

## Phase Three: Closing the Achievement Gap Diagnostic-2018-19

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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 attachment I.

#### **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.

Painted Stone Elementary School is based on three pillars: Rigor and Relevance, Climate and Culture, and Student Engagement. We have a Team Family atmosphere. The school is composed of four vertical teams; Team Tenacity, Team Encouragement, Team Achievement, and Team Motivation. Our mission is Love Each Other, Learn Together, Lead the Way. Students strive each and everyday to live the mission through every component of it. Staff members look for ways to celebrate and highlight students that are examples of living the mission. As it relates to our GAP groups the living of our mission is important because those are avenues that we can help push their growth and make them feel successful in multiple ways (whether it the academics, behavior & character education, or through leadership in our school and community). We have Latino Night to support our students who are English Learners. We have Spanish classes for grade levels of students to learn the language. We also have a newcomers academy for students that are new to the United States. Classwork, newsletters and handouts are often sent home in both English and Spanish. Students of all different levels get to work with other students, show growth, celebrate and generally feel success across the grade levels, through their reading buddies, with their vertical teams, and with administration and other 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.

After analyzing gap trends we have come to the conclusion that we have been minimal progress in closing the achievement of a of many gap groups. African Americans in Reading % Proficient and Distinguished was a 42.9 in 2016-17 and 8.3 (only 12 students tested) in 2017-18, Hispanics 32.0 in Reading in 2016-17 and 35.8 in 2017-18, ELL scored 12.2 in 2016-17 and 25.0 in 2017-18, Free and Reduced Lunch scored 30.9 in 2016-17 and 32.6 in 2017-18, Disability w/ IEP scored 33.3 in 2016-17 and 35.9 in 2017-18. African Americans in Math % Proficient and Distinguished was a 35.7 in 2016-17 and 16.7 (only 12 students tested) in 2017-18, Hispanics 32.0 in Reading in 2016-17 and 30.4 in 2017-18, ELL scored 24.5 in 2016-17 and 23.6 in 2017-18, Free and Reduced Lunch scored 31.5 in 2016-17 and 27.4 in 2017-18, Disability w/ IEP scored 33.3 in 2016-17 and 33.3 in 2017-18.

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

The gap groups and content areas where the school has shown improvement are as follows: Hispanics 32.0 in Reading in 2016-17 and 35.8 in 2017-18, ELL scored 12.2 in 2016-17 and 25.0 in 2017-18, Free and Reduced Lunch scored 30.9 in 2016-17 and 32.6 in 2017-18, Disability w/ IEP scored 33.3 in 2016-17 and 35.9 in 2017-18.

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 gap groups and content areas where the school has lacked progression or regressed are as follows: African Americans in Reading % Proficient and Distinguished was a 42.9 in 2016-17 and 8.3 (only 12 students tested) in 2017-18, African Americans in Math % Proficient and Distinguished was a 35.7 in 2016-17 and 16.7 (only 12 students tested) in 2017-18, Hispanics 32.0 in Reading in 2016-17 and 30.4 in 2017-18, ELL scored 24.5 in 2016-17 and 23.6 in 2017-18, Free and Reduced Lunch scored 31.5 in 2016-17 and 27.4 in 2017-18, Disability w/ IEP scored 33.3 in 2016-17 and 33.3 in 2017-18.

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).*

The school's professional development plan to reach our achievement gaps includes trainings in Empower Learning Management Systems, Implementation of the Literacy & Numeracy Playground (to provide interventions), Competency Based Education, Project Based Learning, Universal Design for Learning Session, ELL Learning Strategies focus on Language Discourse Objectives, and "Conceptual Building Blocks" Math Training. See attached for a more detailed plan of our professional development and ESS program plan.

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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 are persistent achievement gaps in most gap areas and content areas. A majority of our of RTI students in Tier 3 are GAP students. Based on observations students are not receiving the personalized learning needed to close the GAP at a more rapid pace. We are using the workshop model as the instructional delivery method, but I think we need a more personalized component to the composing work section. Each student needs their own personalized learning plan to help better track what they need and mastery of standards. We have gone to more push-in services for our ELL learners, along with a newcomers academy for some that may need it. We need to focus on vocabulary instruction in all content areas for these students, along with strategy instruction to not only help them, but all learners.

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.

Teachers, leaders and other stakeholders are very involved in the continuous improvement and planning process as it relates to closing the achievement gap. Teachers are involved daily in analyzing data, weekly in formal data team meetings, and in RTI meeting. The teachers are required to talk about student growth, data, progress, strengths and weaknesses. They must identify students who were successful and why, along with students struggling and their next steps for those students. The administration participates in all of these meetings weekly, along with discussing specific students in the RTI process during the weekly admin meeting with the principal. Other stakeholders, like parents and community members, are being encouraged daily to participate in the school, through mentoring, classroom partnerships, activities like career day, etc

### 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).

Painted Stone Elementary will increase the KPREP proficiency percentage for all Hispanic students in Reading from 31.5% to 47.8% and in Math from 23.9% to 48% in the 2018-19 school year. Painted Stone Elementary will increase the KPREP proficiency percentage for all ECE students in Reading from 28.2% to 47.4% and in Math from 28.2% to 53.8% in the 2018-19 school year. Painted Stone Elementary will increase the KPREP proficiency percentage for all F/R students in Reading from 29.6% to 47.1% and in Math from 19.3% to 45.2% in the 2018-19 school year.

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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 the detailed Goal Builder attached for Closing the Achievement Gap Summary under Goal # 3. GAP

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 2018-19 PSE Professional Learning Calendar	Attached is the PSE Professional Learning Calendar of professional development opportunities for the staff during the 2018-19 school year.	II.E
 Achievement GAP Group Identification	Attached is the Achievement GAP Group Identification from I.	I
 Painted Stone CSIP 2018-19	Attached is the Goal Builder / Painted Stone CSIP 2018-19	III
 Painted Stone ESS Plan 2018-2019	Painted Stone Elementary ESS Plan 2018-2019	II.E