

## Phase Three: Closing the Achievement Gap Diagnostic\_12132018\_09:26

Phase Three: Closing the Achievement Gap Diagnostic

### **West Marion Elementary School**

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## Phase Three: Closing the Achievement Gap Diagnostic

### I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

See Attachment

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## II. Achievement Gap Analysis

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

The "Culture of Learning" at WMES is a cognitively vibrant place where educational importance is valued by both students and teachers. Hard work is expected and high expectations for all students is the norm. Students assume responsibility for learning and take the initiative to successfully complete activities, assignments, and with perseverance, improve the quality of their work. To close the achievement gap, WMES teachers continued to utilize Running Records and DRA assessments. Teachers met in grade level Professional Learning Communities to analyze data to aide in planning new instructional learning strategies to meet individual student needs. Small group instruction was provided to students based on the analysis of data. Instructional coaches were hired to assist teachers in creating common assessments, locating resources, and modeling rigorous lessons. Intentional, rigorous lesson planning was required with a focus on rigor. Teachers continued to use higher order questioning using Bloom's Taxonomy. Specific learning targets were identified, referred to during instruction, and posted in the classroom as a reference. Before and after school Extended School Services were provided, along with an ESS Daytime Waiver. Achieve 3000 and Dreambox was made available to provide students with individualized differentiated learning paths to make improvements in Reading and Math.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Barriers that prevented the school from closing the achievement gap include lack of technological resources in the home to engage in reading and math activities, poor attendance, and the lack of the value of education in the home. Specific examples from the CSIP as to how the district and school collaborated to ensure that the achievement gap was addressed for the areas of Nonduplicated Gap, free and reduced lunch students and students with disability. -Leveled Reading Groups grades 2-5-Curriculum Alignment -Instructional Coaches -Data Analysis - Response to Interventions With our other GAP groups,

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Based upon analysis of gap data the area of math for groups of non-duplicated gap, free and reduced lunch and students with disability have shown the most improvement over the previous years data.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Based on gap analysis data of the areas of non-duplicated gap, free and reduced lunch students and students with disability the area of reading is continued to fall short of necessary goals. Last years writing scores show a sign of regression from the previous years scores.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

*(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).*

Teachers will be trained in best practices to promote student engagement and learning at highlevels. All certified teachers will be trained on the use of cooperative learning to increase student engagement and the effectiveness of cooperative learning. Individual learning plans will

improve student engagement by providing opportunities to process and discuss the content learned/being learned. An individual learning pathway created with results from the MAP assessment can be used for direct instruction or remediation. Staff will also be trained in Google Classroom, Achieve 3000, Smarty Ants and Dreambox strategies to promote use of technology to enhance student individual learning plans. See attachment regarding the professional development plan. We offer Extended School Services and Daytime Waiver services

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

See school improvement plan document

G. 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 several monthly events and SBDM meetings. We hold an annual career day and invite various members of our community including bankers, EMS, police officers, firefighters, etc. Our school holds parent teacher conferences twice per year. Twice per year we have Family Reading Nights, STEAM nights and Science Fair, and various Arts and Humanities programs such as concerts, dance programs, etc. throughout the school year. We provide leadership opportunities and teach them life skills on a daily basis

### III. Planning the Work

#### 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).

See comprehensive school improvement plan for WMES 2018-19.

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#### Closing the 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 attachments of Gap Identification and WMES School Improvement Plan.

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement Gap Group Identification 2018-19	Achievement Gap Group Identification 2018-19	I
 District PD Plan 2018-19	Professional development plan for the school year 2018-19,	II.E
 Measurable Gap Goals for WMES 2018-19	Measurable Gap Goals for WMES 2018-19	III
 WMES Comprehensive Improvement Plan for 2018.19	Comprehensive School Improvement Plan for West Marion Elementary School for the school 2018-19	III