

**2018-2019 Phase Three: Closing the Achievement Gap  
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Phase Three: Closing the Achievement Gap Diagnostic

**Stephens Elementary School**  
5687 Hwy 237  
Burlington, Kentucky, 41005  
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.

See attached document.

#### **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.

During the 2007-2008 school year, 15% of our students qualified for free/reduced lunch. Currently, close to 50% of our students qualify for free/reduced lunch. This changing demographic requires a change in instructional strategies to ensure that we are meeting the educational needs of our 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.

No gaps have been closed.

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

Economically disadvantaged, two or More Races, and Disability students have all shown some improvement in reading from the 2015-2016 school year to the 2017-2018 school year. Hispanic, Two or more Races, and Economically Disadvantaged students have all shown some improvement in math from the 2015-2016 school year to the 2017-2018 school year. Students with disability have shown a small improvement in math from the 2016-2017 school year to the 2017-2018 school year.

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

No gap groups have shown significant progress in the past three years.

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, Title I and SBDM funds have all been used to support additional math training. Few students were able to attend before/after school tutoring so we filed to use a Day Waiver so that we can have additional staff working with students during the school day. We also utilized funds to pay for Kagan training so that student engagement would increase.

### **ATTACHMENTS**

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

Our school population continues to change and we have not adapted our teaching strategies to meet the ever changing needs of our students and families.

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 certified staff members were invited to take part in the CSIP process. Cindy Steffen, Barbara Stegman and Esther Kater were involved in the process. The administrative staff were closely involved in the process (Adele Gormley, Chris Barwell, Katie Dankel, Liz Tackett, Rebecca

Franklin and Sgt. Jim Hill). The SBDM council reviewed the document prior to completion and approved the final document.

### 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).

The following are considered gap groups at Stephens ES: Disabilities, Free and Reduced Lunch, African-American, Two or More Races, English Learners and Hispanic. Please see Action Plan for specific information.

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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 attached document

#### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
<a href="#">🔗 Achievement Gap Group Identification</a>	Identification of each gap group at SES.	III