

McNabb Middle School Achievement Gap Plan

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly 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 statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of proficiency for students with disabilities in reading from 13.1 % to 17.5 in 2024.	KCWP: 5: Ensure data are used for continuous improvement and improve work processes to support student learning. Stakeholders will determine best practice strategies to meet identified needs.	Create and monitor a “watch list” for disability students scoring below proficiency and/or not making adequate growth in reading	Department level spreadsheets tracking individual students’ classroom performance MAP benchmark scores	Department PLCs; Administrative PLCs; monthly special education department meetings	
		Utilize technology to support student learning (text readers, voice to text, etc.)	Unit and Lesson plans	Meeting documents showing collaboration between general education and special education	
	KCWP: 5: Ensure data are used for continuous improvement and improve work processes to support student learning. Stakeholders will determine best practice strategies to meet identified needs.	Utilize daily formative data collection tools, benchmark data, and formative/summative teacher observations to ensure high levels of teacher effectiveness and student achievement.	MAP benchmark scores, classroom assessments; Framework for Teaching and Learning; instructional monitoring data	Department PLCs, Administrative PLCs, special education team leader meetings; monthly special ed department meetings; school-wide data days; lesson plans; instructional walk-throughs with feedback	
Objective 2: Increase the percentage of proficiency for students with disabilities in math from 19.4 % to 25.8% in 2024.	Create and monitor a “watch list” for disability students scoring below proficiency and/or not making adequate growth in math Ensure resource math classes focus on development of	Department level spreadsheets tracking individual students’ classroom performance MAP benchmark scores	Department PLCs; Administrative PLCs; monthly special education department meetings		
		Unit and Lesson Plans	Weekly PLCs		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>concepts using developmentally appropriate strategies and application of concepts rather than rote memorization</p>				
	<p>Utilize daily formative data collection tools, benchmark data, and formative/summative teacher observations to ensure high levels of teacher effectiveness and student achievement.</p>	<p>MAP benchmark scores, classroom assessments; Framework for Teaching and Learning; instructional monitoring data</p>	<p>Department PLCs, Administrative PLCs, special education team leader meetings; monthly special ed department meetings; school-wide data days; lesson plans; instructional walk-throughs with feedback</p>		