

2019-20 Phase Three: Closing the Achievement Gap Diagnostic _12182019_11:33

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Chester Goodridge Elementary School

Jennifer Patrick
3330 Cougar Path
Hebron, Kentucky, 41048
United States of America

Last Modified: 12/20/2019

Status: Locked

TABLE OF CONTENTS

2019-20 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

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.

African American 20 students or 3%; Hispanic 47 students or 7%
Two or More Races 38 students or 5%
IEP 167 students or 24%
Free and Reduced Lunch 291 students or 41%

ATTACHMENTS

Attachment Name

 [Achievement Gap Group Identification](#)

II. Achievement Gap Analysis

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

Achievement Gap Analysis Our greatest gap population is our Free/Reduced lunch population - it is nearly 1/2 half our student body. This has evolved over the past several years. Many teachers talk about the differences of what used to be and what now is, and many admit that they feel unprepared to teach the students today, both socially and emotionally and academically. We are also in transition in our Special Education Programming. We are moving from "replacement curriculum" to more mainstream and support, including interventions. Co-teaching is now taking the place of the Resource only and Collab only teaching. This year we have placed an emphasis on intervention being the responsibility of everyone in our building. We are analyzing data to determine which students need Tier II services provided in the classroom by the teacher. We are working to identify each student's point of breakdown so that we can target our instruction. We are triangulating data to determine the students who need intense Tier III services and we are using ESSA approved interventions to target needs. Our school believes that it is important for not only the instructional staff but the student to identify the gaps between what the student knows and what the intended learning is so that the student processes information about the task. In this way the students have ownership of their own learning which is the climate and culture we cultivate at our school.

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

We have not yet closed the achievement gaps.

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.

Currently, as a whole, we are demonstrating success in closing the gaps in math while we still see some persistent gaps in reading. In 2016-17 we scored 41.8%PD in Math; in 2017-18 we scored 45.2% PD in Math and in 2018-19 we scored 52.7 PD in Math. Although we still have ground to cover, our students with disabilities have shown improvement in both reading and math. Students %PD have improved from 18.7 to 31.7

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.

Our English Learners lacked progression on KPREP.

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

We are changing ineffective schedules in our Special Education Department, and we are currently looking at the purpose of collaboration in the classroom and streamlining instruction. We hold monthly SPED PLCs to work through our processes. We are also educating ourselves on the how the brain works and the process of learning. Along those same lines, we are participating in Professional Development on student engagement.

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.

PLCs - We are the infancy stage of effective Professional Learning Communities. We are currently diving into unit planning and working to write common pre- and post-assessments. We are in the infancy stages of data analysis. Present are all homeroom teachers, special education co-teacher (if possible), Instructional Coach, Principal and Assistant Principal (if available). The meetings are every Wednesday. SSTs - (Student Support Team) When teachers have behavioral or academic concerns, they refer the conversation to our Student Support Teams. We come together to review the data and determine appropriate interventions and/or resources moving forward. This can include an administrator, a counselor, the school psychologist, special education teacher, the FRC coordinator, and the classroom teacher. Our SST team meets weekly to discuss the progress of students who are identified as receiving Tier 2 and Tier 3 interventions. In order for all parties to attend, these meetings can happen before or after school. The behavior SST meets every Tuesday, Thursday and Friday mornings. ATMs – (Advisory Team Meetings) Administrators, Counselors, Instructional Coach, Classroom Teacher and School Psychologist meet two to three times a year to look at data and discuss student growth and determine the effectiveness of provided interventions. These meetings happen over a period of week during teacher planning periods. Collaboration & Communication Teachers and FFW Lab Managers are to meet to discuss student data bi-monthly. Topics discussed are areas of deficits and interventions to be provided. Team Leader Meetings - The teacher leader from each grade level, including our Special Education and Unified Arts, Principal, Assistant Principal, Guidance Counselors, Instructional Coach meet every Monday at 7:30 a.m. to address the Instructional issues and vertical alignment of Goodridge. We have continued our work from Susan Scott's Fierce Conversations and moving to The Gifts of Imperfection by Brené Brown. Faculty Meetings -All faculty members invited - 2nd and 4th Wednesday of every month. We are using this time as Professional Development for our staff. We are targeting the needs identified in our TELL Survey. We use Kagan Cooperative Meeting structures to model and to keep staff engaged. School Leadership Meetings - Our Leadership Team meetings consist of Principal, Assistant Principal, Guidance Counselors, Head Custodian, Nurse, PTA president, Instructional Coach, Technology Specialist, Attendance Clerk, Cafe Manager, and Para Educator representative. We meet the 4th Thursday of each month at 1:30 p.m. or as needed to discuss school-wide issues and upcoming events. Admin/Leadership Meetings - Principal, Assistant Principal, Instructional Coach, Guidance Counselors and RTI teachers. We meet immediately following the Leadership Meeting so we can further address the instructional and social and emotional vision of our school. We meet every Monday and Friday and hold each other accountable to our agreed upon weekly goals. SBDM Meetings - The fourth Wednesday of every month at 5:00 p.m. FRC Advisory Council Meetings -Along with the 21st Century Advisory Council, the meetings are quarterly and consist of the FRC Coordinator, 21st Century Coordinator, Parents, Community Stakeholders, and Assistant Principal. They discuss financials and program needs. 21st Century Advisory Council Meetings –Meetings are quarterly and consist of the FRC Coordinator, 21st Century Coordinator, Parents, Community Stakeholders, and Assistant Principal. They discuss financials and program needs. PTA Board Meetings / PTA General Assemblies - The 1st Monday of every month - open to all parents and staff.

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.)

Our school's professional development plan and extended school services plan is related to our achievement gaps which are determined through data analysis of state testing results, STAR benchmark reports, CASE district common assessments, staff surveys and an analysis of PBIS office referral data that assisted us in determining areas of need in our behavioral systems. Based on this analysis our professional development targets our Core Reading program, support for our current math curriculum, Response to Intervention, Special Education and Positive Behavior Intervention Supports at all grade levels. We have also included Student Engagement PD by training 100% of our staff in KAGAN, offering KAGAN coaching and lesson planning. Our professional development is designed to increase teacher knowledge in the use of high-quality instruction and differentiation for all students tailored to state content standards. On-going analysis of student achievement and student work during PLC meetings, advisory team meetings and student support team meetings allow teachers and staff to gather data to guide instructional planning and make adjustments along with on-going professional development and provide support to our extended school service programs. This thorough review of student data has demonstrated the positive impact of the explicit intentional professional development that all staff participates in and applies on a consistent basis. Collecting, analyzing, and understanding data also play a critical role in closing existing and persistent achievement gaps. By compiling both quantitative and qualitative data, a clearer picture can be provided to help school staff understand the needs and achievement gaps that persist. One barrier that has been a common practice is the difference between seeing the data and using the data. How well we use multiple measures to inform decision-making is critical in closing the achievement gap. Accessing this information, using it to identify instructional strategies and implementing these strategies to improve instruction are critical components to providing the support to closing the achievement gap.

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).

Reading:Free/Reduced Lunch 51.2 to 61.2%Students with Disabilities 31.7 to 41.7%English Learners 22.7 to 35%Math:Free/Reduced Lunch 42.8 to 52.8%Students with Disabilities 19 to 31%English Learners 27.3% to 40%

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.

Please see attachment.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Group Identification		• I
 Measurable Gap Goal 19-20		•