

**2018-2019 Phase Three: Closing the Achievement Gap  
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Phase Three: Closing the Achievement Gap Diagnostic

**Florence 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.

FES has a very diverse student population. Approximately twenty different languages are spoken in our building. We have bi-lingual and multi-lingual students in our school. While the variety of languages represents a unique set of challenges, this also brings a culturally rich diversity to our building. FES is a Title 1 School with 80% low income, almost 43% minority, 22% ELL, and 15% Special Education. Our staff and teachers elect to work in this challenging environment because of their passion for education and their belief that every child can succeed. Our staff members are dedicated to improving their educational craft with several working on advanced degrees in education or leadership. In addition, Florence Elementary has adopted Leader In Me Education program to increase leadership of students and staff with climate and culture being the focus of Year 1 implementation with a focus on all students specially gap group students.

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.

On the STAR assessment, FES students who are identified as two or more races, have performed 70% proficient in reading and 60% proficient in math . Our African American students have increase math scores according to KPREP. Being identified as a TSI school, has created a closer look at all gap group but specifically our disability student gap group . To help close the achievement gap among students, we are committed to using our 30, 60, 90 day plan to name and claim students performing at and below proficiency and creating plans for increasing proficiency levels. We will continue to use the KEY Work Process #2 Design and Deliver Instruction and #4 Review, Analyze, and Apply Data for continuous improvement school-wide with specifically focusing in our students who fall in gap group.

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

All sub groups are below the state average for proficiency in reading and in math. Special education students are being targeted specifically as identified as our TSI gap group.

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

Due to struggling performance in multiple areas, we are focusing on core instruction in all grade levels and with all student gap groups. However, as our disability group is the group that has placed us in TSI status, we will place specific focus on this group. Classroom walk-through, data days for special education teachers, specific 30, 60, 90 day plan for special education and increased professional development specifically designed for special education teachers and staff.

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).*

Professional development plan includes increase special education professional development and increased guided reading and guided math professional development to included best practice teaching strategies. Professional Development will continue to be individualized while focusing on literacy and math as a priority. Our ESS program included after school support through both online and small group instruction. Summer ESS programs are used to support summer learning loss and

increased proficiency level of students. Our ESS plan specifically targets students performing below proficiency levels.

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

Through data we have discovered that multiple contributing factors to low student performance including teacher turnover, transient student population, limited English proficiency levels, and over all high needs population.

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 teachers were given opportunity to contribute to the CSIP through PLC meetings and committee meetings. CSIP Committee Member Lisa Resing, Principal Leisa Reed, Assistant Principal Cory Franklin, Assistant Principal Lisa Freking, Instructional Coach Brianna Miller, Counselor David Kemen, Counselor Gabe Guthrie, Teacher Lisa Hick, Special Education Teacher Carleen Powell Para educator Lindsay Chappell Parent Member Laura Downing, PTO President SBDM Members

### 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).

Gap Goals include proficiency goals for reading and math, Gap Goals, Transition and Growth Goal. See attachment and Comprehensive Improvement Plan. By 2021, will increase the proficiency indicator (reading and math) of 52.8 to 62.8. By 2021, will increase the Separate Academic Indicator of Science, Social Studies, and Writing 59 to 69. Increase the average combined reading and math proficiency rates for all students in the Gap Group (Consolidated Student Group): 21.2 to 31.2%. Increase the average combined reading and math growth indicator 15.5 to 25.5.

#### **ATTACHMENTS**

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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)
 <a href="#">Achievement Gap Groups</a>	Student Population Race and Ethnicity 11/30/18	I
 Continuous Improvement Plan	2018-2019 Continuous Improvement Plan	III
 <a href="#">ESS Plan</a>	ESS Plan	II.E, III
 <a href="#">Measurable Gap</a>	Proficiency Goals based on gap group	III