

## Phase Three: Closing the Achievement Gap Diagnostic\_11092018\_14:16

Phase Three: Closing the Achievement Gap Diagnostic

### **Warren Elementary**

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Last Modified: 11/30/2018

Status: Open

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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.

Warren Elementary school has a diversity population where almost every student is in a gap group. Specialized instruction allows the ESL students to receive additional time with certified teachers to learn and enhance their English. The school schedule has also been revised recently to increase the allocation of time for every student's core reading block. Built in RtI periods allow for all students to receive Tier II, Tier III, or enrichment time in both Reading and Math. The school personnel embrace the extra support our students need and utilize data to individualize instruction.

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.

Warren Elementary has closed the African American gap over the last two years; however, a gap group with Special Needs remains active.

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

In the 17-18 school year, 6th grade reading and math both increased as a whole with the gap groups all showing a gain. The school has shown improvement in African American 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.

The special education and hispanic gap groups did not progress over the last year.

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).*

School's professional development plan was designed to ensure all teachers received training on dealing with the cultural diversity in our building and understand that many of our students have experienced trauma in their lives. We are incorporating characteristics of Leader in Me to ensure all students realise their own talents, take responsibility for their own learning and develop leadership skills. It is the goal of the school's leadership team that all faculty members attend a professional development opportunity at some point during the year to deepen their understanding of their content or continue improving classroom management skills .

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

Warren Elementary sent over 200 students to other local schools at the beginning of the 18-19 school year due to the District's addition of a new school and redistricting. A transient population remains at our school, with refugees that come to us with little to no English and often with very little formal schooling. While our entire faculty does an outstanding job growing these students, they only receive approximately 30 minutes a day of specialized ESL instruction. The majority of their day is spent in our regular education classrooms where teachers are doing their best to academically differentiate for all of their students, but they must also develop lessons to ensure our

ESL students understand the expectations of how basic needs are met within the school setting. A schedule revision is always on the table to meet the changing needs of our 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.

Faculty meeting was held to present school test scores and explain our TSI classification. During each teams' PLC the following week, each part of the CSIP was discussed and teacher's provided input into which Characteristics of Highly Effective Teaching and Learning were what they wanted to focus on as they felt they were the ones that would make the biggest impact on student performance. Josh Porter - Principal Michelle Neal - Elementary Curriculum Coordinator Caitlyn Jones - Intermediate Mathematics Teacher Ashley Salchli - Intermediate Literacy Teacher

### 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: 42.7% of Third, Fourth, Fifth and Sixth grade Hispanic students will demonstrate a proficiency on the 2019 KPREP assessment in Reading by 12/31/2019 as measured by the reading scores on the 2109 KPREP assessment. Objective 2: 9.2% of Third, Fourth, Fifth and Sixth grade Disability students will demonstrate a proficiency on the 2019 KPREP assessment in Reading by 12/31/2019 as measured by the reading scores on the 2109 KPREP assessment. Objective 3: 42.7% of Third, Fourth, Fifth and Sixth grade Hispanic students will demonstrate a proficiency on the 2019 KPREP assessment in Mathematics by 12/31/2019 as measured by the mathematics scores on the 2109 KPREP assessment. Objective 4: 14% of Third, Fourth, Fifth and Sixth grade Disability students will demonstrate a proficiency on the 2019 KPREP assessment in Mathematics by 12/31/2019 as measured by the mathematics scores on the 2109 KPREP assessment. Objective 2: 9.2% of Third, Fourth, Fifth and Sixth grade Disability students will demonstrate a proficiency on the 2019 KPREP assessment in Reading by 12/31/2019 as measured by the reading scores on the 2109 KPREP assessment. Objective 3: 42.7% of Third, Fourth, Fifth and Sixth grade Hispanic students will demonstrate a proficiency on the 2019 KPREP assessment in Mathematics by 12/31/2019 as measured by the mathematics scores on the 2109 KPREP assessment. Objective 4: 14% of Third, Fourth, Fifth and Sixth grade Disability students will demonstrate a proficiency on the 2019 KPREP assessment in Mathematics by 12/31/2019 as measured by the mathematics scores on the 2109 KPREP assessment. Objective 1: 42.7% of Third, Fourth, Fifth and Sixth grade Hispanic students will demonstrate a proficiency on the 2019 KPREP assessment in Reading by 12/31/2019 as measured by the reading scores on the 2109 KPREP assessment. Objective 2: 9.2% of Third, Fourth, Fifth and Sixth grade Disability students will demonstrate a proficiency on the 2019 KPREP assessment in Reading by 12/31/2019 as measured by the reading scores on the 2109 KPREP assessment. Objective 3: 42.7% of Third, Fourth, Fifth and Sixth grade Hispanic students will demonstrate a proficiency on the 2019 KPREP assessment in Mathematics by 12/31/2019 as measured by the mathematics scores on the 2109 KPREP assessment. Objective 4: 14% of Third, Fourth, Fifth and Sixth grade Disability students will demonstrate a proficiency on the 2019 KPREP assessment in Mathematics by 12/31/2019 as measured by the mathematics scores on the 2109 KPREP assessment. Objective 1: 42.7% of Third, Fourth, Fifth and Sixth grade Hispanic students will demonstrate a proficiency on the 2019 KPREP assessment in Reading by 12/31/2019 as measured by the reading scores on the 2109 KPREP assessment. Objective 2: 9.2% of Third, Fourth, Fifth and Sixth grade Disability students will demonstrate a proficiency on the 2019 KPREP assessment in Reading by 12/31/2019 as measured by the reading scores on the 2109 KPREP assessment. Objective 3: 42.7% of Third, Fourth, Fifth and Sixth grade Hispanic students will demonstrate a proficiency on the 2019 KPREP assessment in Mathematics by 12/31/2019 as measured by the mathematics scores on the 2109 KPREP assessment. Objective 4: 14% of Third, Fourth, Fifth and Sixth grade Disability students will demonstrate a proficiency on the 2019 KPREP assessment in Mathematics by 12/31/2019 as measured by the mathematics scores on the 2109 KPREP assessment.

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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 Group ID - Warren Elementary	Percentages of each achievement gap group tested in 2017-18.	I
 Warren Elementary Measurable Gap Goal 2018-2019	List of strategies and activities to ensure goals are being met.	III