

## Phase Three: Closing the Achievement Gap Diagnostic\_10182018\_14:32

Phase Three: Closing the Achievement Gap Diagnostic

### **West Broadway Elementary School**

Amy Smith  
127 West Broadway  
Madisonville, Kentucky, 42431  
United States of America

Last Modified: 11/20/2018

Status: Open

---

## TABLE OF CONTENTS

---

I. Achievement Gap Group Identification .....	3
II. Achievement Gap Analysis .....	4
III. Planning the Work .....	6
ATTACHMENT SUMMARY.....	7

## 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.

West Broadway Elementary has a total of 342 students. Our gap population includes 9.3% African American, 4.7% Hispanic, 60.8% Free/Reduced Lunch, and 17.8% Students with Disabilities.

#### **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.

All students in 5th grade are eligible to apply for positions on our student Workforce Team. This has improved classroom behavior, academic success, and rapport with students and families. Administrative team and staff collaborate with Family Resource coordinator to implement programs and activities to actively participate in, including family engagement nights, partnership activities with First United Methodist Church, Backpack Blessings, Boys to Gentlemen Club, and daily interactions.

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.

First number represents 2016-17 and second number represents 2017-18 All Students Reading 63.5, 61.5 Math 54.7, 64.6 Social Studies 67.7, 53.4 Science 27.3 Writing 61.5, 39.7 African-American Reading 58.8, 47.4 Math 55.8, 42.1 Free/Reduced Lunch Reading 53.9, 55.8 Math 45.2, 57.5 Social Studies 59.5, 37.2 Science 21.9 Writing 54.1, 30.2 Students with Disabilities Reading 15.4, 32.1 Math 15.4, 21.4 Social Studies 20,10 Science 0 Writing 20,10

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

All Students: Reading and Math; Free/Reduced Lunch: Reading and Math; Students with Disabilities: Reading and 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.

All Students: Social Studies and Writing, African American: Reading and Math, Free/Reduced Lunch: Social Studies and Writing; Students with Disabilities: Social Studies and Writing

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).*

Data analysis was completed in vertical teams to develop strategies for implementation to address GAP needs. Leadership Team and grade level representatives reviews data during PAC and SPED PLC. ESS placement will be determined by identifying GAP student needs.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

Participation in ESS has been offered for GAP students; however, they have chosen not to attend. Data-based staffing decisions were reviewed for student success.

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.

Leadership Team: Amy Smith, Laura Marks, and Morgan Russell; Building Coach, Gretchen Fischer; Special Education Teachers: Christina Wortham, Jennifer Overby, Tammy Saddler, and Brittany Woodruff; Homeroom Teachers; and District Support Data analysis takes place in PLCs for horizontal teams and in Principal Advisory Council for vertical discussion. Naming and claiming GAP students takes place grades K-5 to monitor progress on formative and summative assessments. Then small group instruction is designed to address areas of concern. Homeroom teachers collaborate with special education teachers to plan collaborative lessons and resource skills that need to be retaught. Morgan Russell, curriculum coordinator, collaborates with teachers to discuss progress monitoring of KSI students to determine student needs and eligibility for evaluation. Gretchen Fischer, building coach, attends TLT district meetings to report progress regarding Special Education Proficiency Plan. Special education teachers meet regularly with building coach to monitor student progress and share celebrations and concerns.

### 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).

**GOAL (Five Year):** By 2023 West Broadway Elementary will increase the combined Reading and Math proficiency from 19% to 39% proficient and distinguished for students in the special education subgroup. **OBJECTIVE:** Increase the percent of students scoring proficient or distinguished on MAP Reading from 12% in Fall 2018 to 20% in Spring 2019 for students in the special education subgroup. **OBJECTIVE:** Increase the percent of students scoring proficient or distinguished on MAP Math from 8% in Fall 2018 to 16% in Spring 2019 for students in the special education subgroup.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### 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

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Measurable Gap Goal	Measurable Gap Goal	III