

2019-20 Phase Three: Closing the Achievement Gap Diagnostic _10212019_20:22

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Camargo Elementary School

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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Rationale

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.

See Attached

ATTACHMENTS

Attachment Name

 [CES Achievement Gap Group Identification](#)

II. Achievement Gap Analysis

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

Camargo Elementary is a Pre-K – 5 school. There are 642 students currently enrolled. Our demographic is 93% Caucasian. Approximately – students receive free and reduced lunch. About 32% of our student population is served through special education programs. Our average daily attendance is 93.06%.

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

In the 2017-2018 school year the free and reduced lunch population was at 49.7% P/D in reading and the students with disabilities at 28.1% P/D as compared to the whole school of 50.0% P/D in reading. In math the free and reduced lunch population was at a 40.6% P/D and the students with disabilities at 18.8% P/D as compared to the whole school at 45.2% P/D. In the 2018-2019 school year the free and reduced lunch population had a decrease to 43.7% P/D and the students with disabilities to 15.7% P/D as compared to the whole school decrease to 48.4% P/D in reading. In math the free and reduced lunch population of decreased to 37.1% P/D and the students with disabilities to 15.7% P/D as compared to whole school decrease to 42% P/D.

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.

Based on the information from the 2017-2018 school year and the 2018-2019 school year we have no groups that have shown improvement.

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.

The 2017-2018 school year the GAP group of students with disabilities were at 28.1% P/D in reading and regressed in the 2018-2019 school year to 15.7% P/D. In math the GAP group of students with disabilities were at 18.8% P/D and regressed in the 2018-2019 school year to 15.7% P/D.

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

Over the past few years, Camargo Elementary has seen an increase in the number of students with traumatic backgrounds as well as students experiencing recent traumatic situations in their home lives. Camargo also has a large population of students and families with severe economic disadvantages. In previous years, the structure of the Special Education program was solely centered on pull-out and resource. However, this has been revisited and restructured to better serve the needs of these students and includes the Co-Teach model for teaching and learning. This brings the attention to the need for a stronger Tier 1 program in order to provide a consistent and intentional focus to GAP students on a daily basis.

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 have attended a co-teaching professional development provided by CKEC to learn strategies to implement in the classroom. Special Education teachers are co-teaching in the general education setting and working to increase the amount of time in the classroom and decrease the amount of time out of the classroom. Monthly co-teaching meetings are being held with co-teach teams to discuss what types of teaching are being implemented and what can be improved. Teachers are analyzing classroom assessment data and reflecting.

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.)

Teachers have attended a co-teaching professional development provided by CKEC to learn strategies to implement in the classroom. Special Education teachers are co-teaching in the general education setting and working to increase the amount of time in the classroom and decrease the amount of time out of the classroom. Monthly co-teaching meetings are being held with co-teach teams to discuss what types of teaching are being implemented and what can be improved. Teachers are analyzing classroom assessment data and reflecting.

III. Planning the Work

Closing the Achievement 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).

See Attachment

ATTACHMENTS

Attachment Name



 [CES Planning the Work](#)

Closing the Achievement 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

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CES Achievement Gap Group Identification		• I
 CES Planning the Work		• III