

Piner December 2017: Closing the Achievement Gap

Phase III: Closing the Achievement Gap

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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.

Piner's non-duplicated gap group is mostly composed of students who receive free and reduced lunch and students with disabilities.

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.

Because our non-duplicated gap group comprises such a large percentage of our student population, there is no stigma associated to belonging to this group. All students are encouraged to do their best, effort is rewarded along with achievement, and students receive scaffolded, differentiated and individualized instruction in multiple groupings and settings throughout the day. Student recognition of success is frequent and made public. Our strong and effective PBIS system, with its tiered levels of intervention, ensure that teachers can focus on teaching and students can focus on learning with a minimum of behavior-oriented interruptions.

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.

Gaps that the school has successfully closed are in Social Studies (82.8% P/D all students, 84.6% P/D free and reduced, 81.0% P/D NDG) and Math (61.8% P/D all students, 56.0% P/D NDG, 57.9% P/D free and reduced) Gaps that persist are in Reading (65.4% P/D all students, 22.2% P/D students with disabilities); Writing (59.4% P/D all students, 53.8% P/D free and reduced); and Language Mechanics (66.2% P/D all students, 50% P/D free and reduced)

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

Math-NDG- 53.1% in 2015 to 56.0% P/D in 2017; students with disabilities: 20.0% P/D in 2016 to 30.6% in 2017; students on Free and Reduced lunch- 53.3% in 2016 to 57.9% P/D in 2017 Social Studies: NDG-40.6% P/D in 2016 to 81.0% in 2017; students on free and reduced lunch-40% P/D in 2016 to 84,6% P/D in 2017 Reading: students on free and reduced lunch-55.6% P/D in 2016 to 56.1% P/D in 2017

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: NDG-54.8% P/D; students with disabilities-51.3% P/D; students on free/reduced lunch-55.6% P/D Writing: NDG-56.3% P/D in 2016 to 54.8% P/D in 2017; students on free/reduced lunch-56.7% P/D in 2016 to 53.8% P/D in 2017 Language Mechanics: NDG-56.8% P/D in 2016 to 50% P/D in 2017; students on free/reduced lunch-56.8% P/D in 2016 to 50% P/D in 2017

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

Because our school has a large population of students who fall into the category of free and reduced lunch and students with disabilities, our teachers and staff have focused professional development in the area of research-based strategies that are most effective in helping students in these demographic categories to learn. To that end, we began our year with a 3 hour professional development session presented by KASC on "The Four Most Effective Strategies to Improve Student Achievement." One of the strategies, Growth Mindset, is the focus of our school wide book study Engaging Students with Poverty in Mind by Eric Jensen. We are working through the KASC Growth Mindset Toolkit at weekly PLCs, and starting in February, we will begin working through the KASC Closing the Gap Toolkit at PLCs. In weekly PLC meetings, teachers analyze the results of weekly assessments in Math and ELA and plan next instructional steps for students who do not master specific standards. Weekly instructional walks by building and district administrators focuses feedback to teachers on effective formative assessment, meaningful engagement, accountable talk and collaborative learning. The Read to Achieve teacher and +1 RTA teacher have attended specific ELA training, and have shared their learning with colleagues at faculty meetings. Intermediate teachers participate in an ongoing Kentucky Center for Math professional

learning cadre and share their learning with colleagues as well as part of faculty meetings and PLCs. All ESS funding will be allocated for use in our Summer Learning Program, free for all Piner students, which will have a STEAM emphasis this upcoming summer, to strengthen reading, math, and science skills. The free Summer Learning Program is planned and executed in conjunction with the 21st Century Learning Center program. Students who fall into our gap categories are encouraged to attend, and free busing is provided two of the four days per week.

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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 master schedule in 2016-17 did not allow for sufficient time to teach writing in fourth and fifth grades. This year (2017-18) we have increased time devoted to writing and students are given opportunities to write in all content areas. Additionally, instructional gaps have been identified from grade level to grade level, so committees are working to improve vertical alignment in math, reading, and writing, as well as developing lists of common vocabulary and processes to improve alignment. Absenteeism has contributed to some of our students' lack of academic progress; we have developed a comprehensive attendance plan and are working to reduce nonacademic barriers (such as attendance) through our Reducing Barriers to Learning committee, which includes our Associate Principal, FRYSC Coordinator, and school counselor.

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.

Teachers participated in our KPREP test data analysis to identify achievement gaps, and to develop strategies to address them. These strategies have been incorporated into our CSIP, and will be monitored at monthly committee meetings to ensure that they are being implemented with fidelity. Strategic partners involved are: SBDM Council, FRYSC Coordinator, RBTL committee, Special Education team, RTI team. All of the above, in addition to the teachers at Piner, participated in reviewing and analyzing multiple sources of data, including KPREP scores, to develop measurable goals, strategies, and activities to close the achievement gap.

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.

Areas of emphasis in our plan to close the Achievement Gap include focusing on the use of effective, research-based instructional strategies and activities for our Free and Reduced lunch students and students with disabilities in the areas of reading, writing, and language mechanics.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Piner Achievement Gap Group Identification 2017	Piner Achievement Gap Group Identification 2017	I, II.E, III
 Piner Measurable Gap Goal 2017	Piner Measurable Gap Goal 2017	I, II.E, III