

## Phase III: Closing the Achievement Gap\_12062017\_12:48

Phase III: Closing the Achievement Gap

**Camp Ernst Middle School**

Stephanie Hagerty  
6515 Camp Ernst Rd  
Burlington, Kentucky, 41005  
United States of America

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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.

Attached

### **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.

The school is very welcoming and supportive of all students. Students have equal access to resources and additional support where needed.

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.

Novice reduction efforts have been beneficial to students, reducing novice significantly. The P/D percentages between all students and gap group students continue to be a focus. See attached.

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

There was an increase in P/D in combined reading and math for gap students from 2015 to 2016, from 31.3% P/D to 36.5% P/D. There was an increase in P/D in social studies for gap students from 2016 to 2017, from 38.9% P/D to 48.9% P/D.

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

Writing continued to yield inconsistent scores. For gap group students, writing scores have fluctuated over the last three years; 2015=12.4% P/D, 2016=26.7% P/D, 2017=21.2% P/D.

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

CEMS employs an interventionist for reading and a writing specialist in an effort to improve student achievement. Teacher teams must also develop and monitor novice reduction plans for students who are scoring in the novice range. Our ESS program operates after school and an intervention class period has been added to the school day to provide remediation to our students. Our district employs a mastery learning system that helps to support student success at all levels.

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

Teacher turnover was at 20% last year, but we are now stabilizing staff. However, with the opening of a new middle school next year and the redistricting of our middle schools, we will see a change in our student population.

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.

Classroom teachers are responsible for creating novice reduction plans to address the instructional needs of novice students. Our reading interventionist assist with STAR testing and implementation of the district RTI plan. Each school is also assigned an instructional coach to support teachers in implementing effective classroom practices and provide curricular support.

### 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.

Attached

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 CEMS Gap ID	Completed gap group identification spreadsheet.	III
 CEMS Measurable Gap Goal	Reading and Math goals for gap group.	III