

## 2018 Phase Three: Closing the Achievement Gap Diagnostic\_09172018\_13:29

Phase Three: Closing the Achievement Gap Diagnostic

**Mapleton Elementary 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.

Spreadsheet Attached

#### **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.

Mapleton has an enrollment of 492 students. The configuration of our school has changed during from a K-4 school to a Pre K – 5 school for the 2018-2019 school year. Mapleton's current enrollment is 492 students. We have 31 Pre-K, 63 Kindergarten, 67 first grade, 76 second grade, 81 third grade, 91 fourth grade, and 83 fifth grade. We are currently as school-wide Title 1 school. Our current Free/reduced lunch percentage is 76.6%, disability is 11%, and our minority percentage is 9.6%.

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.

We had a significant gain in our gap groups increasing the percent of Prof/Dist scores in 2015-16 so last year 2016-17 our groups had a decline. We have been above the state percentages every year with all gap groups. Our reading percentages have consistently been higher than our math percentages. Our disability and our hispanic group are our lowest scoring gap groups in reading and math for both years. (Hispanic only reported in the last year due to an increase in number enrolled.) The disability percentages in math have shown improvement in 2017-18 scores but reading percentages (while better than math) have declined with P/D and increase in novice since 2016-17. (46.7% P/D to 39% P/D in 2017-18) (15.6% novice to 30% novice in 2017-18). Free/Reduced percentages have shown a significant gain in math from 2016/17 to 2017/18 (44.8% P/D to 54.3 P/D in 2017/18) (14.8% novice to 11.6% nov in 2017-18). Free/Reduced percentages for reading have shown a significant gain (51.9% P/D to 58.7% P/D in 2017-18) (14.8% novice to 14.7% novice in 2017-18).

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

The trend in reading for free/reduced lunch over the prior three years of testing has shown declines in growth. 2017-18 scores show a significant gain in reading and math percentages of P/D and significant declines in novice percentages. Disability in reading is a focus for growth with a decline in 2017-18. Math disability percentage did show improvement.

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

Disability in the area of reading is a main focus. (46.7% P/D in 2016-17 to 39% P/D in 2017-18) (15.6% novice in 2016-17 to 30% novice in 2017-18).

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).*

Gap students are regularly monitored on their mastery of learning targets for every unit assessment individually, as a group, and as a total gap group. Strategies and reflections are completed as a grade level team. The school team has data analysis training (2 six-hour sessions) focusing on the trends in data form the universal screener (MAP). Strategies and resources are also discussed during these training sessions. Special education teachers meet as a district horizontal team monthly with the Director of Sped and focus on key professional development

topics as a district team. They also meet monthly with the Director of Sped and school administration as a school team to focus on specific strategies for our individual school.

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

The need for additional research based reading resources for our sped teachers to use during resource instructional time is a focus for improvement. Also, continuing to regularly monitor and discuss strategies throughout the year (unit assessments, MAP assessments, ...) the progress of the total group and the achievement gap groups toward meeting school proficiency goals is essential.

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.

All teachers have a list of their gap group students. They report the results of the performance of their gap students on reading and math assessments. They compare their results to the grade level average and discuss strategies and ideas as a PLC team with school administration. The school team as a whole reviews the results of the universal screening information (MAP) and analyzes for areas of strength and areas for growth. Information from these sessions is used to update our school's improvement plan with the oversight of the school's Planning Leadership Team (made up of teacher leaders from each grade/group, parents, and administration). These updates are then presented to the school's decision making council (SBDM) for review and approval.

### 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).

See attached information.

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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.

See attached information.

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Achievement Gap Group Identification	Gap Percentages by Group	I
 Goals and Strategies Gap	Identifies the goals and strategies to be implemented.	III