

Phase Three: Closing the Achievement Gap Diagnostic_11302018_14:47

Phase Three: Closing the Achievement Gap Diagnostic

New Haven Elementary School

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Last Modified: 12/07/2018

Status: Open

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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 excel spreadsheet and gap 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 climate and culture of New Haven is positive across the board. There is no separation of gap groups, all demographics are seen and treated as equals. Programming is created and implemented based on the needs of our total population. Also see attachment.

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.

As a school we have identified the need to have a consistent and fluent program / framework for our special education students. In the last year we have implemented and trained all special education teacher in the Leveled Literacy Instruction program, and this year have purchased Focused math for our special education and at-risk students to specifically pinpoint gaps in instruction. Additionally, all classrooms are implementing guided reading practices that will target achievement of all students in literacy.

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

Gap groups have shown improvement in social studies and science.

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

Writing continues to be an area of need across the board. We continue to utilize our school writing committee to analyze school needs and implement structures to address student deficits. Grade analysis of writing continues, and use of rubrics and common assessments is being applied in all grade levels.

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).

All professional development is focused on providing teacher instruction on the fidelity of programming being initiated. (LLI, Guided reading, focus math). A staff survey is sent out in late spring to gather information regarding staff PD needs and it's alignment with CSIP. SBDM also review PD plan and suggests revisions based on the analysis of student achievement. The district has provided support in special education programming due to the lack of progress within this gap group.

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

Lack of consistent programming in special education has prohibited fluid instruction from one level to the next, and the additional growth of students from other schools has required additional support in at-risk instruction. Professional development is on-going and follow-up instruction is continual for all staff members.

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.

All stakeholders are given a variety of opportunities throughout the school year to share their opinions and perspectives of student achievement via committees, surveys, events, and planning. See comprehensive school improvement worksheet for additional information.

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 goal summary sheet &

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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 summary attachments

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Gap Analysis graphs	Each gap group is broken down specifically	I, II.E, III, III
 Gap goals for 2018 - 2019	Goals to address reading and math for our gap group	III, III
 Gap identification	Student gap groups identified for the 18-19 school year	I, III