

PN Equitable Access to Effective Educators School Diagnostic Dec2017

CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

Piner Elementary School
Christi Jefferds
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

Last Modified: 12/12/2017
Status: Open

TABLE OF CONTENTS

Equitable Access to Effective Educators School Diagnostic	3
ATTACHMENT SUMMARY	5

CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

Equitable Access to Effective Educators School Diagnostic

Equity Data Analysis:

Provide a brief analysis of the completed school data chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators. This data analysis should be included in the Comprehensive School Improvement Plan needs assessment. The analysis should address items and/or themes highlighted in yellow. **NOTE:** Attachments Required

Most of our teachers (85%) have advanced degrees. Our teacher turnover rate (12.5%) is lower than the state average of 17.1%. All our teachers are highly qualified, and all students have access to effective educators.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Barriers and Root Causes:

Identify your school's **barriers** to ensuring equitable access to effective educators for the students most at risk (students experiencing poverty, minority students, English Learners, students with disabilities) in the school. Explain the **reasons** why these barriers exist. **NOTE:** Attachments Optional

There are no discernible barriers to ensuring equitable access to effective educators. Our students most at risk (those living in poverty, minority students, English Learners, and students with disabilities) are all taught by highly effective, experienced and highly qualified teachers. The turnover rate of teachers is low.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Goal Setting:

Complete the School Equity Measures tab within the Equity Workbook. Updated and/or new measures should reflect the analysis of data, barriers, and root causes as listed above. Review the equity measures within this diagnostic and the goals in your CSIP. How are the concerns that have surfaced in the School Equity Measures, analysis of data, barriers and reasons for the barriers reflected in current CSIP goal(s)?

- If so, insert the associated CSIP goal(s) in the cell below.
- If not, create new SMART goal(s) to include in your CSIP to reflect this concern and insert it in the cell below.

***Goals should be set high enough to encourage and inspire increased effort while still being attainable.

NOTE: Attachments Optional

Proficiency Goal: Increase the combined reading and math percentage of proficient/distinguished students from 63.7 in 2017 to 77.6 in 2019 as measured by the school report card. Gap Goal: Increase the percentage of proficient/distinguished non-duplicated gap students in combined reading and math from 55.6 in 2017 to 71.5 in 2019 as measured by the school report card. Growth: Piner Elementary will increase the percentage of students showing growth in MAP for reading from 50.6% in Spring 2017 to 75.3% in Spring 2022, and for math from 52.3% in Spring 2017 to 76.15% in Spring 2022 as measured by the MAP Reading assessment. Transition: Piner Elementary will increase the percentage of students transition ready in grade 5 from 43.75% in 2017 to 71.88% by October 1, 2022, as determined by the percentage of students scoring proficient and distinguished in all areas of Reading, Math, Social Studies and Writing as measured by the school report card.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Strategies and Activities:

Identify **at least one** strategy and activity to address **each goal** identified above that is/will be embedded in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve educator effectiveness; and strategies to retain educators, particularly in high needs schools. Once implemented, these should assist the school in meeting the equity-related goals set in the previous section.

***The purpose is to ensure that equitable access to effective educators is incorporated into school planning.


NOTE: Attachments Optional

1. Proficiency goal: Strategy: KCWP 3: Design and Deliver Assessment Literacy Establish a process (work) to: Develop a progress monitoring system to monitor standards mastery for each student Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by learning target and by standard Establish a practice (worker) to: Create intentional opportunities for students to receive and offer effective feedback during learning Establish a condition (workplace) to: Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc. Strategy: KCWP 4: Review, Analyze and Apply Data Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by learning target and by standard Establish a practice (worker) to: Use collection of assessment artifacts to inform next steps for individual students and groups of students. 2. Gap goal: Strategy: KCWP 2: Design and Deliver Instruction Establish a process (work) to: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. Establish a process (work) to: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery Establish a practice (worker) to: Plan for and implement active student engagement strategies Establish a practice (worker) to: Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery KCWP 6: Establishing Learning Culture and Environment Establish a condition (workplace) to: Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc. 3. Growth goal: Strategy: KCWP 4: Review, Analyze and Apply Data Establish a practice (worker) to: Develop a system for student monitoring using data notebooks. Establish a practice (worker) to: Assure that attendance issues are rectified as to not pose an interference with the educational process of students. Establish a practice (worker) to: Create and monitor a "Watch (Cusp) List" for students performing below proficiency. Establish a practice (worker) to: Develop a system for student monitoring using data notebooks. 4. Transition Readiness goal Strategy: KCWP 1: Design and Deploy Standards Establish a process (work) to: Ensure regularly - scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures. Establish a process (work) to: Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks Strategy: KCWP 2: Design and Deliver Instruction Establish a practice (worker) to: Use formative and summative evidence to inform what comes next for individual students and groups of students KCWP 4: Review, Analyze and Apply Data Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by learning target and by standard

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Piner Elementary Equity Data FY18	School equity data worksheet	, , ,