



2020-21 Phase Three: Closing the Achievement Gap
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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

- . Complete the Achievement Gap Group spreadsheet and attach it.

Collins currently does not have a significant gap for any sub category.

ATTACHMENTS

Attachment Name



CSIP 2020-21 Collins Elementary

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

The majority of the students in our building fall into one or more of the sub populations. To actually not be in a sub population group, the students are almost in a separate sub population 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. We do not have anyone on staff currently that is fluent in 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 •WHIZ 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.

ATTACHMENTS

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B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

African American

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C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

African American is that Gap area we closed. Based on the 2018 school year K-PREP data were were identified as a Target Support and Intervention school (TSI). We no longer have the label of TSI. We are below the 33% difference at -19.7.

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D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

N/A

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

N/A

F. 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.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

LLI continued professional development for all Special Education teachers. Professional development and support in the areas of Guided Reading and Math. ST Math professional development and continued support with on site training from ST Math for implementation for all students.

III. Planning the Work

. 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 do not have and identified gap population for any content area for the current school year. We will continue to monitor growth of students through STAR, CASE assessments, RTI process, and common assessments in the building.

ATTACHMENTS

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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.

Collins currently does not have a significant gap for any sub category.






ATTACHMENTS

Attachment Name



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Attachment Summary

Attachment Name	Description	Associated Item(s)
 Collins Achievement Gap Group Identification		<ul style="list-style-type: none"> • I
 Collins Measurable Gap Goal		<ul style="list-style-type: none"> • III • III
 Collins Summary for Climate Survey		<ul style="list-style-type: none"> • II.A
 Collins Yellow Chart		<ul style="list-style-type: none"> • II.B • II.C • II.D
 CSIP 2020-21 Collins Elementary		<ul style="list-style-type: none"> •

