



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

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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.

Gap Group/Total number of students (3-5)/Percentage of Total School Population  
(3-5) Poverty/65 student/24.6% African American/7 students/2.6% Hispanic/21  
students/8% 2 or More Races/15 students/5.6% Special Education/54 students/20%

### **ATTACHMENTS**

**Attachment Name**

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## II. Achievement Gap Analysis

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

Centerfield's mission reads, "Working collaboratively, we will empower our school community to meet high expectations by ensuring ALL means ALL." Staff members synergize together to meet individual needs of students, no matter their barrier. We are committed to unlocking learning for ALL of our students and we pay special attention to the progress of students living in poverty and those who have been identified with a disability as they are by far our largest GAP groups. At Centerfield, we utilize Positive Behavior Instructional Supports (PBIS) to create a safe learning environment for ALL students. Our staff has set a goal of 5:1 ratio of interactions (positive to negative) with students. Common area expectations are explicitly taught, monitored, and reinforced. Homeroom classes utilize a Behavior Management Plan to promote positive behavior and reteach skills when problem behaviors occur. All teachers develop strong relationships with our parents/guardians and are in close communication through conferences, phone calls, emails, messaging apps like ClassDojo and SeeSaw. This year we have also added the PASS program (Positive Approach to Student Success) for referred Tier 3 Behavior and Special Education Students who demonstrate behaviors that impede their learning or that of others. These proactive behavioral supports provide a safe and caring environment which is needed for any child to learn, but is especially important to create for students living in poverty or students with disabilities. Wildcats are taught social-emotional and vocational skills through the Leader in Me program (8 Habits of Highly Effective Kids). With this focus on leadership, we are empowering ALL students to take ownership of their learning. Students learn about these success skills with their class and the habits are reinforced throughout the day. Students reflect on their leadership at the end of the day using Plus/Delta protocol. We celebrate Super Leaders every few weeks in a virtual platform in order to motivate students to continue to work on their leadership skills. Due to "Safe at Schools" restrictions related to COVID-19, we are missing the opportunity this year to gather as a complete student body at our Monday Morning Meeting, a weekly assembly that provides opportunities to connect, celebrate, and learn from each other. In addition to Leader in Me, our Guidance Counselor delivers monthly guidance lessons to every homeroom class focused on Social Emotional Learning. Small group and individual counseling are also components of our guidance program. Last school year, we added the organizational and motivational structure of "houses" or dens to our school culture. This structure groups the students and staff in vertical teams, creating school families that create additional layers of

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accountability and support for one another. This strategy to improve school culture will support ALL learners, but mostly students living in poverty and those in other GAP groups by providing a strong sense of belongingness to our school and additional motivation to work hard for success. Students' academic skills are developed through differentiated workshops utilizing best practices in the classroom. In addition, any student, including those in poverty, demonstrating a need for intervention or enrichment accesses instruction tailored to meet their needs within our MTSS model. For students in danger of meeting grade level benchmarks, there is a set time each day for students to access learning at their developmental level in reading and in math. Students with a disability benefit from specially designed instruction in both co-teaching and resource settings. Many students in highly structured programs also access instruction from a resource teacher. It is a common belief of the staff that we are collectively responsible for the success of ALL students. In addition to the programs and resources we have in-house, Centerfield is fortunate to partner with several local churches and agencies to support the needs of our students living in poverty. Several local churches and local organizations like Blessings in a Backpack and Operation Parent provide a variety of services to our families living in poverty--everything from basic needs (food, clothing, lunch money, school supplies) to emotional support (parenting podcasts) to free family fun (hosting community family events when it is safe to do so). Especially because we do not have a Family Resource Center, these partners are vital in helping us meet the needs of families so that ALL children will be set up for success at school.

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

At this time, achievement gaps continue to exist at Centerfield for all of our students identified to be living in poverty, those representing ethnic and racial diversity, and those identified with a disability.

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.

Analysis of Gap Data from our universal screener (Measured Annual Progress - MAP) indicates positive trends in reducing the GAP in Reading for Hispanic and African American students, though these subgroups have only a small population at our school.

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.

Analysis of GAP data indicates continued low achievement in Mathematics for students in poverty and for students with disabilities. In addition, GAP sub groups have a growing gap in Reading, especially current 4th & 5th grade students living in poverty.

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

While our student populations in both of our largest GAP groups (students living in poverty and students with disabilities) have remained more constant over the past few years, their individual needs continue to change our response as interventionists. Our MTSS plan hinges on matching research-based interventions to the needs of our students, and while we are accessing additionally professional developments opportunities for staff that work closely with these students, we are still in the beginning years of implementation of some of these strategies (Literacy Lessons for Special Education, PCI for Interventionists, Orton Gillingham, Math Recovery, etc.) We know that the best opportunities for success is when we provide individualized instruction for each student, and we continue to work to be able to implement intervention plans and monitor student progress in an effort to close achievement gaps especially in Reading, Writing and Math. Last spring and now this school year, our staffing was impacted significantly as a result of the pandemic. Our Site-Based Decision Making Council had to make the hard choice of assigning interventionists to homeroom teaching positions this school year in order to provide highly qualified teachers for both Virtual Learning Academy and to reduce class sizes for in-person learning due to safety concerns. These changes have impacted the resources we are able to apply to students needing additional supports. The challenge of intervention in the virtual world, when elementary aged students are expected to be learning from home, is a large hurdle as well. We have begun pulling small groups in to school to support them with NTI a few hours/week as allowed by regulation, but in many ways we are only intervening on behalf of a student's core program. A handful of students with IEPs qualify for supplementary instruction, too, but the time spent in-person with their Exceptional Child Educators is spent on specific IEP goals, not necessarily impacting a student's generalized growth in Reading, Writing, or Math. We have built the master schedule for in-person learning to create opportunities for co-teaching success, especially in Math and Writing for 3rd, 4th and 5th graders, but with the transitions back and forth from in-person learning to NTI, we recognize that it will be very difficult for students

to demonstrate accelerated growth. We are planning to provide additional layers of support through our ESS program after school hours for targeted students in Intermediate grades when we are allowed in-person instruction, since we are unable to staff additional interventionists to work with students during the school day.

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.

The continuous improvement process at Centerfield is built on the Professional Learning Community construct. PLC teams synergize together to unpack standards, identify learning targets, design instruction, analyze learning results and identify next steps for instruction. PLCs collaborate weekly with School Leadership to implement trusted instructional resources, ensuring the curriculum boasts a vertical and developmental progression aligned to common core. In addition, PLC teams meet "just in time" to review common formative and summative data using data protocols to reflect on instruction and plan next steps for teaching/learning. One of our next steps will be to take advantage of ways to track the progress of students living in poverty and students with disabilities within our data dashboards, which will open the door for more conversations about instruction that will best suit the needs of these specific GAP groups. Our school leadership team and MTSS coordinator meet to review "big data" as it becomes available. Our analysis of this data consists of both global reviews of achievement, analysis of grade level cohort growth trends and gap analysis. This year, we worked through a new District Protocol to review our Fall 2020 MAP data which greatly supported the work of this year's CSIP development.

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.)*

Centerfield's Professional Development Plan is designed to build teacher efficacy in use of developing a community of learners that are leaders, best-practice

instructional strategies and trusted curricular resources especially for Reading, Writing and Math, utilizing formative assessment results as a PLC team to improve instruction, and integrating technology to increase engagement and improve achievement. While these strategies will enhance outcomes for students in GAP groups, we know that this work will help ALL students achieve, as we continue to remain behind the goal of 80% proficient/distinguished in all academic areas. The ESS Plan for this year is dedicated to address intervention needs for students in gap sub groups to address growth in Reading and Math individually or in small groups after school. With limited in-person learning, we are considering options to revise that plan to address more student needs. As a result of great success with last year's program, we are again using our Title II funds to support an initiative meant to prevent a gap from being created with our youngest students, nicknamed "Kindergarten Academy" and we are expanding the program to include First Graders as well! Reading specialists, special educators, Kindergarten & 1st grade teachers and leadership team members are synergizing to provide small group literacy instruction for every Kindergarten and 1st grade student every day during in-person learning and multiple times a week for virtual learning. Utilizing Jan Richardson's "Next Steps in Guided Reading" and "Literacy Footprints" as a primary resource, the K/1 Academy literacy team is meeting regularly to review student data and build responsive knowledge of reading development and teaching supports proven to advance young readers. One of our Reading Recovery teachers is leading the charge in collaboration with our Literacy Coach. We anticipate continued success from this program, despite the challenges of this school year. Last year, we began another initiative meant to support ALL students, but especially target GAP students. The program is Personalized Learning for Reading and Math utilizing blended learning tools (combination of teacher directed lessons, online tutorials and practice and formative assessment based on standards). Personalized learning is meant to reach each student at their zone of proximal development and give them the tools needed to "fill in their gaps" based on diagnostic assessments from NWEA, Measured Annual Progress. We have altered the program this year to be mostly digital format and have partnered with programs like Lexia and IXL to create this opportunity for individualize practice for all students - no matter if they are working below, at or above their grade level.

### 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).

Reading: By May 2021, 45% of students in Poverty and 35% of disabled students in grades 3/4/5 will score Proficient/ Distinguished in Reading as predicted on MAP Reading Assessment. Math: By May 2021, 45% of students in Poverty and 30% of disabled students in grades 3/4/5 will score Proficient/ Distinguished in Math as predicted on MAP Math Assessment.

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 GAP goals document

#### **ATTACHMENTS**

**Attachment Name**

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
 2020-2021 CSIP GAP Goals - Centerfield Elementary		• III
 CE 2020 Achievement Gap Group Identification	Gap Group Populations at Centerfield as of Dec 2020 for grades 3,4,5	• I