

Phase Three: Closing the Achievement Gap Diagnostic_12072018_13:19

Phase Three: Closing the Achievement Gap Diagnostic

Calvary 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.

Free and reduced lunch: 98 students, 44.14% of population.

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.

Calvary Elementary School has a terrific school climate and culture. Teachers truly care about all of their students, and as a result of our climate and culture is very strong.

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.

Calvary Elementary has focused on improving students that qualify for free and reduced lunch. Over the past two years these students have grown in reading, and this is a trend we plan to continue. Our free and reduced lunch scores in reading have been: 2016-2017: 58.8% proficient and distinguished reading 2017-2018: 60.8% proficient and distinguished reading Free and reduced lunch students have also had success in math over the last two year, however, last year CES saw a decrease in student performance. 2016-2017: 70.6 proficient and distinguished math 2017-2018: 66.2 proficient and distinguished math.

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

Calvary Elementary has shown improvement in GAP students for reading. Students have grown the last two years.

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

Calvary Elementary has regressed in math over the past two years. However, GAP students still achieve 66.2% proficiency on last years KPREP assessment.

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).

Calvary Elementary will focus on blended and personalized learning during the 2018-2019 school year. CES will use a variety of effective teaching strategies, and then reinforce those strategies with online resources such as Achieve 3000, Lexia, and Dreambox. These will allow teacher to target students of all different abilities. Achieve 3000, Lexia, and Dreambox have all had multiple days of professional development for teachers so that we can ensure teachers are using them effectively. Response to Intervention will also be a focus for the 2018-2019 school year. Teachers will work with RTI coordinator to monitor and track student data so that effective lessons can be planned. Teacher will move away from 'pull out' methods of intervention, and instead will focus on 'push in' methods that incorporate the RTI teacher in the instruction. Weekly Professional Learning Communities will also be held so that students can be monitored and tracked. These will be teacher led, and focus on student achievement. Finally, Guided Reading will be used in primary grades to grow our youngest learners. Teachers have participate in several Guided Reading training's and PD's.

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

CES is proud of the achievements of our GAP students. We will work this year to continue to grow these students through effective instruction.

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.

Personalized Learning Study Group: Jamie Bond, Hope Dougherty, Ashley Clark School Based Decision Council: Hope Dougherty, Julie Dickerson, Kristin Spalding, Ashley Hunt (parent), Amanda Cecil (parent) Professional Learning Communities: All Classroom Teachers Response to Intervention Team: Julie Dickerson, Kimberly Broermann (counselor)

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).

Reading Goal: 65% proficient and distinguished Math Goal: 70 % proficient and distinguished

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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.

KCWP 2: Design and Deliver Instruction CES will work on creating effective lessons that engage all students. We will use blended and personalized learning so that all students can be engaged, and pushed to grow regardless of their ability. Teachers will also focus on strategies with the greatest effect size on student learning. KCWP 4: Review, Analyze and Apply Data Data will drive instruction at CES. We will have weekly PLC's that will focus on student data and achievement. Teachers will take this information and use it to plan effective lessons. Assessment data such as MAP, bench mark assessments, and live scoring will also be used to plan for student success.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement GAP Identification	Achievement GAP Identification	I
 School Improvement Plan	School Improvement Plan	III