



# Equitable Access Diagnostic

Hillard Collins Elementary School

Boone County

Thomas Wayne Loring, Principal  
9000 Spruce Dr  
Florence, KY 41042

# TABLE OF CONTENTS

Introduction.....	1
Needs Assessment.....	2
Equitable Access Strategies.....	3
Questions.....	5

## **Introduction**

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

**Needs Assessment**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

**What are the barriers identified?**

Need for vertically aligned programs.

Professional development to support differentiation.

Implementation of higher level questioning.

Using writing for multiple reasons.

**What sources of data were used to determine the barriers?**

K-PREP Scores

Stakeholder input

Classroom observations

STAR Data in reading and math

Response to Intervention Advisory Team Meetings

School Improvement Plan meetings

**What are the root causes of those identified barriers?**

Lack of consistent programs Kindergarten - 5th grades.

Teacher turn over

Lack of follow-up professional development for support of programs past implementation.

**What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?**

Under the leadership of the new administration teachers are showing higher growth with student achievement throughout the school year as determined by STAR Assessments and grade level assessment data. The K-PREP data shows some gains but not significant at this point with implementation of programs.

## **Equitable Access Strategies**

**Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.**

Each year students are placed in groups based on academic level, individual student need, and equal number of gender. Being 85% of our students coming from low income families, each group has an equitable number of student from socio-economic backgrounds. 25 % of our student population is made up of minority students. None of the teachers in our building are out of the field of certification and we do not currently have any teachers categorized as ineffective. Collins has had a teacher turn-over of more than 50% in the last two years with a new administration leading the building. This in turn has led to a staff with fewer years in the classroom, so supports and professional development is and will continue to be provided to those teachers to meet all the students' needs.

**Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?**

Each year students are placed in groups based on academic level, individual student need, and equal number of gender. Being 85% of our students coming from low income families, each group has an equitable number of student from socio-economic backgrounds. 25% of our student population is made up of minority students. None of the teachers in our building are out of the field of certification and we do not currently have any teachers categorized as ineffective. Collins has had a teacher turn-over of more than 50% in the last two years with a new administration leading the building. This in turn has led to a staff with fewer years in the classroom, so supports and professional development is and will continue to be provided to those teachers to meet all the students' needs.

**Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?**

This is handled at the District Human Resources Department.

**Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?**

This is handled at the District Human Resources Department. Administration ensures all teachers in the building are provided supports and professional development to meet the needs of all students from all sub groups.

**Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.**

There are no incentives given to teachers. Professional development is given to teachers to further their knowledge base and impact student learning.

**Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.**

1st year teachers in the state of Kentucky participate in the Kentucky Teacher Internship Program, which provides them with a mentor teacher to help them with their first year of teaching.

New teachers to the building are assigned a mentor teacher at their grade level and supports given to them from the Instructional Coach assigned to the building.

There are not out-of-field teachers in the building.

**Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?**

Through the teacher's professional growth plan specific growth steps are outlined and supported by the Instructional Coach and administration for professional development and/or funds to attend professional development supporting the teacher's instructional needs.

**Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?**

Administrative team at the building level analyze the data to look for trends of needs within the building. The Administrative team then determines how to best meet the needs indicated in the TELL survey and implements the plan and when appropriate include them in the School Improvement Plan.

## Questions

**Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.**

Goal 2: Increase achievement for all students in the Non-Duplicated Gap group at Collins Elementary School to increase the combined Reading and Math percent from 28.1% PD in 2015 to 51.5% PD in 2017 as measured by KPREP.

Strategy 1: Transition Years

Activities: Transition Years, Special Education Transitions

Strategy 2: Professional Development

Activities: Professional Development, Professional Development for Plans Aligned with Common Core, Coaching Model, Literacy-Writing, Students from Diverse Backgrounds, Highly Qualified Staff

Strategy 3: Collaborative Instructional Model

Activities: Collaborative Instructional Model, Common Planning Collaboration

Strategy 4: Intervention Strategies

Activities: Intervention Strategies, After School Learning, PBIS, Full Day Kindergarten Programming

Strategy 5: Addressing Students with Diverse Needs

Activities: Addressing Students with Diverse Needs, Transient Needs, Student Counseling

Strategy 7: Student Barriers to Learning

Activities: Meeting Family Physical, Social and Emotional Needs

Strategy 8: RTI

Activity: RTI Reading/Writing/Math