



2020-21 Phase Three: Executive Summary for
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2020-21 Phase Three: Executive Summary for Schools

Hillard Collins Elementary School
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. Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Collins Elementary is a school serving 825 children Preschool- 5th Grades. The school is located in Boone County, in the city of Florence, Kentucky, a suburb of Cincinnati, Ohio and one of 14 elementary schools in Boone County. Of the 825 students enrolled, 85% are on free or reduced lunch, qualifying our school as full school Title 1. Collins is a very diverse school with 24% of the population of Hispanic/Latino origin and another 5% of the population of other cultures originating from outside of the United States. We have 17 different languages that are spoken fluently by many families and students. We have a high transient rate, but the school and adjoining communities have strengthened their resolve to develop educational opportunities that will increase all students' chances for successful achievement of district, state and national goals. To meet the needs of our students we have 55 certified teachers all working within their certification, 100% Highly Qualified Classification with an average of about 10 years of teaching experience. Additional teachers are purchased to lower the number of teacher to student ratio. To help meet the language needs in the building we have a blended language program. Students whose primary language is English receive Spanish instruction with a certified teacher along with work using the Rosetta Stone Technology, Imagine Learning, and an English Language teacher. Students whose primary language is not English will have English Language Instruction with a certified teacher along with work using Rosetta Stone Technology. Our school geographically is within the boundaries of the city of Florence with a portion of it in the zip code area of Walton, KY. Our families reside in privately owned homes, rental homes, many apartment complexes and some trailer parks which provides for self- owned units and rentals. Over the last three years our population has continued to increase with families moving into our school's district. Due to this increase we have added 4 additional mobile classrooms. We work in partnership with Children Inc. to provide before school and after school care for our school aged children. We also partner with North Key to provide counseling services for the needs of our students, with no cost to their families. Through our collaborative partnership with Children Inc. we have been a School of Contribution for service learning projects our students take part in every year. The largest of the projects is our annual 5k run, Comets Color Run, where all proceeds are donated to a cause selected by our students.

being named a School of Distinction for the 9th year in a row through Children Inc. Students are formally recognized with NAESP Citizenship and Presidential Academic Awards. Student assemblies recognize students for achievement in academics, character skills, attendance and Accelerated Reading accomplishments. Our school has begun their 4th year of implementation of the reading series, ReadyGen. The texts in the series are from actual reading books at the students level. There is a writing component to the program that also focuses heavily on responding to text and a component to be set up similar to writer's workshop. Teachers took part in a book study, *The Next Steps in Guided Reading Focused Assessments* and targeted lessons for *Helping Every Student Become a Better Reader*, and are now applying this work to the books implemented by the program. In the area of math our school is in the 2nd year of implementation of the Envision math program. Teachers have received professional development in the implementation of the program and meet during PLC times to review common assessment data. Additional research-based instructional strategies are being implemented to address: multiple intelligence, individual learning needs and styles along with tying student work to real-life experiences. Each week grade level teams plan, disaggregate data, analyze student work and develop strategies for student academic success focusing on reviewing, re-teaching and extending the students' learning. Teachers also are taking part in instructionally focused professional development focused on the Next Generation Science Standards, Science Framework, *Understanding by Design for Primary and ELA development*. All students are formally assessed in reading and math a minimum of 3 times per year in grades K-5. Additionally, students indicating more intensive needs are assessed additionally to help lead the educational staff in determining individual learning needs and instructional practices needed for these students' success. A very extensive tiered Response to Intervention Program is in place for reading, math and behavior. English Language Learner educators are on staff to better meet the needs of our ELL students and their families. Volunteer programming also encourages parents and community members' active participation in the educational process such as: One to One Reading, Whiz Kids, National Junior and Senior Honor Societies, and Junior Achievement. Extended school programming offers tutoring and enrichment in various areas such as: reading, writing, math, technology, physical activities, career awareness, and arts and humanities so that students are able to explore their many talents and reach their academic potential.

• **CSI/TSI Schools (including ATSI) Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

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Attachment Summary

Attachment Name	Description	Associated Item(s)
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