

## Phase Three: Closing the Achievement Gap Diagnostic MCMS

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**Marion County Middle School**

Daniel Lockwood

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Lebanon, Kentucky, 40033

United States of America

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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.

Please see Spread sheet

#### **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.

MCMS is a new school that has only been in its current configuration for the 2017-2018 school year. The climate of the school during the 2017-2018 school year was very difficult in regards to GAP students and all students. Student climate and culture was very negative and school behavior was a major concern. The combination of two schools to create one new reconfigured school was difficult on all stakeholders. GAP students performed well in general but a few areas of concerns existed. The reconfiguration can account for a large change in school culture that impacted students as they were moved from one building to another. The behavior management system in place during the 2017-2018 school year was not effective at changing student behaviors and led to a greater number of days missed from class that impacted several GAP student groups at a higher percentage than their peers. There is a dedicated staff that want all students to succeed but there has not been a focus on differentiating for students unique needs.

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.

MCMS is only in the second year of its current configuration. It is a combination of two schools and now only has 6th and 7th grade. There is not enough data at this time to make a determination about the impact GAP closure actions have had on successfully closing GAPS.

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

MCMS is only in the second year of its current configuration. It is a combination of two schools and now only has 6th and 7th grade. There is not enough data at this time to make a determination about the impact GAP closure actions have had on successfully closing GAPS.

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

MCMS is only in the second year of its current configuration. The data from the first year shows that students with disabilities is a major concern and their performance in Math and Science is well below that of their peers. The data shows us that this group needs additional supports as we attempt to move students towards proficiency.

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).*

MCMS instructional focus for the year has been on improving student engagement and differentiation to meet the individual needs of students. This in connection with PD provided by the district that has focused on improving instructional strategies for all teachers to help all students succeed. This focus is intended to help teachers be more effective meeting student needs. The PD is ongoing throughout the school year and focuses on Marion County's 6 C's. Teachers have also received PD focused on positive classroom behavior management to ensure that students are able to stay in class and learn. MCMS also has PD focused on The Leader In Me designed to help students build their skills to help themselves and grow as learners and leaders. MCMS ESS is being utilized with a daytime waiver to target GAP students and help provide them additional support. After school and before school tutoring is held 4 days a week available for all subjects to

give additional student support. Saturday ESS has been offered to help students complete assignments and get extra help as needed. A two week jumpstart academy will be offered this year to ensure students are academically engaged especially for our free and reduced population of students.

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

There is not enough longitudinal data at this time to make that kind of determination as this is only second year for this school. It is apparent in Special Education students and teachers must be focus.

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.

The continuous improvement and planning process as it relates to closing the achievement gap at MCMS was designed to receive input from all stakeholders. A variety of data was utilized to help determine the needs of the school. Parents, teachers and staff were surveyed to gain insight and input about the needs they perceived to help student achievement. Data trend results from MAP, KPREP, and locally created common assessments were reviewed by the SBDM council and shared with a focus on the GAP results of students. The data analysis has taken place in regularly scheduled PLC's and faculty meetings with a focus on school improvement and the key core work processes as they relate to the closing of the achievement GAP. The process is an inclusive process that involves all stakeholders. The SBDM council helps set policies to improve the academic program for all students. Daniel Lockwood Principa Michelle Essex- Parent SBDM member Paula Newby- Parent SBDM member Allison Cooke- Teacher SBDM member Julia Hunt- Teacher SBDM member Joey Reed- Teacher SBDM member Amanda Farmer- Instructional Coach Jessica Bevin- Instructional Coach Courey OSbourne- Assistant Principal

### 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).

By May, 2019 student proficiency rates in each subgroup will reach or maintain 40% or above in Reading By May , 2019 student proficiency rates in each subgroup will reach or maintain 40% or above in Math. By May, 2019 student proficiency rates in each subgroup will reach or maintain 33% for Science. African American- Reading- 47%, Math,39%, Science, 11% IEP- Reading, 22%, Math, 7%, Science, 0% F/R- Reading, 53%, Math, 37%, Science 14% Hispanic- Reading, 50%, Math, 35%

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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.

Please see the attached CSIP with closing the achievement gap information and the connection to the KCWP.

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 MCMS Achievement GAP data	This is the Achievement GAP identification.	I
 MCMS CSIP with Closing the Achievement GAP summary	This is a copy of the MCMS CSIP. The GAP section answers all questions from the closing that achievement GAP summary.	III