2018 Phase Three: Closing the Achievement Gap Diagnostic_09172018_13:46

Phase Three: Closing the Achievement Gap Diagnostic

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# TABLE OF CONTENTS

I. Achievement Gap Group Identification ................................................................. 3  
II. Achievement Gap Analysis .................................................................................. 4  
III. Planning the Work .............................................................................................. 5  
ATTACHMENT SUMMARY ...................................................................................... 6  

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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.

See attachment

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.

Our school's population is a homogeneous group of students. Statistics show that 10% of our population is minority as well as students with disabilities. The poverty rate is almost 60% which tends to be our biggest group of students and it also has a great impact on student achievement.

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.

See below

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

See below

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

No major lack of progress or regression in Reading FREE/REDUCED Lunch MATH----from 35.0 in 2015-16 to 24.3 in 2016-17 in %P/D

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).

PD plan-To continue to train teachers about differentiation and data collection to monitor gap groups ESS plan- to target Gap groups in Reading and Math to continue improvement

ATTACHMENTS

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

Interventions not being implemented overall and ongoing. Interventions not being targeted and differentiated. Lack of motivators to get students engaged in their own progress. Lack of training for teachers of meaningful interventions in their classrooms.

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.

Ongoing student achievement meetings monthly with teachers and staff. District curriculum staff continue support
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 attachment

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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 attachment

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## ATTACHMENT SUMMARY

<table>
<thead>
<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Item(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GAP groups</td>
<td>Description of GAP group population with regards to student population.</td>
<td>I, II.E, III, III</td>
</tr>
<tr>
<td>GAP ideas</td>
<td>Description of GAP activities taking place within the confines of the school.</td>
<td>I, II.E, III, III</td>
</tr>
</tbody>
</table>