

Phase Three: Closing the Achievement Gap Diagnostic 2018-19

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Greysbranch Elementary School

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United States of America

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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.

Greysbranch Elementary School's approach to the GAP report is a mixture of many different strategies to ensure that all students are serviced as needed. Non-cognitive and academic data allows us to establish an accurate present level of performance. Academic data is taken from; district-wide common assessment, STAR data, KPREP results, classroom assessments, and teacher observation. Non-cognitive data includes; attendance, behavior referrals, and services provided by FRYSC, the special education department and mental health providers. Using a variety of measure allows us to identify strengths/weaknesses for the purpose of improving achievement.

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.

Within our school, over half qualify for free/reduced-priced meals. This equates to 60% of our student population. Along with that population, 56 of our students have a disability that qualifies them for an IEP. This equates to over 17% of our population that falls within this gap group. Our staff understands the struggles that our students deal with on a daily basis and we work to provide services for our students that are tailored to their needs. Students are recognized for positive efforts on a daily basis. Our Name and Claim program assists in searching out the students that need extra help and we service those students with our RTI program, Special Education program, and our ESS program before and after school.

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.

Based upon the data that has been generated from the GAP report for the previous two years, our school is still working towards closing the achievement gaps in our school. Data from our KPREP and STAR testing has provided information that allows our school to know the foundational skills that our students are still lacking. With that data, our programs are focusing on closing those gaps that have been created. Our Reading and Math groups are progressing towards reducing the novice numbers that exist. With the program in place, we are working towards proficiency in those areas, as well as all other areas.

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

The school has met our target in the GAP group areas of Reading and Math.

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

The GAP groups of students who qualify for free and reduced lunch and students with disabilities have not met the target for Science and Math.

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).

Our ESS program focuses on our RTI (Response to Intervention) program. Students who are identified as being in the 10th percentile or lower on our universal screening tool (STAR Math and STAR Reading) are referred for the program. These students are pulled to have specific review and reteaching of materials that are on their specific grade level and skill level. These students are assessed throughout the year over 5 different times to ensure accurate data.

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

One problem that we face as a school is having students in the upper grades that are missing foundational Reading and Math skills. By having the RTI program in place, we will reach these

students in the primary grades, so by the time they are in the Intermediate grades, those skills will be learned. We also have a large number of students who transfer to our school. Many of these students are foster care students, and have been moved from school to school. We find out what skills they are missing using the STAR universal screening, and target those areas.

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.

Grade level PLCs are used weekly to inform teachers of plans and processes that are put in place in the school. Faculty PLCs meetings are used monthly to do professional development and inform staff members of what is occurring. SBDM meetings occur monthly to inform teachers and parents of what is happening in the school. SBDM: Misty Tackett, Miranda Pack, Stacy Evans, Anna Brown, Kevin Martin, Renata Cox

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).

Objective 1: Students at GES will score within 5% of the state average in reading by the fall of 2019. Objective 2: Students at GES will score within 5% of the state average in math by fall 2019. The number of GAP students at Greysbranch Elementary School scoring at proficient/distinguished levels in reading and math on the state assessment will increase 5% by the fall of 2020. Objective 2: The number of GAP students at Greysbranch Elementary scoring at proficient/distinguished levels in science and social studies on the state assessment will increase 5% by the fall of 2020.

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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 attachment

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Gap Summary Spreadsheet	Closing the Achievement Gap Summary Spreadsheet	III
 Goal Builder Document	Goal Builder Document	III, III