

## WMSDec18 Closing the Achievement Gap Diagnostic\_11262018\_19:47

Phase Three: Closing the Achievement Gap Diagnostic

**Woodland Middle 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.

Data used to conduct the GAP report included KPREP data, MAP data, RI/PI/MI data, Common Assessment data, and progress monitoring data.

#### **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.

The largest GAP group at Woodland Middle School is that of students receiving free and reduced lunch (47%). Because we have many students living in poverty, collaboration between our Family Resource Center Coordinator, our Reducing Barriers to Learning Committee, our Leadership Team, and all members of our staff is extremely important. Constant communication allows us to identify students who require additional support through our Multi-Tiered System of Supports, which includes academic, behavioral and social emotional support of our students. Progress data of students who have needs in these areas is reviewed on a rotating 6 week basis, and interventions are either continued, replaced, or removed depending upon individual student progress. We work closely with outside agencies, such as Action Ministries, 7 Hills Church, North Key, and MEBs as well as with our families to help each student to overcome non-academic barriers to their learning.

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.

Over the past two academic years, we have been unsuccessful in closing achievement gaps among any of our gap groups.

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

In Social Studies, our students who are identified as having two or more races improved from having 18.2% proficient and distinguished in 2016, to 60% proficient and distinguished in 2018. Also in Social Studies, our students receiving Free and Reduced Lunch improved from having 35.2% scoring proficient and distinguished in 2016 to 50% scoring proficient and distinguished in 2018. In Reading, our students receiving Free and Reduced Lunch have improved from 43.2% proficient and distinguished in 2016 to 45% proficient and distinguished in 2018.

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 gap groups and content areas that have lacked progression or regressed are: Reading: African American, 2 or more races, and students with disabilities. Math: African American, Hispanic, 2 or more races, F/R Lunch, and students with disabilities Writing: 2 or more races, F/R Lunch, and students with Disabilities Social Studies: Students with Disabilities

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).*

Woodland Middle School students reading below current grade level will be scheduled into a reading intervention. Students who are 2 or more levels below the current grade level will be scheduled into the Read 180 intervention. Students who are significantly below grade level in reading will be scheduled into the System 44 reading intervention. The reading interventions are in addition to the core instruction that students receive daily. Students performing below grade level in math will be scheduled into Math 180, a math intervention. Math teachers analyze formative and summative student assessment data at weekly PLCs to identify students who will are not reaching proficiency on the standards. The Math interventions are in addition to the daily core instruction

that students are receiving. Data Notebooks, review of Common Assessment data, review of MAP data, and on-going professional development on the Cycle of Quality Instruction will be regular parts of weekly PLC meetings and monthly faculty meetings. Teachers will also receive training in collaboration and co-teaching to more effectively provide special education services within the general education classroom. Our PD plan was approved by the Superintendent May 2018 and ESS approved in November 2018.

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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 course of the past three years, student conduct has worsened to the point where many teachers could not effectively teach and students could not learn. In addition, the high turnover rate for teachers and school administrators has not provided the consistent structures and procedures to create a culture of high achievement. This year, with the hiring of a new principal and assistant principal, and the intentional professional development of all teachers, including improving the Tier I instruction in every classroom, as well as refocusing on school wide PBIS practices, we anticipate that all students at Woodland Middle School will show increased achievement. The work we are doing to improve collaboration and co-teaching between general education teachers and special education teachers shows great promise as effective strategies to close the achievement gap between all students and those with disabilities.

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.

During weekly PLC meetings, student assessment data is reviewed regularly. Teachers, administrators and district consultants analyze student data to make instructional decisions. A Data Dashboard has been developed that maintains individual student assessment data for every student in the building. Data is analyzed as a team and instruction is planned based on students' performance. Differentiation of instruction and interventions for students are planned based on this data. District curriculum consultants plan instruction with teachers and provide support in PLC meetings and instructional walks.

### 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).

Reading: African American: 28% P/D in 2018 to 35.2% P/D in 2019 as measured by student report card proficiency data. KCWP 2: Design and Deliver Instruction: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. 2 or more races: 51.6% P/D in 2018 to 56.4 % P/D in 2019 as measured by student report card proficiency data. KCWP 2: Design and Deliver Instruction-Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Hispanic: 39.1% P/D in 2018 to 45.2% PD in 2019 as measured by student report card proficiency data. KCWP 2: Design and Deliver Instruction-Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. F/R Lunch: 45% P/D in 2018 to 50.5% P/D in 2019 as measured by student report card proficiency data. KCWP 2: Design and Deliver Instruction-Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Disabilities: 11.1% P/D in 2018 to 20% P/D in 2019 as measured by student report card proficiency data. KCWP 4: Review, Analyze and Apply Data-Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. Math: African American: 24% P/D in 2018 to 31.6% P/D in 2019 as measured by student report card proficiency data. KCWP 2: Design and Deliver Instruction-Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. 2 or more races: 51.6% P/D in 2018 to 56.4 % P/D in 2019 as measured by student report card proficiency data. KCWP 2: Design and Deliver Instruction-Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Hispanic: 26.1% P/D in 2018 to 33.5 % P/D in 2019 as measured by student report card proficiency data. KCWP 2: Design and Deliver Instruction-Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. F/R Lunch: 32.3% P/D in 2018 to 39.1% P/D in 2019 as measured by student report card proficiency data. KCWP 2: Design and Deliver Instruction-Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Disabilities: 10.3% P/D in 2018 to 19.3% P/D in 2019 as measured by student report card proficiency data. KCWP 4: Review, Analyze and Apply Data-Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.

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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.

Our primary Gap group of focus will be our students with Disabilities in the subjects of reading and math. Through an increased use of data drawn from formative and summative assessments, including MAP results and Common Assessment results, we will regularly review student progress and collaborate to improve the achievement of our students with disabilities.

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Closing Achievement Gap	This is our plan to close the achievement gap with our students with disabilities group, which is our area of TSI.	III
 Gap Group Spreadsheet	WMS Gap Groups, numbers and percentages	I