

Phase Three: Closing the Achievement Gap Diagnostic_12202018_15:17

Phase Three: Closing the Achievement Gap Diagnostic

Helmwood Heights Elementary School

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TABLE OF CONTENTS

I. Achievement Gap Group Identification	3
II. Achievement Gap Analysis	4
III. Planning the Work	7
ATTACHMENT SUMMARY.....	8

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.

The Achievement Gap Group spreadsheet is attached and contains information pertaining to race and free/reduced lunch numbers and percentages.

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.

Helmwood Height's climate and culture is that of a diverse population of students with every growing challenges and needs. Our free/reduced lunch percentage is 55.4% which means a large number of our students and their families live at or below the poverty level. We have a greater need for community outreach programs, mentor programs, family resource involvement, social emotional programs and continued growth in cultural sensitivity, teaching with poverty in mind and trauma sensitivity. Our staff uses the work of Eric Jensen, Ruby Payne, Tara Brown and John Antonetti to meet the needs of our diverse population. We have a need for professional development to help us become more of a trauma sensitive school and in how to deal with difficult parents. As a staff we focus on first and foremost building relationships with students and we have implemented a Culture of Learning initiative which focus on a Growth Mindset, 7 Habits instruction, Growth and Leadership Binders, Student Led Conferences and a Retired Teacher Mentor Program. We feel that relationship building paired with our Culture of Learning will help motivate and empower our students to want to perform well, learn to set goals and track their own progress, take responsibility in learning and closing their gaps and develop academic behaviors for their future. We are examining our schoolwide programs as well as the functions of our PTO to make sure we are culturally sensitive keeping diversity, poverty and trauma in mind. We are examining our fundraisers, rewards programs, expectations, grading scale, homework policies, instructional practices and plans, pedagogy, and intervention programs to make sure we are mindful of our diverse population and our gap students in particular. We are striving to create schoolwide instructional action plans in each content area being particularly mindful of the instructional strategies, resources and programs we are using and analyzing their effect size for our gap students and make adjustments and refining as needed. Our goal is balance, consistency, intentionality, streamlining and mindfulness as we plan for achievement in our school.

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.

When looking at the data from the past two years we are beginning to close some gaps and move students from novice and apprentice to proficient and distinguished in math and reading. Our overall accountability score was 68.3 which was above the 60.5 cut score for elementary schools. We also met expected growth with a score of 16.8 where the cut score was 15.8. Our separate academic indicator score was 63 above the cut score of 52.6. More specifically our science score was 53.6, social studies was 76.3 and writing was 59.2. We are identified at TSI in two areas, students with disabilities and African American students where these subgroups are falling below in proficiency, separate academic and growth. More specifically, 4th grade moved from 38% proficiency in reading in 2016-17 to 51% proficiency in 2017-18. They moved from 39% proficiency in math to 57% proficiency in 2017-18. 5th grade moved from 47% proficiency in reading in 2016-17 to 58% in 2017-18. They also moved from 42% proficiency in math to 55% in 2017-18. However, in Social Studies and Writing the gaps in 5th grade grew. Our 3rd grade math and reading scores are showing persistent gaps as well.

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

According to the data our school has closed some gaps in 4th and 5th grade reading and math and we are moving students out of novice and apprentice ranges. Our African American students scored 14.1 points above the cut score in social studies and our students with disabilities were 3.7 points above the cut score for growth in reading and .6 points above the overall growth cut score. More specifically, 4th grade moved from 38% proficiency in reading in 2016-17 to 51% proficiency in 2017-18. They moved from 39% proficiency in math to 57% proficiency in 2017-18. 5th grade

moved from 47% proficiency in reading in 2016-17 to 58% in 2017-18. They also moved from 42% proficiency in math to 55% 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.

According to the data our gaps grew in writing and social studies in 5th grade and in reading and math in 3rd grade. Our African American students fell substantially below the cut scores in science and writing and marginally below the cut scores in reading and math. Our students with disabilities fell well below the cut scores in social studies, writing and science and marginally below in math and reading. Overall proficiency dropped in 5th grade social studies from 64% proficiency in 2016-17 to 58% in 2017-18 and in 5th grade writing from 40% to 36% proficiency in 2017-18. Third grade also lacked progression in overall proficiency in math and reading.

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).

Our school's professional development plan will involve the development of balanced and consistent instructional action plans in all content areas across each grade level. Professional development will involve vertical conversations and alignment of the standards, best practice instructional strategies, defined non-negotiables in instruction and assessment and the streamlining and alignment of resources and programs. Specific small group professional development opportunities will be provided in literacy as well. Funds will be set aside at the district level for teachers to attend off campus professional development training as approved by the building principal and associate superintendent of instruction. School funds will also be set aside to provide substitutes for teachers to observe others in the profession as a form of professional growth and development. Professional development will also address cultural proficiency, teaching with poverty in mind and trauma sensitivity. Last but not least our Culture of Learning professional development will continue in phase II which involves Growth Mindset, 7 Habits instruction, Student Growth and Leadership Binders, Student Led Conferences and a Mentor Program involving our retired teachers. Our extended school services plan will involve utilizing an additional interventionist during the school day using the day waiver to provide intervention in math or reading as needed at each grade level. The extended school services plan will also support our after school PAWS club for ten students at each grade in grades 3rd-5th with one certified teacher for each grade level group of ten students for targeted after school support and intervention in reading, math and academic behaviors two days per week for one hour each day.

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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 a few factors that are being addressed that have prevented our school from closing achievement gaps. The school lacks a curriculum or instructional plan, vertical alignment, alignment of resources and programs, alignment of professional development, monitoring and accountability, consistency and balance. There is no consistency in any content area and grade levels are operating on their own on islands. When analyzing data to make decisions about what is working and what is not, it is nearly impossible because so many different programs and instructional approaches are going on across the building. There has been a lack of whole school

buy in and a lack of confidence in instructional practices as well as instructional leadership in the building. PLCs and staff meetings have not been focused on the right kind of work to cultivate student achievement. The school has lacked instructional leadership and decision making, balance, consistency, direction and planning. There has been a lack of trust and confidence in leadership in the past. There was also a problem in the past with student behavior, staff culture and systems of communication and organization in the building.

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.

To involve all stakeholders in the continuous improvement and planning process different strategies and processes have been used. All staff members (certified and classified paraeducators) are involved in focused PLC meetings where collaboration, feedback, examination of practices, assessment analysis, instructional planning and action planning takes place which is then shared with building leadership, district leadership and the SBDM council. Teachers are also involved in bimonthly staff meetings where the goal is to keep housekeeping items to a minimum and be intentional about time well spent on instructional planning, professional development, vertical standards conversations, instructional action planning, assessment sharing and analysis, etc. SBDM committees are also a means for all staff, SBDM members and parents to be involved in continuous improvement and planning on a monthly basis and have opportunities to provide feedback and input. PLCs and committees have electronic working folders for accountability and for school and district leadership to use to monitor progress towards closing our achievement gaps, support student achievement and contribute toward informed, sound decision making. District administration meets with school leadership monthly in a 30, 60, 90 format to guide, collaborate, examine and support school initiatives and move toward closing achievement gaps. Monthly leadership meetings are also scheduled with our associate superintendent of instruction and student learning which provided opportunities for all building leaders to share, grow, collaborate, learn from and support one another while growing professionally. Monthly administration meetings are held by our superintendent and instructional newsletters are provided centered around our district's strategic plan so leadership is mindful of our district's CDIP and can continually align individual school improvement plans and initiatives toward our district vision, plans and goals.

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).

For our African American gap group we have set goals from them to meet cut scores in science and writing and growth goals in reading and math. For our Students with Disabilities we have set goals for them to meet growth cut scores in reading and math. We will accomplish these goals by designing instructional action plans in each content area (reading, writing, math and science) that are incorporate strategies, programs, practices and resources that are shown through research on effect sizes of these two gap groups to be most effective and conducive to growth and achievement.

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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.

The Closing the Achievement Gap Summary spreadsheet is attached and contains information pertaining to race and free/reduced lunch numbers and percentages.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 HH Gap Goal Spreadsheet 2018-19	Helmwood Heights Gap Goal Spreadsheet 2018-19	III
 HH Gap Group Identification 2018-19	HH Gap Group Spreadsheet	I