

Union Elementary School

Achievement Gap Plan

The following information was taken from the Comprehensive Needs Assessment based on data given to us from Carolyn White.

School Community Profile

- Ethnicity**

Ethnicity	Percentage of Population
White	74.2%
Black	11.5%
Asian	*
Hispanic	11.5%
Multi Racial	*

*Indicates that the student population in the subgroup is too small to report the value

End of Grade Proficiency by Subgroup

	Reading			Math		
	3 rd	4 th	5 th	3 rd	4 th	5 th
Asian	*	*	*	*	*	*
Black	18.2%	50.0%	*	45.5%	62.5%	*
Hispanic	37.5%	36.4%	*	75.0%	90.0%	*
Multi Racial	*	*	*	*	*	*
White	66.7%	72.6%	79.6%	90.2%	80.6%	89.8%
Male	56.8%	56.0%	69.7%	81.1%	76.0%	87.9%
Female	55.6%	81.3%	84.6%	80.6%	87.5%	92.3%
EC	16.6%	0%	60%	33.3%	0%	60%
LEP	33.3%	0%	*	50.0%	40.0%	*
F/R	48.9%	59.1%	71.0%	75.6%	75.0%	87.1%

*Indicates that the student population in the subgroup is too small to report the value

**LEP information was gathered from data given by UCPS. Information received from NCDPI was conflicting.

School Improvement Plan: School Data and Summary Analysis Section, Question #2: What does the analysis tell you about your school's gaps or opportunities for improvement?

Student Growth is not calculated in third grade because there is no pretest. Last year, 65% of fourth graders made growth in math and 52% made growth in reading. In fifth grade, 77% made

growth in math and 64% made growth in reading. We need to be consistent in the delivery of the reading and math instruction and develop opportunities to incorporate 21st Century skills. Many students in identified subgroups are not growing at the average rate of their peers. We need to be consistent in the expectations that we have for our students and teach with a sense of urgency with high expectations for all students. On the 2010-2011 EOG Reading test, the following subgroups met AYP proficiency goals with safe harbor: all students and economically disadvantaged. In math, the following groups met AYP proficiency goals with safe harbor: all students, white, economically disadvantaged. We did not have enough students to form the following subgroups by AYP standards: American Indian, Asian, Black, Hispanic, Two or more races, LEP, Students with disabilities. However, it is still a concern to us. Males, EC Students, Blacks, and Hispanics need to be given priority in especially Reading.

Focus: Close the gap between EC, Hispanic, and Black students as compared to White Students on the EOG. Close the gap between males and females in the area of reading.

Identified Students: Homeroom teachers will review EOG results of their EC, Black, and Hispanic students to determine what level they scored and the amount of growth made on the 2010-2011 EOG. Monitor those students this year on local tests and DRAs, and implement these strategies as needed for targeted students.

Strategies:

1. Develop and implement PEP's for students not meeting grade level expectations.
2. Increase parent awareness by hosting Curriculum Grade Level Nights to discuss grade level competencies and expectations.
3. Increase parent awareness by sending home newsletters with testing tips.
4. Conduct parent conferences regarding student progress.
5. Utilize roundtable discussions with teachers during team planning time to offer ideas for interventions and to monitor student progress (RTI process)
6. Utilize assessments (DRAs, math quarterly tests, ClassScapes) to monitor student progress and differentiate instruction.
7. Intervention / Enrichment Block will be included on the master schedule so that each teacher will have 30 minutes daily to assist any student not reaching grade level expectations. Where necessary, teachers will work with students from other classes (grouping students according to needs).
8. Paid tutors will work with targeted students after October 2011.
9. Teachers will seek help from ESL teacher for activities about strengthening vocabulary.
10. Hold monthly discussions during cluster meetings with principals regarding vertical alignment.
11. Utilize Wendy Helms for ideas to promote success with ESL students.