

## 18-19 Phase Three: Closing the Achievement Gap Diagnostic\_11132018\_13:46

Phase Three: Closing the Achievement Gap Diagnostic

**Hillard Collins Elementary School**

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## Phase Three: Closing the Achievement Gap Diagnostic

### 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.

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.

The majority of the students in our building fall into one or more of the GAP populations. To actually not be in a gap group, the students are almost in a separate gap group. Being a very diverse school, we embrace the differences that our students bring in everyday. Having the amount of gap population students can present challenges to our faculty and they are not equipped or have enough differentiation strategies in their classrooms. An issue we encounter daily is that many of our students speak a different language than English. Spanish is the language spoken by the majority of our EL students but we have an influx of students who speak French and we don't have any staff members who speak French. We also have some students in several gap groups that should only count for one gap group. An example: Some students within this gap are misidentified, because they are actually African not African American. Many of the students in the gap groups are also coming to school, "Not Ready". To be proactive in meeting the needs of the students in our GAP groups we have several programs and interventions in place for the students and their families. • Translators for conferences • Phone Service for translations • Translated newsletters • Family Story Night • Labeling around the school in other languages • World Language class / PE class • ELL teachers and support staff • Computer Programs (Rossetta Stone) • Collins Caring Companions • Free lunch and breakfast daily • Foodbank bags • Coat Drives • Holiday Assistance • First Church book drive • 7 Hills Church clean up • YMCA soccer • WIZ kids • Big Smiles • ReadyGen: differentiating for all unique learners • Guided Reading • CoreLife: teaching core values • NorthKey counseling • Classroom guidance lessons • ESS • ABCs of Parenting • DARE /4H • Incorporation of LLI Reading program for students identified with a reading disability. • KAGAN Strategies • ST Math implementation • Guided Reading for in class instruction • Common reading and math series K-5

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.

We have not successfully closed any gap groups completely. The following gaps still remain: African American, Hispanic, Disability, F/R lunch, and 2 or more races.

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

2 or more races in reading improved with P/D 30% to 32.2% We also decreased N/A in math and increased P/D. Hispanic improved in reading with P/D 18.4% to 30.4% We decreased N/A in Math within the Hispanic group. Free and reduced decreased the number of N/A in both reading and math. African American math scores improved P/D by a few percentage points.

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

Math – African American, Disability, Hispanic Reading – African American, Disability, Hispanic Social Studies – African American, Disability, Hispanic Writing – African American, Hispanic

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

*(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).*

The school professional development plan is centered around improving core instruction in the classroom. Continued focus on reading through the implementation and support of Guided Reading for this school year. Standards work with the district to help with alignment within the district based on high percentage of transiency. Kagan structure professional development for increasing the engagement levels and percentages in the classroom setting. Professional development with implementation of Guided Math starting with 5th grade and working grade levels down. Professional development spent around domains of the ELEOT walk through instrument to increase school wide practices as identified by ELEOT. Extended School Services Plan will focus on students not performing at proficiency in the content areas of reading and math. Specific emphasis will be placed on TSI Gap Group students (African American). Implementation of the ST Math program and Lexia reading will be implemented.

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

- High turnover of staff - Attendance (students and staff) - Transiency of students - Low socioeconomic status - Not enough support staff - ELL - Disability - Behavior • African Americans are from Africa with little or no language. • Transient students in the building • Tardy and absences • Inability to communicate with students and parents due to a language barrier • Half day kindergarten • Limited space • Lack of subs in the building (split classrooms) Student are not ready for the grade that they are going into. Lacking number literacy, literacy skills, background knowledge and vocabulary. As a result we are using Guided Reading and a consistent math program. We have RTI services, but our bottom 20 % does not meet the needs of all of the students who need these services. We have a designated intervention block for reading and math. We need to look at the interventions we are using and determine if they are truly effective. Behavior/Emotional problems- We have more consistent PBIS policies established and implemented. The common areas and specials classroom are consistent with the implementation . Very low parent involvement- Not practicing test taking skills. Do we retain students enough? Very high transient rate- so we are using common standards and timelines. Not teaching to mastery with all students- because they are too far behind. We need to teach more vocabulary to assist students to increase reading comprehension.

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.

Data review of K-PREP scores with all certified staff. Special Education Data review days with Special Education certified teachers, District special education coordinator, principal, and Executive Director for Special Education, Boone County Schools. Meet monthly. Weekly, Wildly Important Goals- WIGs- meeting with all grade levels, special areas and special education teachers to review lead measures to meet end of semester and end of year growth goals for students. Specifically targeting GAP groups identified students.

### III. Planning the Work

#### Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

We are designated as a TSI school for the Gap Group of African American

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#### 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.

See Attached.

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 18-19 Achievement Gap Group Identification	18-19 Achievement Gap Group Identification	I
 18-19 Measurable Gap Goal	18-19 Measurable Gap Goal	III