

Phase III: Closing the Achievement Gap 2018-2019

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Colony Elementary School

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Phase III: Closing the Achievement Gap

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.

With approximately 80% of our students falling in a GAP group, the majority of our work is based on the needs of these students. Our poverty rate is also near 80% so we focus on eliminating barriers to learning, providing students with a support, caring learning environment, and meeting their academic needs through a thorough intervention system and ESS options.

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.

The school has reduced all GAPs. Students in all GAP groups have shown tremendous improvement over the past few years. Scores have become stagnant in Reading so we will need to provide additional focus in that area.

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

In Reading, overall GAP scores have remained consistent, meeting our delivery targets each year. Scores have increased for Free/Reduced lunch students. In Math, overall GAP scores have increase the past three years. They have also increase the past three years for Students with Disabilities and Free/Reduced lunch 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.

In Reading, scores have decreased for Students with Disabilities over 2015-2016.

E. Describe, in detail, the school's professional development plan and extended school services plan as related to its achievement gaps.

ESS services are provided for Students with Disabilities as well as Free/Reduced lunch students. Ongoing PD in Math is scheduled through the local COOP. Additional resources have been added in Reading

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

Over the past several years, our Free/Reduced lunch population has increase by 10% to nearly 80% of our population. In addition, our percentage of students qualifying for special education has increased, with many of those students being transient students who we are accountable for even if they only attend our school for part of a school year.

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.

Everyone is involved. Monthly PLCs with teachers are used to analyze data and determine students who need additional instruction. FRC is used to reduce barriers to learning. The school counselor, Comp Care counselors, and other outside agencies work with students to reduce emotional barriers.

III. Planning the Work

Review the following [flowchart](#) to aid in completing the work.



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

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement GAP	Achievement GAP Identification	I
 GAP Goal	GAP Goal Worksheet	III