

## 2019-20 Closing the Gap Jan 1

Phase Three: Closing the Achievement Gap Diagnostic

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## TABLE OF CONTENTS

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I. Achievement Gap Group Identification .....	3
II. Achievement Gap Analysis .....	4
III. Planning the Work .....	7
ATTACHMENT SUMMARY.....	8

## 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.

The following groups were identified as gap: African American, Free/Reduced, Disability (with IEP) total, and English learners

#### **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.

T. K. Stone Middle School enrolls approximately 623 sixth, seventh, and eighth grade students and the school culture promotes on-going quest for excellence and achievement in both academic and athletic areas. Efforts to ensure improvement in high-level, two way communication between all community, parent, student, and school stakeholders are ongoing. TKS continues to implement Positive Behavior Intervention Support with fidelity and will continue to promote positivity and the acceptance of responsibility throughout the 2018-19 school year in an effort to build strong interpersonal relationships, student self-regulation, and a positive context for learning. In addition, TKS will implement the social-emotional learning program, Second Steps for a five year period. This learning program will provide students with life skills such as decision making, coping skills, and goal setting. The student population of TKS continues to diversify and the staff of TKS is working to create continued momentum for success for all students.

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.

The free/reduced group has shown the most consistent improvement in the three indicators of proficiency (+2.0), separate academic (+9.3), and growth (+0.2). Students with disabilities is the group with the least amount of progress across all three indicators of proficiency (-31.8), separate academic (-25.1), and growth (-4.0). African American group scored poorly as well in all three indicators of proficiency (-16.8), separate academic (-4.3), and growth (-0.1).

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

African Americans are progressing in writing (+14.3) and showing growth in reading (+3.0); however, are falling behind in math, science, social studies, and reading proficiency. Overall, the school is above the cut score in all three indicators: proficiency (+16.4), separate academic (+21.4) and growth (+2.3). Free and reduced students showed gains in proficiency, separate academic, and growth; however, the gain was minimal at best. This is one group that will need to be closely monitored.

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

The disability group is showing a decline in all areas: proficiency in math (-31.8), social studies (-26), science (-33.9), and proficiency in reading (-31.8). African American are falling behind in math proficiency (-20.7) and growth (-3.2), science (-15.4) and social studies (-11.8).

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).*

Morning tutoring and after school homework help programs have been established to assist students who are struggling with core learning or who wish to gain a stronger foundation for regular classroom learning. These programs ensure access to technology for all students and provide all students with additional time for assistance outside of regular classroom hours. Targeted Interventions in Reading and Math which are embedded within the school day for those students achieving below proficiency levels in one or both of these areas. The staff analyzes data from a

variety of sources (STAR, Kprep, EOC style tests) to screen, identify, and monitor the progress of intervention students and to provide targeted instruction to assist these students in reaching proficiency and making growth. - Response to Learning: This year the use of STAR benchmark assessments to create a process for tracking student growth is planned. This assessment will serve to further align structures, procedures, and resources to support the response to learning initiatives. - Instruction: Professional learning communities of teachers continue to work at the school and district level to align core curriculum and improve instruction to support the achievement of all students. Professional development sessions for teachers in the areas of cultural proficiency, increasing student engagement, the use of data to shape instruction, and other topics specific to content areas are ongoing.

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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 school must continue to establish a culture that supports high expectations for all students and staff and assists all students and staff in reaching those goals. The interruption of instructional time for non- instructional activities has improved, but some data indicates that not all class time is dedicated to activities of high level instructional rigor. Although teachers received professional development in increasing student engagement, lessons have not yet shown a significant change in the use of high engagement practices, so additional professional development in this area is planned. While monitoring of data did occur, individual teachers and PLC groups did not necessarily make adjustments to curriculum and teaching (therefore, no changes to learning levels occurred) as a result of the data. Many teachers are still not comfortable or familiar with best practices for creating standards based, rigorous, units of study with differentiation and engagement strategies. Additionally, the use of Professional Learning Communities and the use of data to shape instruction is still not fully being implemented at a "best practice" level of proficiency. Often the level of expectation for assignments/student performance for students and other gap students is not high enough. Not all of our students have access to learning resources (technology, research materials, " help" resources) outside of the school day. Not all families are receiving information from the school. For many reasons, some students are not engaged in their own educational process and are unable to make education a priority. Some students have housing, nutrition, or other primary needs that supersede their focus on education.

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.

In collaboration with the district and school, the CSIP became instrumental in addressing the achievement gap. Teachers completed professional development for working in professional learning communities and increasing student engagement through Look 2 Learn walk-throughs with district personnel. Students achieving below grade level were placed in reading and math intervention courses and provided with target instruction to increase growth in necessary areas. Teachers were given professional development in the area of the use of effective strategies in reading (and/or math) instruction. Teachers were given professional development on effective coteaching strategies and on modification for SpEd populations. The school works with Family Resources and other community agencies to address non-educational needs for students. The school collaborated with the district to create the strategic plan which addresses quality staff and student education related to the achievement gap. The district, in conjunction with the school, is fully implementing an RTL plan using STAR data to monitor achievement gap students and place them in intervention classes appropriately. Teachers along with other stakeholders helped align

this process. Through the PLC process teachers are regularly asked to reflect upon the effectiveness and difficulties encountered with the strategies and practices that are being used to address student learning gaps. Teachers also work to address the barriers and discuss next steps for improving student learning within their PLC groups. When scores are received administration will work with district leaders to analyze results and they will be presented at the SBDM meeting, a parent night, in a faculty meeting, and to our students in an assembly. Questions and areas for growth that need to be addressed will be compiled. Through PLC's the faculty and staff will analyze the scores for each content area and create a plan to address the concerns related to their dept/plc. These plans will be created through the PLC groups with the guidance of the administrator. A draft plan will be presented to SBDM for discussion and approval. Throughout the year, the school administration will work with the staff, and the district level administration to implement, monitor, and assess the progress towards the goals outlined in the CSIP. The CSIP was created with input by departments and PLC groups so each teacher and content areas assumes ownership of the improvement process.

### 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 2019, increase student achievement with African American and Disability subgroups at TKS the amount needed to meet the state defined cut scores within the Kentucky School Accountability System. For disability groups, the largest increase will need to be reading proficiency (> 31.8) and math proficiency (>31.8) to close the gap. Science scores will need to improve (>33.9) too. For African Americans, the gap is not as large with a difference in reading proficiency (>13.0) and math proficiency (>20.7)

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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**

Attachment Name	Description	Item(s)
 Achievement Gap Group ID	Gap group	
 Closing the Gap	Closing the gap	