

Phase III: Closing the Achievement Gap_11132017_10:59

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Goshen At Hillcrest Elementary School

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Phase III: Closing the Achievement Gap

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.

Our Achievement Gap Group spreadsheet demonstrates that Goshen has over 9% special education and 15% gifted and talented. These two areas are on opposite sides of an instructional spectrum and poses to teachers the need to be very diverse in their instructional practices.

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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.

Goshen is a high performing school and our academic success can be attributed to the continuous work towards strong collaboration among all teachers and support staff. Our Professional Learning Communities (PLC) are established to support the thought process that to enrich lessons, we must first analyze the students' work for a strong understanding of where students are and goals they need to reach. Digging deeper assists teachers in developing lessons of inquiry and encourages higher level thinking in and out of the classroom. This collaboration is continued between the regular education and the special education teachers, which support all students in reaching their potential and it allows students to see the collaboration as a team effort to support their goals. RTI (Response to Intervention) is implemented as a means of helping our struggling students reach set goals, develop new goals and internalize concepts. Through the RTI process, teachers will utilize research based computer programs for reading intervention along with identifying struggling students at an early age to begin interventions, monitor success and set new goals. Differentiation of lessons based on individual student needs will be utilized for students needing specialized instruction in reading and writing content. Teachers will utilize small intentional group work to focus on reading and writing difficulties. Selected students will work individually with the reading recovery teacher or in small intervention groups for reading and math student support. Direct instruction in math will be utilized to teach skills to ECE and EL Students. There will be repetition of concepts, re-teaching of concepts, independent practice that includes writing to learn and writing to demonstrate learning through all content.

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.

Over the last two years, our reading GAP score has continued to be an area of needed progress. From 14/15 to 15/16 we dropped from 49.3 to 45.6 in our proficiency percentage, moving to 55 in 16/17. Our GAP closed from 14/15 -16/17 from a percentage of 36.9 to 28.7. While we had some movement we still understand the need to focus on Reading with our GAP students. Math had a larger proficiency percentage in 14/15 having a percentage of 36 to 39.7 in 16/17. Our GAP students demonstrated a small growth while the gap was slightly larger from 43.7 to 44. Our GAP students, in particular students with learning difficulties, remain an area of focus for Goshen as we work to move all students into proficiency.

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

-Our improvement most certainly was in our writing score. We had a target of 61.6 and have grown from 15/16 score of 30.8 to 16/17 score of 63.3. The intervention and intentionality in our student writing was a focus and will remain a focus to support continued growth. -Our overall percentage novice in reading dropped from 9.9% to 9%; 3rd grade dropped from 12% to 10.6% , 4th grade dropped from 11.6% to 9% and 5th grew from 6.1% to 7.5%. -Our reading GAP scores for NDG % went up from 45.6 to 55 percent giving us full points for reading GAP Scores. _Our GAP with Hispanic students in the area of Reading closed from 36.5 to 29.4 -Our GAP with Disabled Students in Reading grew from 35.5 to 39.7. _ Our GAP with Poverty students in Reading closed from 44.5 to 31.5 _Our Math GAP Scores for NDG% went up from 45.6 to 55 percent giving us full points for Math GAP Scores _Our GAP with Hispanic students in the area of Math grew from 29.5 to 36. -Our GAP with Disabled Students in the area of Math grew from 49.3 to 54.1 _Our GAP with Poverty Student's in Math closed from 49.1 to 42.7

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Reading continues to be an area of concern where we will focus on our literacy strategies for improvement; however Math. Our GAP was not closed because our disabled students scored lower over the years creating a continual gap for our students. Our target goal is 53.6 and after a drop in 15/16 to 45.6, Goshen had gains, 45.6, but not enough to hit our target goal. The same held true for our Math area. 14/15 Math percentage was 43.7 to 15/16 45.9 and finally a percentage of 40 in 16/17. Our target goal is 52.7, which shows we are not maintaining student movement in the area of math for our NDG population. Goshen was able to meet our 10% Novice reduction in Math and Reading, however both areas remain a concern as the GAP does not demonstrate a trend for closing.

E. Describe, in detail, the school's professional development plan and extended school services plan as related to its achievement gaps.

Goshen continues to put in place many plans to meet the students' needs in the area of GAP. Our Intervention Block is intentional for all grade levels and is used to 'push in' with extra support. We are able to target small groups of students and intentionally support. A homework club is available for our EL population along with our afterschool ESS program where intentional math instruction is provided. Math Modules are utilized to strengthen that area in our NDG group. Goshen continues to require Guided Reading groups that are supported by our Reading Recovery teacher and our Literacy Coach. Our school focus has been on Common Formative Assessment which helps our teachers drill down to the essential standards needed to improve student learning. All classroom teachers create flexible grouping in the area of Reading and Math and develop, with the use of pre-assessments, flexible groupings where strong instructional focuses can be applied.

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

The number of special education student consistently rises to where we have gone from two special education teachers to four. This growth indicates that as educators, we must continually look for ways to help all students reach their learning goals. The behaviors of students coming to us with either an emotional disability and/or lack of pre school experience is another indicator that we must think outside the box to meet all needs. This includes staff training and working to provide the needed support with our students that come to us with learning disabilities. Our PD plan must continue to support our ECE teacher and the classroom teacher as they collaborate to develop instruction that can reach all students. Behavior of students is an area that we know can impede learning so we intentionally offer workshops to help teachers with the most up to date researched strategies to help students gain control.

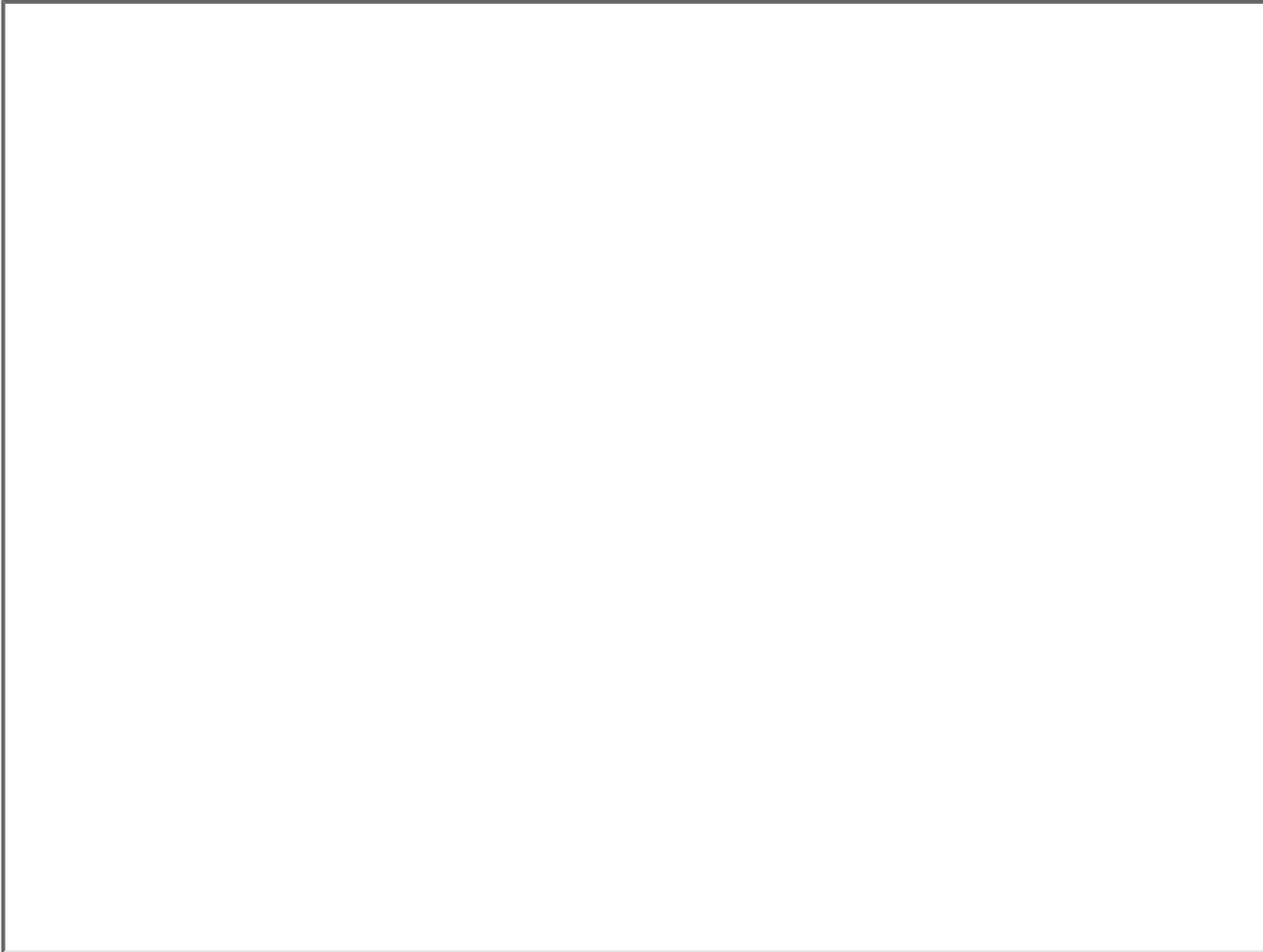
G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

To create our continuous improvement plan, Goshen utilizes many stakeholders who support the effort in creating the plan. The plan is taken to our Instructional Team, Team Leaders (representatives of all certified staff), and SBDM Council for review, to offer suggestions and to discuss processes and strategies needed to support student improvement. The Instructional Team consists of: Lisa Peters, Principal; Dana Graham, Assistant Principal; Melinda Nevills, Counselor; Cindy Smith, LMS; Julia Yanke, Reading Recovery Teacher; Sara Osborne, Intervention Coordinator; and Carrie McDaniel, Literacy Coach. Team Leaders are: David Wallace, Stephanie Mitchell, Amy Gaynor, Melissa Durham, Pam Mann, Hilary Costello and Rachel Vela. SBDM

Council includes: Rachel Vela, Teacher; Julie Julich, Teacher; Lisa Peters, Chair; Steve Johnson, Parent; Brittany Floyd, Parent; and Hilary Costello, Teacher.

III. Planning the Work

Review the following [flowchart](#) to aid in completing the work.



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.

Closing our achievement gap is a joint effort between the ECE teachers, administration and all certified teachers. Utilizing strategies that support our disabled learners and moves our regular students forward is imperative to close the gap and provide needed support for all.

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ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|--|--|---------|
|  Achievement Gap Group | Percentages of students in Goshen | |
|  Measurable Gap Goal | Document of goal, strategies and activities to support student learning. | |