

Phase III: Closing the Achievement Gap_11132017_14:53

Phase III: Closing the Achievement Gap

Burlington Elementary School

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Phase III: Closing the Achievement Gap

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.

Gap Group/Total number of students Percentage of Total School Population African American / 25
5.60% Hispanic / 11 2.50% Limited English Proficiency / 12 2.70% Free/Reduced-Price Lunch /
198 44.80% Disability - with IEP / 64 14.40% Gap Group (Non-Duplicated) / 225 50.90%

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.

As the free and reduced lunch rate has exceeded the 40% mark, the teachers have had more and more issues with classroom management. As these students are coming to the forefront in the classroom, the climate and culture has shifted. It is becoming more obvious that our teachers need the strategies and skills to engage all students and differentiate instruction to meet the diverse needs of students. It has also shown a need for further training in classroom management, diversity, and trauma-informed care.

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.

We have done a better job of closing the gaps in Math than in Reading. We only closed the gap for African American students in reading. All other gap groups lacked progress or regressed in reading. African American Students, Free/Reduced Lunch students, and the Non-duplicated gap groups all showed increases in the percent of students scoring proficient and distinguished.

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

-African American Students scores increased from 33.3% P/D to 46.2%P/D in Reading - African American Student' Scores increased from 27.8% P/D to 53.8% P/D in Math - Free/Reduced students' scored increased from 33.5 - 33.6% P/D in Math - Non Duplicated Gap students increased from 31.6% PD to 34.4 PD in 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.

- Special Education students and Non-Duplicated gap groups lacked progress in Reading - Free/Reduced student scores regressed from 37.3% P/D - 35.1% P/D - All Gap groups scored significantly below All Students in Reading. All Students scored in the 50s in reading and Gap groups were in the 30s. - Special Education Students lacked progress in math 6% P/D to 5.7 P/D

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

See Attachment for PD Plan

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

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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.

As part of our Diversity Plan co-written with the help of Dr. Detwiler (Assistant Superintendent) and Kathy Reutman (Student Services Director) the school is implementing CHAMPS this year. Shannon Smith, the Instructional Coach, trained the staff in August and all teachers have posted procedures and review them with students. The school administrative team conducts walk-throughs and have invited the district team to come do them as well. The Instructional Coach, Shannon Smith, has also trained the staff in the implementation and analysis of Running Records to better assess and monitor students' reading behaviors and progress. The school has adopted a Writing Timeline and a common assessment for the three modes of writing. PLC work this year is focused on writing instruction, assessment, and data-driven decision-making. Teachers at each grade level have attended a training on Kagan Strategies to increase student engagement and participation. These teachers have made it part of their PGPs and are working to become model classrooms for other teachers to observe.

III. Planning the Work

Review the following [flowchart](#) to aid in completing the work.



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 Closing the Achievement Gap Spreadsheet attachment.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 BES Achievement Gap Group Identification	Achievement Gap Group Identification	I
 Burlington Professional Development Plan	PD Plan	II.E
 Closing the Achievement Gap Summary	Measurable Gap Goal Worksheet	II.E
 Measurable Gap Goal Worksheet	Gap Goal Worksheet	II.E