

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

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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.

Special Needs and Free/reduced lunch students are the Gap groups for Wrigley Elementary.

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.

Trend data from KPREP results indicate that our Free and reduced and special needs population has increased in Novice in both reading and math.

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.

In both free and reduced/special needs population our novice and apprentice have increased while our percentage making proficiency have decreased.

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

Little improvement was made in the 2017-2018 gap scores.

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

We regressed in reading and math in GAP groups.

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).

Kagan strategies, higher order questioning, increase co-teaching time, whole brain teaching. Observe high performing schools .

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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 rearranged schedules for better grade level teaching and to incorporate more co-teaching time. The percent of Gap Group students meeting proficiency in reading will increase to 44.2% The percent of Gap Group students meeting proficiency in math will increase to 46.5% By June 2021, Wrigley Elementary will increase the average combined reading and math proficiency raters for students in the Gap Group to 51.9%.

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.

Staff analyze data which revealed progress with students with special needs and free and reduced students. The data was shared with SBDM, staff, teachers and parents . Those involved are Scarlet Smith- SBDM parent member, Sara Mays- SBDM parent member and PTCO members. ALL teachers helped analyze data and make plans for novice reduction. Increase rigor and co-teaching time.

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 The percent of Gap Group students meeting proficiency in reading will increase to 44.2% Design, Align and Deliver Support The percent of Gap Group students meeting proficiency in math will increase to 46.5% Design, Align and Deliver Support

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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.

Teachers and support staff will improve student achievement by using varied instructional strategies. We will use instructional strategies to ensure that students understand the success criteria within each learning target. (“Our learning target for today is _____, and we will know we are successful when we _____”).

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement Gap 2018	Gaps	I
 CSIP	CSIP Goals	III
 PD PLAN	PD PLAN	II.E