Phase III: Closing the Achievement Gap_11152017_11:40

Phase III: Closing the Achievement Gap

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Last Modified: 11/29/2017
Status: Open

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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.

Spreadsheet attached

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.

Over 70% of the school is in an achievement gap group, therefore the school climate as a whole is indicative of the gap population. Our climate is one of high expectations with an emphasis on academic success and strong character. These traits are emphasized and encouraged on a daily basis. Our school also experiences a great deal of student mobility (about 1/3 or more of our students move in a calendar year) which hinders the rate in which the culture is implemented with all students. Therefore, we have are own gaps with the emphasis on academic success and character.

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.

Our school has experienced a steady improvement in overall achievement scores over a five year period. Beginning at 50.9 and rising to as high as 72.3. Our challenge is consistency and continued improvement. Writing has been the area that has consistently fell below state averages for gap group achievement.

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

Our school is small and we do not receive data for a number of our gap students outside of reading and math. For years 2015 and 2016 African Americans have met their combined reading and math proficiency goal at the ELE level. Other gap groups were within a few points of state averages. Middle grades gap group students did not meet their goals, but scored close to state averages.

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

Work needs to be done in each content area and gap group as only African Americans met the combined reading and math goal for 2015 and 2016.

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

The Professional Development Plan focuses on Unit Development and Student Engagement. These two areas are the cornerstone of our improvement plan as well. The emphasis is on making sure the standards are taught with fidelity and at the level of rigor required. Unit Plans include standards, activities, and assessments. This is part of a three year plan to make sure all three (standards, activities, and assessments) are taught appropriately. Student Engagement includes training in Kagan strategies as well as overall school climate and relationship building.

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

Student growth has been a strength of our school. We see significant growth with many of our students over time. The challenge to growth to proficiency is the large number of students that are transient in our school. Typically more than 1/3 of our student population turns over during the course of a calendar year. We are have processes and practices in place for growth, but time often works against us.

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.

Continuous Improvement is on-going throughout the year. Partners include volunteers, United Way, Scholastic, and Children, Inc. as well as technology based programs for formative assessment and remediation. NWEA MAP, Aimsweb, Edmentum, Math Facts in a Flash, etc. PLCs and staff plan time is used to continually focus on improvement strategies and training throughout the year.

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.

Gap Summary Attached

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Achievement Gap Group Spreadsheet 11-29-17	Achievement Gap Group Spreadsheet 11-29-17	I
Gap Goal 11-29-17	Gap Goal 11-29-17	III