

## Phase Three: Closing the Achievement Gap Diagnostic\_12172018\_14:02

Phase Three: Closing the Achievement Gap Diagnostic

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Last Modified: 12/17/2018  
Status: Open

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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.

N/A

#### **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.

Teachers collaboratively developed the Zoneton Strong Mission and Vision: We are Zoneton Strong; strength in character, community, and academics. Developing caring, courteous, trustworthy, responsible, and accountable students who are on their way to being college and career ready - Be part of the Pack (Pride, Accountability, Citizenship, and Kindness). Our school is 57% free and reduced and 14% students with disabilities with IEPs. We also have 5% in some form of tiered intervention for behavior. We stress our mission through anchor charts, a pledge, and quarterly celebrations for academic achievements. Teachers embed it within lessons and remind students to be strong in academics of strong in character. Because the mission and vision incorporate social needs of integrity and honesty, our student body especially benefits from this character and community building qualities. We now have the additional component of asking students to be part of the P.A.C.K. We are also 1:1 with technology and use the personal learning platform of Summit. Each student learns at his/her own pace with differentiated means of delivering content information. Students also have choice of projects to demonstrate application of knowledge. Students are encouraged to set learning goals and monitor their progress through weekly mentoring sessions with teachers.

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.

Free/Reduced lunch students decreased to 43.9% proficient/distinguished in Reading for the 2018 KPREP, from a 2017 3-year high of 45.6% P/D. There was also a decrease in P/D for Math F/R students from 41.7 in 2017 to 30% in 2018. Students with disabilities increased from 12.2% P/D in 2017 to 2018 18.9% were P/D, the highest in 4-years. SWD decreased in math from 14.3% in 2017 to 11.3% in 2018. Reading is higher for all students with a 49.9% (4-year upward trend), while in math 37.9% of all students were P/D.

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

Reading is showing improvement for SWD with 18.9% P/D. This is an increase over a 4-year period however the gap for students with disabilities is out of proportion with the other groups in the school. F/R lunch students are closing the gap in Reading with 43.9% P/D in Reading compared to 49.9% for all students, however, it is down from the previous year. F/R lunch students are also closing the gap for Math with 30% P/D compared to 37.9% P/D for all students. Math Students with disabilities are 11.3% P/D compared to 37.9% for all students.

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

Free/Reduced lunch students are closing the gap in Reading and Math with only 6% to 7.9% difference in the percentage of P/D students. Students with disabilities increased by 6.7% in Reading but are still 31% lower than all students. In Math, there is a discrepancy of 26.6% when comparing SWD to all students.

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).*

Professional Development: Due to the need to decrease office referrals and improve behavior, the Behavior consultant facilitated a professional learning 3-hour seminar on de-escalation of students in the classroom setting, and the EBD teacher attended "Why Try" to implement strategies in the resource setting. Language Arts teachers have been attending U of L writing literacy program and writing plan academy to develop a school-wide writing plan and how to best implement. Five teachers and the instructional coach attended The Ron Clark Academy to increase engagement in the classroom and will present to the faculty; Math teachers attended the KCM and Special Education teachers attended the KYCEC; We continue to work with Solution Tree to improve our PLC processes and to align curriculum with standards; teachers participate in technology professional learning and we are continuing to offer professional learning for the Workshop Model and Thinking Strategies.

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

Students with disabilities continue to have large gaps in Reading and Math. The following are concerns that have prevented ZMS from closing the gap: lack of implementation of utilizing different models of collaborative teaching, SDI is not implemented and monitored with fidelity within the regular education classroom, and there is too little professional development for special education teachers.

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.

A special education collaborative team consisting of special education teachers, special education consultants, and the administration has been meeting during PLC time weekly to adapt the master schedule to meet the needs of our SWD; analyzing data from progress monitoring to revise the IEPs of SWD; and to plan, schedule and implement SDI and SAS into lesson plans for collaborative and resource classrooms. The administration observes and reviews lesson plans weekly; special education consultants are available for developing and implementing strategies. Parents are active participants in special education meetings and provide valuable insight and information for decision making. Teachers correspond weekly and sometimes daily with parents on needs of the students and their families.

### 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).

Reading percentage of proficient/distinguished for SWD will increase from 18.9% to 21.9% by 2019 as measured by KPREP. Math percentage of proficient/distinguished for SWD will increase from 11.3% to 14.3% by 2019 as measured by KPREP.

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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.

N/A

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 ZMS Achievement Gap Group ID	Percentage of number of students with disabilities	III
 ZMS Measurable Gap Goal	Spreadsheet of objectives and strategies	III