals will receive direct instruction in the regular classroom through co-teaching between the regular education teacher and the resource teacher or resource instructional assistants. AES has six trained para professionals in place to do our RTI in the Intermediate as well as the Primary. These RTI Specialists and the full time Americorps Member as well as all other faculty and staff of AES will be working with Tier 2 and Tier 3 students with supplemental resources such as Drops in the Bucket and Failure Free Reading. Other Reading programs such as book in a bag, sight word flash cards, read everyday folders, Starfall, Edmentum, Accelerated Reader, Great Leaps, Moby Max, Houghton Mifflin Journeys Reading series and Study Island. They will also be providing Math strategies such as Go Math / Engage New York, Scootpad, and other online resources will be used for Math RTI for the at-risk students. On-Demand writing - Accurately assess your students' learning in a real-world context. On-demand writing is a component of the statewide testing system that measures students' writing skills. This three-hour session offers thought-provoking information, strategies, tools and a chance to reflect about writing instruction. Become better prepared to instruct the craft of writing in all content area classrooms. Direct Reading Instruction - Teachers will provide direct reading instruction using research-based models. Students with Individual Education Plans (IEPs) will participate in the Failure Free Reading program in efforts to increase reading proficiency. Students with IEPs will work in small groups to learn targeted reading skills. They will create an interest profile and make reading selections based on the individual interest profiles. Students with IEP's will learn visual strategies as

part of their specially designed instruction. They will learn word recognition skills and visual memory for words. As for the Math Strategies, Argillite Elementary will focus on Real World Applications and Math Technology as well as with the Vonda Stamm Guided Math Program. Students will participate in virtual activities that connect to personal situations. These lessons will integrate other subjects such as reading, writing, practical living, and arts & humanities. Activities include planning Thanksgiving dinner, budgeting for Christmas shopping, etc. Students who receive special education services will access individual Think Central accounts to complete teacher designated math activities. Teachers will select math activities based on the individual needs of each student. Common Assessments will be on Study Island as well as all curriculum maps k-5 are on the Greenup County District Website for Math, Ela, and Science. Along with the Exact Path Program, Starfall, Edmentum, Accelerated Reader and other educational strategies that we implement will help to close the achievement gap for Argillite Elementary School.

II. Achievement Gap Analysis

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

Argillite Elementary School along with the Greenup County School District will review and address all processes, practices, and conditions that are linked to the six improvement strategies. In looking at the KCWP2: Design and Deliver Instruction Practice it is AES's goal to reduce novice 50% by 2021, we will collaborate to reduce the number of students scoring in the novice category by 05/15/2020 as measured by state assessments. Principals will track student assessment data from multiple sources to identify those students who are likely to score at the novice level. These students will then receive services to meet their individual needs. It is Argillite Elementary School's Proficiency Goal for reading and math to improve in the 2020 KPREP assessment and accountability system by increasing the score by 3 to 5 points. Goal setting will occur at the classroom, school, and district levels. Each classroom will set specific novice reduction goals for students based on their data. These classroom goals will then inform school goals, which will then inform district goal for novice reduction. Teachers will revise the curriculum to ensure that there is alignment with learning targets, pacing guides, resources, and planned benchmark assessment dates. District and school staff will analyze bench mark data and provide feedback to teachers that includes resources for next steps. It will be the implementation of evidence-based curriculum and/or strategies with fidelity that will be essential for both academic and behavioral instruction. AES will use Tier I instruction and assessments to ensure the educational needs are met for all students. The Novice Reduction for Gap Closure initiative supports research-based strategies and resources which impact all students, but especially students who fall within the grouping of "economically disadvantaged" or the students with disabilities / special education as well as other identified subgroups. As for Argillite Elementary School with a 74.9% being economically disadvantaged, the subgroups that we will focus on GAP is our Free / Reduced Population. Argillite Elementary School's Gap Reduction Goal is to decrease the gap by 2% for learners that qualify for Free or Reduced Lunch. Each classroom will set specific novice reduction goals for students based on their data. Teachers will revise the curriculum to ensure that there is alignment with learning targets, pacing guides, resources, and planned benchmark assessment dates. District and school staff will analyze benchmark data and provide feedback to teachers that includes resources for next steps. Proficiency is defined as reaching the desired level of knowledge and skills as measured on state-required academic assessments. It is designed to measure how students achieve on Kentucky's Academic Standards (KAS) in reading and mathematics.

Argillite Elementary School seemed to hold steady according to the 2019 Proficiency Indicator Data Points and is classified with a designation as "Other". As for the students with disabilities / special education subgroup AES did not have a number equivalent enough to classify and therefore data was suppressed but AES will most definitely place a focus and address this subgroup for GAP as well. According to the 2019 Separate Academic Indicator Data Points which is designed to measure how students achieve on Kentucky's Academic Standards (KAS) in science, social studies and writing. Argillite Elementary School the held steady with on-demand writing but dropped in reading, mathematics, science, and social studies.

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

Argillite Elementary School along with the Greenup County School District will review and address all processes, practices, and conditions that are linked to the six improvement strategies. In looking at the KCWP2: Design and Deliver Instruction Practice it is AES's goal to reduce novice 50% by 2021, we will collaborate to reduce the number of students scoring in the novice category by 05/15/2021 as measured by state assessments. Principals will track student assessment data from multiple sources to identify those students who are likely to score at the novice level. These students will then receive services to meet their individual needs. Goal setting will occur at the classroom, school, and district levels. Each classroom will set specific novice reduction goals for students based on their data. These classroom goals will then inform school goals, which will then inform district goal for novice reduction. Teachers will revise the curriculum to ensure that there is alignment with learning targets, pacing guides, resources, and planned benchmark assessment dates. District and school staff will analyze bench mark data and provide feedback to teachers that includes resources for next steps. It will be the implementation of evidence-based curriculum and/or strategies with fidelity that will be essential for both academic and behavioral instruction. AES will use Tier I instruction and assessments to ensure the educational needs are met for all students. The Novice Reduction for Gap Closure initiative supports research-based strategies and resources which impact all students, but especially students who fall within the grouping of "economically disadvantaged" or the students with disabilities / special education as well as other identified subgroups. As for Argillite Elementary School with a 74.9% being economically disadvantaged, the subgroups that we will focus on GAP is our Free / Reduced Population. Argillite Elementary School's Gap Reduction Goal is to decrease the gap by 2% for learners that qualify for Free or Reduced Lunch. Each classroom will set specific novice reduction goals for students based on their data. Teachers will revise the curriculum to ensure that there is alignment with learning targets, pacing guides, resources, and planned benchmark

assessment dates. District and school staff will analyze benchmark data and provide feedback to teachers that includes resources for next steps. Proficiency is defined as reaching the desired level of knowledge and skills as measured on state-required academic assessments. It is designed to measure how students achieve on Kentucky's Academic Standards (KAS) in reading and mathematics. Argillite Elementary School dropped in the reading and math areas according to the 2019 Proficiency Indicator Data Points and was classified with a designation as a 2 Star school. It is Argillite Elementary School's Proficiency Goal for reading and math to improve in the 2021 KPREP assessment and accountability system by increasing the score by 3 to 5 points. The most current 2019 KPREP scores are Reading (66) and Math (58). As for the students with disabilities / special education subgroup AES did not have a number equivalent enough to classify and therefore data was suppressed but AES will most definitely place a focus and address this subgroup for GAP as well. According to the 2019 Separate Academic Indicator Data Points which is designed to measure how students achieve on Kentucky's Academic Standards (KAS) in science, social studies and writing. Argillite Elementary School dropped in reading and mathematics, science, social studies but raised by two points in on-demand writing.

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.

According to the Kentucky Department of Education's School Report Card Feedback the following data will reflect results for Argillite Elementary School. Based on the data review, AES asked the question, what should be the Proficiency Goal focus? (We looked specifically at the trend academic data for all students in reading and math.) Proficiency is defined as reaching the desired level of knowledge and skills as measured on state-required academic assessments. It is designed to measure how students achieve on Kentucky's Academic Standards (KAS) in reading and mathematics. Argillite Elementary School seemed to hold steady according to the 2019 Proficiency Indicator Data Points and is classified with a designation as a Two Star School. It is Argillite Elementary School's Proficiency Goal for reading and math to improve in the 2020 KPREP assessment and accountability system by increasing the score by 3 to 5 points. The most current KPREP scores are Reading (66) and Math (58). In looking at the Argillite Elementary School Needs Assessment, the gap groups and content areas, we reviewed the academic data, special education data, free and/or reduced lunch data. Using all the academic, separate indicator, and gap data provided, a list of our findings where the school has shown improvement are as follows: Academic Proficiency- (62.3) Our 5th grade students maintained an overall reading score of 50 from 4th to 5th grade. Separate Indicator- (58.0) On

Demand Writing was highest scoring area of the three, 3.1 points above the District and 11.4 points above State averages. Gap Our Free and Reduced Lunch students scored higher than the District and State in On-Demand Writing. Disability w/ IEP students scored higher than the District and State in Reading, Social Studies and On-Demand Writing. AES exceeded with a score of 73.9% which was well ahead of the state goal of 62.5%. Other Beginning of year Exact Path data for Reading and Math. Districtwide Professional Development opportunities. Name and Claim. All teachers are Google Certified. Our computer / student ratio is at 90%.

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.

According to the Kentucky Department of Education's School Report Card Feedback the following data will reflect results for Argillite Elementary School. The number of GAP students in the Greenup County School District scoring at proficient/ distinguished levels in reading, math, social studies, and science on the state assessment will increase NAPD score 10 points by the fall of 2021. Objective 1 Free and Reduced Lunch Students will increase their overall NAPD score of 5 points in the areas of Reading, Math, Science, Social St., and ODW by fall reporting of 2021. Objective 2 Special Education Students will increase their overall NAPD score of 5 points in the areas of Reading, Math, Science, Social St., and ODW by fall reporting of 2021, thus closing the gap and removing any need Targeted Support and Improvement. In looking at the Argillite Elementary School Needs Assessment, the gap groups and content areas, we reviewed the academic data, special education data, free and/or reduced lunch data. Using all the academic, separate indicator, and gap data provided, a list of our findings where the school has shown that needs improvement are as follows: Academic Proficiency 3rd, 4th and 5th grade Reading and Math P/D is below District and State averages. Dropped 3.9 points going from 66.2 to 62.3 Separate Indicator Science and Social Studies are below District and State averages. Dropped 3.4 points going from 61.4 to 58.0 Gap Free and Reduced Students scored below District and State in Reading, Math, Science and Social Studies. Other Need to score Proficiency in Reading and Math for 2021 KPREP. Need to improve the Separate Academic Indicator Areas - Science, Social Studies and maintain in our On-Demand Writing scores. Novice Reduction Reduction of additional support from past experienced RTI resources.

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

Our top priority is to improve student achievement. Therefore, the tentative professional development activities listed below are based on district-identified needs as well as professional growth plans. The planned professional development activities include ongoing, job-embedded professional development in addition to specific trainings that provide participants with content knowledge or pedagogical skills. The Kentucky Department of Education Professional Development Standards Section 1. KRS 156.095 are used when planning the activities to ensure that the professional development was high quality. Some of our planned PD sessions address topics such as Growth Mindset and Continuous Improvement, reading strategies, vocabulary strategies, math strategies, PLCS instruction, art and humanities instruction, writing instruction, math instruction, science instruction, and social studies instruction, data analysis, Questioning 3b support systems, and student engagement via explicit instruction. Data sources will include both formal and informal student assessments and teacher observations in order for to determine the student impact from these professional developments.

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.

AES will also be focusing on making smooth Preschool transition and transition of incoming students from other schools, we will also look to Improve school to home communication through Parent/Teacher conferences and a strong PTO sponsorship. With the Greenup County district-wide Professional Learning Opportunities that are provided to help meet the Common Core Standards as well as with the Curriculum Alignment then this will will be of benefit for when students transition from school to school. Area businesses, parents/guardians, all Argillite Elementary staff members, and district Central Office staff are stakeholders. Community businesses assist with different areas of education after finding out student needs such as fire safety, healthy habits, gardening, dance instruction, and bullying and behavior. Several area businesses provide material and props needed for various projects. Parents/guardians and all staff are on planning component committees. Everyone works together to build a complete plan. Suggestions and comments are discussed at meetings and a draft is brought before the Site Based Decision-Making Council for review, revisions, and approval. When approved, the plan is sent to Central Office and the Greenup County Board of Education for final approval.

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.)

Argillite Elementary School has a top priority is to improve student achievement. Therefore, the tentative professional development activities listed below are based on district-identified needs as well as professional growth plans. This plan will directly relate to addressing the achievement gaps that is effecting our school. The planned professional development activities include ongoing, job-embedded professional development in addition to specific trainings that provide participants with content knowledge or pedagogical skills. The Kentucky Department of Education Professional Development Standards Section 1. KRS 156.095 are used when planning the activities to ensure that the professional development was high quality. Some of our planned PD sessions address topics such as Growth Mindset and Continuous Improvement, reading strategies, vocabulary strategies, math strategies, PLCS instruction, art and humanities instruction, writing instruction, math instruction, science instruction, and social studies instruction, data analysis, Questioning 3b support systems, and student engagement via explicit instruction. Data sources will include both formal and informal student assessments and teacher observations in order to determine the student impact from these professional developments.

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).

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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.

Argillite Elementary School's Gap Reduction Goal is to decrease the gap by 2% for learners that qualify for Free or Reduced Lunch. Each classroom will set specific novice reduction goals for students based on their data. Teachers will revise the curriculum to ensure that there is alignment with learning targets, pacing guides, resources, and planned benchmark assessment dates. District and school staff will analyze benchmark data and provide feedback to teachers that includes resources for next steps. Certain actions that will be taken to remove the barriers that prevented the school from closing the achievement gap will be that Argillite Elementary School's SBDM made a decision to go school wide K-5 with the Go-Math program as well as we also made the decision to adopt and to purchase the new Journeys Reading program that will consist of the new Academic Curriculum Core Standards. We are also doing more Professional Learning Opportunities district-wide concerning On-Demand and Trans-active Writing. AES will also be focusing on making smooth Preschool transition and transition of incoming students from other schools, we will also look to Improve school to home communication through Parent/Teacher conferences and a strong PTO sponsorship. With the Greenup County district-wide Professional Learning Opportunities that are provided to help meet the Common Core Standards as well as with the Curriculum Alignment then this will will be of benefit for when students transition from school to school. All

Greenup County School District elementary principals have been trained in the IECE KTIP, this will be of benefit for the Preschoolers and the Head Start students during the transition stage as for with this training it will help support beginning teachers in their development, and to focus it through a dynamic, ongoing process.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 AES CSIP 20-21		.