

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

**A M Yealey 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 attached

#### **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 school's culture is welcoming, inclusive, and supportive of students in the gap groups which include free and reduced and students with IEPs. We celebrate our diversity and attempt to give all the support that is needed to our families.

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 are beginning to close the gap for students with IEPs as demonstrated by our IEP students reaching the growth goal this year. We are continuing to closely monitor this group until proficiency measures are no longer a gap.

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

Reading continues to be a large gap for our students with IEPs as compared to the whole school. But overall writing is the content area with the greatest need for improvement.

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

Students with IEPs and writing are the group and content area with the greatest need.

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 PD plan focuses on The Leader In Me program and specifically this year in the implementation of aligning academics. Students are writing and monitoring goals that are aligned to grade level and schoolwide goals. Our ESS funds are used to target all students not meeting benchmarks with our progress monitoring tool in all areas of reading, writing, and math by having them attend after/before school clubs in these areas that use research based strategies to reinforce concepts.

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

We have been working hard to move to a more inclusive model of serving our students with IEPs by implementing co-taught classrooms and holding PLCs with teachers around the special education student data. These processes and practices not being in place in the past have prevented the school from closing this gap.

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.

We hold PLCs with the teachers and leaders to look at student data. We work with parents through ARCs on understanding the LRE and goals for each student.

### 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).

We will be using a common rubric to gather classroom data in the area of writing constructed responses. Our goal for our special education students is to gain 1 point on a 3 point scale from the Fall of 2018 to the Spring of 2019.

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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 attached

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Gap Group ID Sheet	Percentages of gap group in total number of tested students.	I, III
 gap goals sheet	goal for gap group and writing	III, III