

CLOSING THE GAP RESULTS REPORT

School Name	Lincoln Park High School	Year: 2015-2016
Goal:	Use self-affirmation exercises to increase percentage of Black/African American student's scores on the PSAE by 7% over the next year.	
Target Group:	Freshman African American Students	
Data to Identify Students:	2014 Illinois School Report Card; LPHS is not meeting AYP, disproportionate test scores among racial/ethnic groups, and observations of school counselors.	

School Counselor(s)	ASCA Domain, Standard and Student Competency	Type of Activities to be Delivered in What Manner?	Resources Needed	Process Data (Projected number of students affected)	Perception Data (Type of surveys to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Implications
<p><i>Coordinator:</i> Mr. Chris Baker, School Counselor</p> <p><i>Team Members:</i> Mr. Michael Boraz, Principal</p> <p>Ms. Kristen Bruscato, Department Chairperson – English</p> <p>Mr. Merle, Department Chairperson - Counseling</p> <p>Mrs. Jessica Hubbell, School Counselor</p>	<p>Academic Development</p> <p>A:A1.1 Articulate feelings of competence and confidence as learners</p> <p>A:A1.3 Take pride in work and achievement</p> <p>A:B1.1 Demonstrate the motivation to achieve individual potential</p> <p>A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals</p>	<p>Self-Affirmation Exercises, Delivered to students every other week for 15 minutes at the beginning of English Class, Students will choose a different value to write about each time</p> <p>Professional Development – Administration to offer cultural competency training for all staff</p> <p>Development and administration of additional assessments, performance indicators and quarterly data analysis to track student gaps in performance</p> <p>School Counselors will offer parent/community presentations on college entrance requirements and success rates for students who take rigorous courses compared to those that don't</p>	<p>Stanford's Self-Affirmation Worksheet,</p> <p>Articles – Reducing the Racial Achievement Gap: A Social-Psychological Intervention, Teaching Adolescents To Become Learners and Closing the achievement gap: Could a 15-minute intervention boost ethnic-minority student achievement? (For counselor use)</p>	<p>100% of ninth graders completed the self-affirmation classroom instruction exercise</p>	<p>85% of the ninth grade teachers indicated that there was a noticeable improvement in the quality of their students' work following the classroom instruction on self-affirmation</p>	<p>Percentage of Black/African American student scores in performance Level 1 and Level 2 decreased by 7% in all learning areas tested.</p>	<p>To reduce racial achievement gaps by decreasing stereotype threat.</p>

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