

Phase III: Closing the Achievement Gap_10232017_12:29

Phase III: Closing the Achievement Gap

Marion County High School

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Phase III: Closing the Achievement Gap

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.

Gap group work will focus on reading and math based on the ACT. Gap group numbers showed that these students performed well below

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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.

The schools climate and culture is improving and will continue to improve. Supports are in place for gap group students, teachers are making a continuous effort to assist students and meet their needs. This year all students receive free breakfast, free lunch and free third meal. This helps to eliminate barriers for all students including gap students. Gap students have been assigned a mentor for a check and connect individual. These meetings occur a minimum of once per 4 weeks if not more. Numerous clubs have been added in an effort to involve all students which includes our gap students. Total number of students involved in extra activities has risen from 78% last year to 87% this year.

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.

In reviewing testing information reading and math tend to be up and down over several years. A more focused effort needs to be made in order to assist students in finding success. Students in the gap group do perform consistently in Social studies and in Language mechanics.

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

Social studies and English have shown some improvement. Reading and math continue to be well below school and state average.

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

According to the data the gap groups have not achieved well in reading and math. Monitoring and instruction has not been with fidelity.

E. Describe, in detail, the school's professional development plan and extended school services plan as related to its achievement gaps.

The school wide PD focused on Framework of Poverty and strategies to assist students in the gap group. This was a two day training with 4 follow up sessions during the year. ESS funds are being used for two interventionist, teachers work with students on a daily basis before and after school to support student achievement.

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

Through evaluation students have not been challenge through a rigorous curriculum and challenging questions. Instructional coaches are working with staff to review units, pacing guides and assessments to make sure they are rigorous, aligned and challenging to all students. Teaches meet a minimum of every two weeks to analyze data which can include content PLC work and early release days. Pacing guides lesson plans and walk through information show that questioning still remains at a basic level not challenging the students. Students have consistently performed below benchmarks in CERT assessment. A focused effort has been made for students to complete the reviews and prepare for the ACT assessments.

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 involved through group discussion during faculty meeting and individual feedback through digital survey. Mrs. Reyes, Mrs. Caldwell as parent representatives. Mrs. Evans, Mrs. Curtis, Mrs. Trent, Mrs Miller as administrative representatives. Interventionist will play a role in assisting to improve learning for gap students. Documentation for supports will be provided in IC by all parties involved.

III. Planning the Work

Review the following [flowchart](#) to aid in completing the work.



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.

Progress for students will be monitored on a weekly basis with adjustments in instruction made. Students currently in the Gap group scored in the 50% in Novice. 17.6% scored in the proficient and the distinguished range compared to 16.9% novice for non gap and 58.6% Proficient and distinguished.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 GapSheet 2018-19	Gap Goals for Reading and Math	III