



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.

Please see attachment.

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

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

Holmes High School is continuing with the development of professional learning communities. The teachers collaborate with their PLC groups throughout the year during common planning time to plan instruction based on data analysis and with a focus on making improvements towards closing the achievement gaps. Special education and English Language teachers plan collaboratively with the content area teachers they support. English Language Learners are taught in multiple settings throughout their time at HHS. They receive instruction in a small group setting within the Newcomer Welcome Center but also go out to classes in the general education setting. English Language teachers provide collaborative support in these classes. Additionally, HHS staff are participating in a book study on Culturally Responsive Teaching for all staff members to receive professional development on how to better education our students of color and of diverse backgrounds.

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

We have not successfully closed the gap with our special education students or our English language learner students. 1.8% of special education students were proficient/distinguished in reading and/or math. 0% of our ELL students were proficient/distinguished in reading and/or math.

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.

The school has not shown improvement with special education students or ELL students.

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.

Holmes High School has lacked progression with our Special Education and ELL students. Because of this, there is a greater focus on the PLC process to provide supports for these students, as well as a focus on culturally responsive teaching.

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

There has been a lack of a guaranteed, viable curriculum. There has also been a lack of true implementation of the PLC process. There is a lack of a school wide Response To Intervention system. These three areas are all being actively addressed and corrected through our I-Team process, our improved PLC process, and on our Foundations Committee work.

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.

Creating a guaranteed, viable curriculum through I-Team includes all teachers on the campus with collaboration from the middle school and district leaders. The improvement of our PLC process includes all teachers as well. Our principals, coaches, and instructional leads are taking on leadership roles with these two strategies, to help guide and facilitate the work, as well as holding teachers and each other accountable. The culturally responsive book study includes all of our staff, not just teacher, to ensure all staff at HHS are working hard to improve on our culturally responsive mindset and strategies.

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.)

Embedded professional development sessions have focused on incorporating the components of a lesson into an effective lesson plan. Teachers have worked on improving PLCs, with a focus on building common assessments, analyzing student work, and using data to drive instruction. Teachers have gone through Larry Ainsworth's process of building a guaranteed and viable curriculum, using Ainsworth's book as a resource. Teacher-led professional development have also been provided, ranging in topics from technology, behavior intervention and

supports, grading, virtual learning, etc. Each of these learning sessions was chosen in an effort to provide teachers with the tools necessary to engage all students- particularly those students in our gap groups who have not shown success with more traditional instructional/discipline methods. All staff member attend monthly professional development sessions based on Hammond's "Culturally Responsive Teaching and the Brain" to help teachers as they focus on closing the achievement gap for our students of color and of a variety of backgrounds.

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).

By 2022, the high school will increase the reading percentage of proficient/distinguished special education students from 1.8% to 6%. By 2022, the high school will increase the math percentage of proficient/distinguished special education students from 1.8% to 6% By 2022, the high school will increase the reading percentage of proficient/distinguished ELL students from 0% to 5% By 2022, the district will increase the math percentage of proficient/distinguished ELL students from 0% to 5%

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.

Please see attached.

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Gap Goal Summary		• III
 Gap Group Identification		• I