

2018 Phase Three: Closing the Achievement Gap Diagnostic_09172018_13:51

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

Target Completion Date: 01/01/2019

Last Modified: 12/06/2018

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.

See attachments spreadsheets.

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.

Mount Sterling Elementary continues to refine the expectations and focus to continuously improve. The school is starting to shift in a direction that is uber focused on student achievement and fostering the whole child. We have a clear focus on reading and math. We are a data driven school that continues to use PLC meetings to analyze data and tweak common assessments. Teachers continue to work through district horizontal planning teams to alter common assessment to create more meaningful and rigorous questions. Students are identified that are achieving below proficiency and are targeted and tracked through interventions and their progress is monitored. We have encountered some turnover with staff and we feel that this is an outstanding group of teachers that are leading the way.

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.

Our growth for students with disabilities was above the state average and other subgroups, however our proficiency is significantly below the recommended threshold cutscores. We are below the cutscores in 2 out of 3 areas for students with disabilities. Very few students are scoring novice in areas other than their identified area of disability. If students are being accurately identified and receiving proper accommodations, then it should level the playing field for our students with disabilities. MSE has scored above the recommended threshold score in all 3 indicators. However, MSE is only 5 points above that cut score in each one. More F/R lunch students score Proficient or distinguished in Reading than in Math in 3rd grade. A majority of the students in this subgroup are also part of other subgroups, thus counting more than once. To remove the barriers to learning we would like to increase parent involvement and increase student engagement. Moving sense of urgency from just teachers to students and families. Add access to school based programs for home use through Student Led Conferences, parent conferences, or Class Dojo.

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

Our growth indicator for students with disabilities is above both the state average and general population at Mount Sterling Elementary.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Proficiency for students with disabilities in reading and math. Proficiency for students of free and reduced lunch in reading and math.

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).

We are continuing with the Continuous classroom improvement with the 4th grade collab team. IN terms of the ESL students, our ESL coordinator has begun Professional Development sessions through PLC meetings to educate staff on best practices and interventions for ESL students. Special Education teachers have completed individualized professional development through Central Kentucky Educational Coop.

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.

In terms of special education staff, we believe that in some parts it is a teacher efficacy issue. We are working to shift the mindset. In addition, we switched some staffing and continue to provide professional development on collaboration and co teaching.

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.

Committees (All teachers) Site Base Decision Making Committee Central Office Staff

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).

To improve proficiency, and separate academic indicator scores for the gap groups of free and reduced lunch and students with disabilities. MSE will increase the percentage of students scoring Proficient/Distinguished who qualify for Free/Reduced Lunch Meals in Reading from 47.1% to 50.1%. MSE will increase the percentage of students scoring Proficient/Distinguished who qualify for Free/Reduced Lunch Meals in Math from 39.9% to 42.9%. MSE will increase the percentage of students with disabilities scoring Proficient/Distinguished in Reading from 34.9% to 37.9%. MSE will increase the percentage of students with disabilities scoring Proficient/Distinguished in Math from 17.8% to 20.8%.

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)
 Achievement Gap Group	Achievement Gap Group Identification	III
 Measurable Gap Goal	MSE GAP Goal	III