



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

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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.

Free/Reduced Price Meals While other gap groups have significant need, addressing our free/reduced lunch population captures need of other sub groups. The quarterly report is attached, which addresses all of the data needed.

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

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

Menifee County K-8 school is steeped in family values and community collaboration. Most faculty and staff know students as individuals. Faculty and staff understand the backgrounds, struggles, and barriers students must face. Faculty and staff recognize the importance of the relationship among all stakeholders. Due to Covid-19 and our current virtual learning, staff have viewed more of our student's life at home and this has been eye-opening to many. Our teachers are more determined than ever to make our students successful.

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

The quarterly report is attached with data.

ATTACHMENTS

Attachment Name

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.

Please view the needs assessment and quarterly report, which are attached.

ATTACHMENTS

Attachment Name

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.

Free & Reduced Lunch and Special Education population

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

A large percentage of students who attend Menifee Elementary are from single parent families and many either live with a grandparent or other relative. Our county also has a large number of parents who have not completed high school. Our county also has one of the highest unemployment rates in the state. Our school had tremendous growth from 17/18 to the 18/19 school year with 78% growth. Due to Covid-19 and the abrupt end to the school year in 2020, we did not have the opportunity to complete the last diagnostic or state assessments. Due to months of hybrid / virtual learning, meeting the needs of individual students is more difficult than ever.

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 meetings All committees School leadership team - See attached minutes
SBDM - See attached minutes Administrative Team: Tonya Means, Principal; Kelli Abney, Assistant Principal, Lajohnda Williams, Instructional Coach and Tamilyn Ingram, Counselor

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.)

After completing the needs assessment, we have decided to focus on differentiation and student ownership of data as our PD needs to help reduce our achievement gaps.

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).

Attached is the Quarterly Report which includes all the needed data.

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 is the Quarterly Report which includes all the needed data.

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Gap Group Identification	Free/Reduced Lunch and Special Education Population	• I
 KCWP Needs Assessment	School-wide data day work	• II.C
 Quarterly Report	A collection of data to identify progress and areas of focus.	• I • II.B • II.C • III