

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

Ezel 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 Spreadsheet

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.

We attribute our student achievement to a culture of academic learning in a supportive environment where there is opportunity for all students to be successful. We utilize many strategies to ensure the academic success of our students. The correlation between student achievement and high quality instruction, based on proven techniques and research based strategies.

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.

Existing gaps between disability and non disability students range from year to year. Our disability students seem to score slightly below our non disability students, with a small percent scoring at the novice level at .02 percent in reading in 2017. Students with a disability scored .05 percent novice in reading 2018.

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

Student have improved in the area of social studies showing improvement. 64% of all students scored proficiency in 2017 and 80% scoring proficiency in 2018. Students with disabilities are showing a slower rate of scoring proficiency than the other population of students, however in the area of social studies, and science we do not see the same trend with that gap group scoring in the proficient range as well as all students.

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 Disabilities/IEP in the area of reading have regressed. In the school year of 17-18, 100 percent of students with disabilities scored below proficiency in reading, as well as 45% of all students scored below proficiency in 2018 were as 22% of all student score below proficiency in 2017. Students with Disabilities/IEP in the area of math have regressed. 100% of students with disabilities scored below proficiency. all students scored 24% below proficiency in 2017 where as 40% of all students scored below proficiency in 2018 in the area of math.

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 will focus on All Struggling Students in Reading and Math, Strategies for students with disabilities in Reading and Math, Positive Behavioral Reinforcement will be implemented school wide. Extended School Service will be provided four times a week in the areas of math and reading by certified staff, after data collection from, universal screener, formative assessment, as well as common assessment. Goals are in place to meet each individual student need to provide extended time and tiered intervention.

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

In 2018 our students showed a decline in Proficiency in both reading and math. Conditions leading to the decline were a larger number of students with both intrinsic and extrinsic barriers that have arisen outside the learning environment, resulting in a lack of intellectual ability and motivation.

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 included in Professional Learning planning. Activities are based on the needs assessment of the school. This data is used to provide input into the professional development process. All Professional Development activities are high quality to ensure the success of staff to provide learning experience for student achievement. Staff involved in this process are Carol Rose, Principal, Miranda Bowman, Teacher, Jennifer Williams, Teacher, Michelle Williams, Teacher, Debbie Weddington, Special Education Teacher, and Lindsay Wright, Teacher, Samantha Justice, Teacher, Jessica Peak, Teacher, Lindsey Fugate, Teacher, Lara Vest, Parent SBDM Council Member, Wendy Lawson, Parent, SBDM Council Member.

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).

Ezel Elementary percent of Gap Group students meeting reading proficiency will increase by 1.5% by June 2019. Ezel Elementary percent of Gap Group students meeting math proficiency will increase by 1.5% by June 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 Attachment

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement Gap Goals/Activities	Objectives, Activities, and Monitoring for Gap Achievement.	III
 Achievement Gap Group	Achievement Gap	I