

2019-20 Phase Three: Closing the Achievement Gap Diagnostic _09132019_14:09

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Mount Sterling Elementary School

Brandy Holley
6601 Indian Mound Dr
Mt Sterling, Kentucky, 40353
United States of America

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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Rationale

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

See attached

ATTACHMENTS

Attachment Name

 [Gap](#)

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

Mount Sterling Elementary continues to refine the expectations and focus to continuously improve. The school is focusing this year on naming and claiming each individual student and designing a plan to meet their needs. We have a clear focus on reading and math. MSE is a data driven school that continues to utilize PLC meetings and Data Days to intentionally look at student data and alter assessments to meet the depth of the standard. Teachers also work through district common planning teams (TNT) to break down standards and learning targets and to create aligned assessments. The teacher leaders at MSE are crucial in making the appropriate changes.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

Our growth for students with disabilities was substantially above the state average and other groups within our school. The proficiency for students with disabilities is significantly low, which we plan to target, however, with the growth being so substantial, we recognize that this will increase at a slower rate. Very few students with disabilities are scoring below the cut scores in areas in which they do not receive accommodations. Our free and reduced lunch students are scoring about 8 % below the whole school in reading and math. Additionally, our hispanic population is well below both free and reduced lunch and students with special needs.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

Growth for students with special needs is significantly above the state average in both content areas.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

Our hispanic population is not making progress at the same rate of their same age peers. Additionally, students with disabilities are not increasing in proficiency in reading or math at the same rate as same age peers. However, they are outgrowing their compared categories.

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

In all classrooms, 3-5 we are continuing a true collaborative model for special education in the regular education classroom. We have hired a part time math and reading intervention for grades 3-5 for math, K-5 for reading. These two positions, strategically target students. We are utilizing our enrichment teachers for a push in time each morning in our primary classrooms. Our ESL coordinator is providing professional learning opportunities for teachers through Professional Learning Communities. Regular Education and special education teachers are provided individualized professional development through CKEC.

F. 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.

There continues to be a focus on teacher mindset. We have modified the staffing to place staff in the most productive roles. Additionally, they have received training and gone on visits to see highly effective co teaching models and practices.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

Our SBDM council reviews all PD plans. The plans are formed through survey information based on teacher response, student achievement data, and needs. We have a Professional Development Committee who submits a plan to our building administrator.

III. Planning the Work

Closing the Achievement 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).

By September 2020, MSE will increase the percentage of students scoring P/D, who qualify as students with disabilities in Reading from 32.6% to 35.7%
 By September 2020, MSE will increase the percentage of students scoring P/D, who qualify as students with disabilities in Math from 17.4% to 21.2%
 By September 2020, MSE will increase the percentage of students scoring P/D, who qualify as free and reduced lunch, in the area of Reading, from 51.9% to 55.1%
 By September 2020, MSE will increase the percentage of students scoring P/D, who qualify as students as Free and Reduced lunch in Math from 42.2 to 44.8%

Closing the Achievement 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 document

ATTACHMENTS

Attachment Name

 [MSE Measurable Gap Goal](#)

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Gap	Sub Groups	• I
 MSE Measurable Gap Goal	Gap	• III