

**2019-20 LES Phase Three: Closing the Achievement Gap Diagnostic
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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Laurel Elementary School
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Rationale

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.

At Laurel Elementary we have such a high free and reduced lunch population, which is not the cause of the child, that we recognize it but are determined to give each student the very best opportunity to overcome obstacles and exceed expectations. Each stakeholder at Laurel Elementary does not fall into the trap of discrimination that it promoted by the gap process, but daily strive to ensure that each of our students as adults will be able to control their lives, liberties, and pursue what they deem as happiness. We do not discriminate against any population, but do strive to meet the individual and group needs of all students.

II. Achievement Gap Analysis

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

Our school climate is by all comparable measures, is one of empowerment amongst a geographic area of neglect and despair. At Laurel Elementary we strive and succeed in giving our students hope, in an area where there is NO empirical evidence for the most part, for the applied value of an education. Our gap students consistently outperform the stereotypes and their peers, per all measurable data we have access to. As with our entire student population, we are extremely grateful of each student in our care, as well as their performance amidst such social and economic conditions and obstacles.

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

The performance of our economically disadvantaged population meets or exceeds the performance of our "economically advantaged" population in both Reading and Math per Kentucky School report card data. It bears emphasis and mention, that regardless of academic performance we will strive to never discriminate against any issue, particularly where a student has no choice of their designation.

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.

Economically disadvantaged are the areas in which data is quantifiable. Our female population has also made many strides in mathematics compared to state and national trends. Our boys outperform our girls in reading at the top end, but trail consistently in novice performance.

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.

We have regressed somewhat in Special Education performance on the KPREP test, but that is due largely to our small IEP population, and new enrollments from outside our school and district. Our IEP students with whom we have worked consistently with, within our school, perform well in comparison to our student body.

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

At Laurel Elementary, we stakeholders, find it futile and inefficient to focus on the reasons and problems outside of our control, that handicap us from achieving 100% mastery/proficiency. We focus on maintaining and improving our focus on our students and our craft, so we can survive the many shortcomings of those things outside of our realm of control.

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.

At Laurel Elementary we do not make excuses. We the staff daily commit ourselves to ensuring that all students receive academic opportunity, to better themselves and eventually their children. We will never emulate the example of Jesus Christ, but we will daily attempt to live up to it in our treatment of ALL PEOPLE we come in contact with.

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.)

Our professional development plan is consistent with that of the Lewis County School district. By in large we address the Reading, Math, and Writing needs of all of our students with emphasis on being indiscriminate. We focus on research based practices to teach to and empower students to meet the standard regardless of gap designation. Our performance personally has not been acceptable, but when compared to other schools and districts, we more effective than many at the difficult tasks and goals in which we are engaged.

III. Planning the Work

Closing the Achievement Gap Goals

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).

1. To achieve equitable performance in comparison of our economically advantaged and disadvantaged groups. 2. To provide our IEP population access to an education, that will allow them to perform on par with their peers throughout the district, state, and within Laurel Elementary School.

Closing the Achievement Gap



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 attachment

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap groups		•
 Measurable gap goal summary		•