

2019-20 Phase Three: Closing the Achievement Gap Diagnostic _12232019_12:06

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Helmwood Heights Elementary School

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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

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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.

The Helmwood Heights Achievement Gap Group spreadsheet is attached and contains information pertaining to African Americans, Students with Disabilities, Free/Reduced Students and Males.

II. Achievement Gap Analysis

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

Helmwood Height's climate and culture is that of a diverse population of students with student challenges and needs growing exponentially. Our free/reduced population is at 58.7%, which means a large population of our students and their families live at or below the poverty level. Nearly 40% of our students are minority, 5% are EL students and 22% of our students have an IEP. We have a greater need community outreach programs, mentorships, family resource involvement, social-emotional support programs, school based therapy, continued growth in implicit bias and cultural sensitivity, trauma informed practices and teaching with poverty in mind. We use the work of Jenson, Payne, Brown and Antonetti to meet the ever growing needs of our diverse population. As a staff we focus first and foremost on building relationships with our students and their families and we have implemented a Culture of Learning Initiative which focuses on a Growth Mindset, the 7 Habits, Growth and Leadership Binders, a focus on Goal Setting, Student Led Conferences, Mentorships and Service and Leadership. We feel that relationship building paired with our Culture of Learning initiative will help motivate and empower our students to want to perform and higher levels, 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 developing a mindset and culture where we examine our schoolwide programs, fundraisers, reward programs, expectations, grading scale, homework practices and policy, instructional practices and action plans, pedagogy, intervention and enrichment programs, instructional resources, effect size keeping poverty, trauma, diversity and our achievement gaps in mind. Our goal is to create balance, consistency, intentionality and mindfulness as we practice and plan for achievement and for the future of our school.

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

We are successfully closing gaps with our African American population whose math proficiency has grown from 14.6-28% in math, 26.8-44% in reading, 16.7-38.5% in writing in two years. Our goal is to achieve at least 50% proficiency in all content areas with our African American population. We also had a 116.7% growth rate on ACCESS for our EL students. Our overall writing proficiency grew from 36-54.2% in just one year with the implementation of a new schoolwide plan. More specifically, our girls are at 71.2% proficiency in writing.

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 achievement scores with our African American population whose math proficiency has grown from 14.6-28% in math, 26.8-44% in reading, 16.7-38.5% in writing in two years. Our goal is to achieve at least 50% proficiency in all content areas with our African American population. Our overall writing proficiency grew from 36-54.2% in just one year with the implementation of a new schoolwide plan. We believe with time, consistency and fidelity with our plans we will continue to see progress. While our overall science proficiency is low a deeper look at our data reveals that 22 out of the 44 students that scored apprentice were very close (within a point or two) of meeting proficiency cuts scores. This tells us that while our proficiency rate is low, we are moving students out of novice and many apprentice students are getting close to proficiency and we need to give what we are doing time to make a difference.

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.

Helmwood still lacks progress when it comes to science proficiency which is only at 23.4%. We have a STEM lab in place now in year two, a science instructional action plan and pacing guides, a schoolwide TCT plan, a schoolwide vocabulary instruction plan and strong collaboration between the STEM lab teacher and each grade level team when. We believe with time, consistency and fidelity with our plans we will begin to see progress. Social Studies has a three year trend decline moving from 64.7 to 57.5 to 39.6% proficiency. This coming school year we will develop an instructional action plan and pacing guides for Social Studies. We will also roll out the KY Academic Social Studies Standards to our staff and define our core resources and practices. Social Studies vocabulary will also be part of our schoolwide vocabulary instructional plan. We will take these actions and implement them then see what areas need to be adjusted and refined based on data. Our males are also struggling when it comes to writing at only 38% proficiency while the girls are at 71.2%. We have plans to meet in PLCs to find tasks, prompts, topics and literature that are of high interest to boys to help motivate them to perform at higher levels in writing as well as add a competitive component to engage them more. Our Students with Disabilities have declined in all content areas and plans are in place to support growth and achievement which include co-teaching (station and parallel), SPED PLCs, Instructional Action Plans, Kagan Structures, Blended Learning and our Culture of Learning initiative.

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

In order to continue to close achievement gaps we have a need for more staff when it comes to intervention and special education services. More staffing in these two areas would allow us to serve more intervention groups and more students in resource and collaboration. In addition our interventionists and special education staff could participate in co-teaching (station and parallel teaching) more often and more effectively if our staffing was expanded. With staffing expansions it would be possible for us to have co-teaching models beyond reading and math to writing, social studies and science. There is also a lack of time available for the trainings, meetings, discussion, planning, collaboration and professional reading needed for teachers to fully understand the standards, their resources, best practices, current trends, etc. to meet their highest potential in the classroom. In other words, there is a greater volume of training and work that needs to be done that can be completed in a day/week/month/school year.

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.

We strive to include all stakeholders in the continuous improvement and planning process using different strategies. All staff members (classified paraeducators and certified) 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, SBDM members and community stakeholders. Teachers are involved in weekly staff meetings and bimonthly grade level PLC meetings where the goal is to keep housekeeping at a minimum and focus on instructional action plans, student data, instructional planning, professional development needs, collaboration, etc. SBDM committees are also a way all staff, SBDM members and parent stakeholders can 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, to keep track of work and progress and for school and district leadership to use and monitor progress towards closing our achievement gaps, support overall student growth and achievement and contribute toward informed, sound decision making. District administration meets with school leadership in a 30, 60, 90 format to guide, collaborate and support school leadership and help them grow professionally, hold them accountable and meet their full leadership potential. District leadership also supports school leadership with monthly lunch-n-learn leadership development sessions to allow leaders to share, grow, collaborate, learn from and support one another. Monthly administration meetings are also held by the superintendent and instructional newsletters and program information is provided and centered around our district's strategic plan so leadership is mindful of our districts CDIP and can continually align school improvement efforts and plans toward the district vision, goals and plans.

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.)

Helmwood's professional development plan directly relates to the activities for our CSIP goals and will include professional development in Vocabulary Instruction in all 3 Tiers across all content areas using Marzano's approach and research, Kagan Day 1 Cooperative Learning to increase engagement, Balanced Literacy professional development centered around Reading Fluency and Brainspring Orton Gillingham Phonics and Culture of Learning PD to revisit our initiative and set the expectations for year 3. There will also be specific professional development for special area teachers, SPED teachers and our math interventionist. All of these PD areas directly relate to closing the achievement gaps with our African American population, Student with Disabilities, Students in Poverty and our male population.

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).

Objective 1: By 2020, the increase in Reading and Math Proficiency for African American students will increase from 44 to 50% in Reading and 28 to 43% in Math. Objective 2: By 2020, the increase in Reading and Math Proficiency for Students with Disabilities will increase from 26.5% to 30% in Reading and 23.5 to 30% in Math. Objective 3: By 2020, the increase in Reading and Math Proficiency for Free/Reduced Students will increase from 46.8-50% in Reading and 31.9-47% in Math. Objective 4: By 2020, the increase in Writing Proficient/Distinguished percentages for Male Students will increase 15% from 38 to 53 to move toward closing the male/female gap in writing where females are currently at 71.2% proficient/distinguished and males are 38%.

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.

The Closing the Achievement Gap Goal Summary spreadsheet has been completed and is attached.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 HH Achievement Gap Group Identification 2019-20	HH Achievement Gap Group numbers and percentages for 2019-20.	•
 HH Measureable Gap Goals 2019-20	Helmwood Heights Measureable Gap Goals for 2019-20 for African American Students, Students with Disabilities, Free/Reduced Students and Males.	•