



2020-21 Phase Three: Closing the Achievement Gap
Diagnostic_12042020_16:21

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Marie Roberts-Caney Elementary School

Jason Fugate

115 Red Skin Run

Lost Creek, Kentucky, 41348

United States of America

Table of Contents

2020-21 Phase Three: Closing the Achievement Gap Diagnostic	3
I. Achievement Gap Group Identification	4
II. Achievement Gap Analysis	5
III. Planning the Work	8
Attachment Summary	9

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

- . Complete the [Achievement Gap Group spreadsheet](#) and attach it.

The gap groups at MRC are the students who are categorized as academically disadvantaged. The student population labeled as economically disadvantaged is 82.3% See attachment

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

The mission of Marie Roberts-Caney Elementary is "Making Children Ready for a Changing World" by fostering independent thinking and reasoning. We pride ourselves in providing a safe environment for all students so optimal learning may be obtained. Our school strives for educational equity for all students regardless of race, gender, religion, ethnicity, socio-economic status or disabilities by providing on going staff training, rigorous review of disaggregated data, and inclusion of all students in all content areas, as well as extracurricular activities. According to MAP and KPREP data, a significant gap was indicated between students with disabilities in both reading and math. The combined efforts of students, faculty, parents, administration, PTO, and community members give our children necessary skills to become life-long learners. The school has an inviting atmosphere for all stakeholders as evidenced by volunteer hours, parent-teacher conferences, family night activity attendance, and teacher involvement.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

Success: Using KPREP data, our 5th grade overcame the gap in Math, and 3rd grade reduced novice in the gap group from 13.8 to 2.3. as compared to the 2017-2018 results. Additionally, 6th grade increased proficiency in both reading and math while also decreasing novice in reading. Persist: KPREP data has shown students are not steadily improving in math. Grades 3 through 6 have shown a slight decrease in proficiency in math. Reference attachment in needs assessment.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

We have shown improvement in reading. 3rd-6th grades have shown a decrease in the percentage of novice students and an increase in the percentage of proficient and distinguished students. Reference attachment in needs assessment.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

We continue to show a need for improvement in math. Grades 3 through 6 have shown a slight decrease in proficiency in math. Reference attachment in needs assessment

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

For the 2018-19 school year, we implemented the new math and reading curriculums. Teachers were tasked with learning how to best teach the standards using these new curriculums. Our third grade teacher transitioned to a position outside the classroom after the first semester. A sub was used to complete the school year, which left students with a lack of consistency in teacher. We were also in the early stages of development and implementation of our MTSS plan.

F. 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 participate in a weekly PLC meeting to discuss data and strategies used during instruction. Assessments are discussed and standards are examined with the intention of meeting the rigor of each standard. Monthly PLC meetings are also held at the district level, where teachers meet with grade level teams from the other elementary schools to examine standards, assessments and discuss strategies. Teachers use the backwards design model to teach units. Teachers continuously learn about new high yield strategies, through professional development and peers. Teachers participate in book studies, such as Clarity for Learning, and implement knowledge gained in their classrooms. Teachers follow the district MTSS plan to monitor struggling students, and use differentiation to meet the needs of all individuals.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

The school meets with teachers weekly in school-level PLCs to discuss ways to improve student achievement. All elementary teachers also participate in district-wide PLCs once a month to analyze common assessment data and revise curriculum. MRC has a leadership made up of the principal, guidance counselor, and teacher representatives from primary and intermediate grades. The school receives input from the community through the FRYSC. School participates in Advance Ed surveys.

III. Planning the Work

. 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).

Marie Roberts- Caney Elementary School will increase the proficiency/distinguished scoring percentage of students categorized as economically disadvantaged from 33.7% in 2018-19 to 45% in 2020-21.




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

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Gap identification		.
 Measurable Gap Goal		.
 Needs Assessment		.