



Title I Schoolwide Diagnostic

Hillard Collins Elementary School

Boone County

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Introduction

This diagnostic tool is aligned for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act (ESEA). Using this tool will allow you to certify that the required schoolwide planning components are being met by a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP, b) inserting an optional narrative, and c) providing attachments. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings.

Component 1: Comprehensive Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Did the school use various and multiple academic and non-academic data sources to develop the comprehensive needs assessment?	Yes	K-Prep Data Tell Survey STAR data RTI Intervention scores Teacher input	

Label	Assurance	Response	Comment	Attachment
1.2	Did the analyzed data identify the school's priority needs?	Yes	Full school data analysis occurred. Teachers also disaggregated their own classroom data from last year from K-PREP and their incoming students data. Committee work also helped identify priority areas.	

Label	Assurance	Response	Comment	Attachment
1.3	Are needs prioritized based on grade level, content level or the achievement level of subgroups?	Yes	They are based on content levels, grade level and achievement levels of the subgroups.	

Label	Assurance	Response	Comment	Attachment
1.4	Were specific achievement gap issues identified and prioritized as part of the comprehensive needs assessment process?	Yes	Yes, they were identified by the data analysis and they are addressed by the School Improvement Plan in the Goals, Activities and Strategies.	

Label	Assurance	Response	Comment	Attachment
1.5	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that directly address the prioritized needs identified as part of the comprehensive needs assessment process?	Yes		

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Collins Elementary School students from 30.6 in 2015 to 53.6% by 2017.

Measurable Objective 1:

demonstrate a proficiency of 53.6% for Collins Elementary School by 06/30/2017 as measured by KPREP.

Strategy1:

Curriculum Assessment and Alignment - Curriculum Assessment and Alignment

Category:

Research Cited:

Activity - PLC to Drive Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement teacher teams, Professional Learning Communities, to review results from benchmark, progress monitoring, and grade level assessments, KPREP, common formative and summative assessments to drive instructional practice and make instructional changes as needed for students as indicated by the data. Monitor implementation through Advisory Team Meetings, Grade Level Meetings, administrative led Impact and Implementation teacher meetings with all teachers individually, grade level meetings led by the Instructional Coach.	Academic Support Program	01/05/2015	06/30/2017	\$0 - No Funding Required	Administration, Teachers, Instructional Coach, ELL Teachers, Special Education Teachers

Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vertical team meetings are set monthly focusing on math and reading in alternative months. Discussions based on assessment data for content implementation.	Professional Learning	01/01/2016	06/30/2017	\$0 - No Funding Required	Administration, Instructional Coach, Teachers, District Staff

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Activity - Collins University / Teacher Instructional Support PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop on-going professional development through Collins University, to ensure continued implementation and understanding of instructional practices implemented and adopted at Collins. Additional offerings to all staff will be offered through out the year to support implementation of ELA, Math, Science, Social Studies, the Arts, 21st Century Skills, Project Based Learning, etc. System of mentorship put in place for new teachers to the school to support them in their learning the infrastructure of the school and support them with instructional needs.	Professional Learning	08/11/2015	06/30/2017	\$1000 - Grant Funds	Administration, Teacher Leaders, Instructional Coach, Team Leaders, District Staff Support

Activity - New Collins Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop professional development training for all teachers new to Collins to be implemented to provide support in the instructional practices and programs implemented at Collins. Teachers will also be assigned a seasoned Collins mentor teacher for supports needed with implementation of instructional practices and programs in the first year at Collins. Support program will focus on ELA, Math, RTI, Science, Social Studies, the Arts, Technology and Project Based Learning.	Academic Support Program	01/01/2016	12/30/2016	\$5000 - School Council Funds	Administration, Instructional Coach, Team Leaders

Activity - Teacher as Trainers/Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify classroom teachers who exhibit knowledge in content and skills in instruction to build teacher leaders in all content areas. Continue to expand the use of teacher teams (i.e. PLC's, Data teams, Vertical and Horizontal Teams, etc.) to drive instructional decisions and enrich instructional practice in reading and math.	Academic Support Program	08/13/2014	06/30/2017	\$3000 - Grant Funds	Administration, Instructional Coaches, Teachers, District Staff,

Activity - Science Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and facilitate the understanding and implementation of the Next Generation Science Standards through study, model lessons, and embedded PD in collaboration with NKU, Thomas More and CINSAM at various grades and transition points for successful implementation and incorporation of STEM principles. Study and preparation for implementation of the Next Gen Science Standards. (Funding noted from DIP as Title II D) Development of plan for sharing information back to all teachers to be developed.	Academic Support Program	10/22/2014	06/30/2017	\$2000 - Grant Funds	District Support Staff, Instructional Coach, Administration, Teacher Leaders, Teachers

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Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the refinement, as well as implementation, of district curriculum, maps, and standards-based units of instruction aligned to KCAS, Quality Core and College Readiness Standards and secure SBDM support. Include in the planning and instructional process a clear focus on 21st century skills to include purposeful opportunities for students to: 1. analyze and evaluate thinking with multiple points of view to improve thinking 2. identify real world problems and research/investigate possible solutions using flexibility, originality, elaboration, and fluency of thought 3. work collaboratively with peers to become responsible, creative, independent lifelong learners. 4. Project Based Learning and service learning will be embedded into units to emphasize the use of 21st Century Skills.	Academic Support Program	08/13/2015	06/30/2016	\$0 - No Funding Required	Administration; Instructional Coach; Teachers; District Staff; Technology Support

Activity - Aligned Units of Study / UbD Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Facilitate the refinement and implementation of aligned units of study developed at the school and district level with district teacher leaders from across all grade levels in the content area or math. Reading has been completed at the school level. Teacher input will be forwarded through the teacher leaders to the district level for continuous refinement of the implementation of the KCAS (Kentucky Core Academic Standards), with a focus on embedding the problem based learning model within the instruction.	Direct Instruction	08/13/2015	06/30/2017	\$0 - No Funding Required	Administration, Instructional Coach, Teachers, District Personnel, Teacher Leaders

Activity - Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology training sessions provided for the implementation of current technology programs in the building to help support the instructional practices in the classroom. Training for implementation of the Chromebooks into the 3rd-5th grade classrooms for 1:1 implementation. Training on Google Classroom to take place as well.	Technology Academic Support Program	01/04/2016	06/30/2017	\$20000 - General Fund	District Director of Technology, Administration, Instructional Coach, Teachers

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Activity - Enrichment/Intervention of Content	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Students' growth/progress to be monitored to ensure the implementation and effectiveness of enrichments/interventions.</p> <p>Framework to include</p> <ol style="list-style-type: none"> 1. Pyramid of interventions for low achieving at-risk students 2. Instructional strategies to enhance/accelerate learning in the classroom for the advanced learners (G/T) 3. Strategies to address affective needs of learners 4. Intentional scheduling to reflect core extension (intervention/extension) as a resource for class time instruction 5. Develop an on-going professional development through Collins University, which will include new teacher trainings, to ensure continued implementation and understanding of instructional practices implemented and adopted at Collins. 	Academic Support Program	01/05/2015	06/01/2017	\$1000 - District Funding	Administration, SBDM Committees, Teacher Leaders, Instructional Coach, District G/T Resource Personnel

Activity - Integration of Social Studies Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Support and facilitate the understanding and implementation of Social Studies Standards and integration of instruction with them in reading and across content areas, through study, model lessons, and embedded PD for successful implementation and incorporation of these standards from the Program of Studies. Focus moved to investigative process and moved away from memorization process for social studies content.</p>	Academic Support Program	08/17/2015	06/30/2017	\$0 - No Funding Required	Administration, Teachers, Instructional Coach

Activity - School Readiness and Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Continue to refine, implement and support the required implementation of Brigance Kindergarten Readiness Screener to all incoming Kindergarten students. Analyze data from the screener to create and monitor a learning plan for next steps of instruction for Kindergarten students. Kindergarten Kamp will be offered to all incoming Kindergarten students, including parent sessions daily. Parent report meeting will also take place to review their child's individual student data and what next steps will be to support their child at home. Family Resource Center will also support family with needs for the development at home.</p>	Academic Support Program	07/25/2016	06/30/2017	\$5000 - District Funding \$1000 - Grant Funds	District Level Staff, Administration, Instructional Coach, teachers, FRYSC Coordinators

Strategy2:

ELA and Math Vertical Alignment - ELA and Math Vertical Alignment.

Category: Continuous Improvement

Research Cited:

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Activity - Math Best Practice Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development to all staff of mathematical best practice instructional strategies. The professional development will be centered around the math practice standards. Focus being placed also on what to do when a student is not meeting a math standard in their grade level.	Academic Support Program	01/04/2016	06/30/2017	\$5000 - General Fund	Administration, Instructional Coach, Team Leaders, Teachers

Activity - Guided Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement and support the guided reading model of instruction of all students in the content area of ELA. Provide professional development to teachers through the Ready Gen Reading series. The Next Steps to Guided Reading by Jan Richardson will serve as a resource or support to teachers. Teachers will implement guided reading instruction in the classroom on a daily basis to ensure all students are instructed at grade level. Opportunities for differentiation of reading will also be offered during the core reading block and intervention block schedule for each grade level.	Direct Instruction	08/10/2015	06/30/2016	\$1000 - Grant Funds	Administration, Instructional Coach, Team Leaders, Teachers

Activity - Vertically Aligned Instruction and Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Curriculum and Instruction Committee, with a minimum of one teacher per grade level, Special Education teacher representation and Response to Intervention teacher representation, in collaboration with the district, will research math instructional resources that will vertically align the implementation of the math standards of all grade levels K-5. The resources will also align with the district math curriculum. Where applicable is will also align with other Boone County Elementary Schools due to the high percentage of transient students at Collins within the district. Recommendation of the appropriate resources to the Site Based Council will be made when funding is available to purchase the instructional resources. An implementation plan will then be developed of the math resources, with supporting professional development being given to support the teachers to implement the program to fidelity.	Academic Support Program	02/01/2016	06/30/2017	\$85000 - Grant Funds	Administration, Instructional Coach, SBDM, Teachers, Assistant Superintendent of Learning Support, Director of Elementary Teaching and Learning.

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.

Measurable Objective 1:

demonstrate a proficiency increase from 28.1% PD to 51.5% PD by 06/30/2017 as measured by KPREP.

Strategy1:

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Student Barriers to Learning - In School Attendance

Category: Continuous Improvement

Research Cited:

Activity - Meeting Family Physical, Social and Emotional Needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To reduce learning barriers for students, continue to provide services to meet families' physical, mental, social and emotional needs through programming with agencies and coordination with School Guidance Counselor in addition to adding another Counselor (through staff conversion, SBDM funding funding) Social workers in the FRC, both a Coordinator and Assistant Coordinator. (FRC Funding -\$27,000 for staffing) Catholic Charities Counselor; Counselor provided by the district through North Key.	Parent Involvement	08/13/2015	06/30/2017	\$15000 - School Council Funds \$27000 - FRYSC	Administration, FYRSC Coordinators, District Support Staff, Counselors

Strategy2:

Addressing Diverse Needs - Addressing Diverse Needs

Category:

Research Cited:

Activity - Addressing Transient Needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training, resources and support to address barriers to learning, including but not limited to the transient population and access to health and social services in collaboration with community and parent/caregiver partners. Address need for additional staff counselor to meet the mental, social and emotional needs of the mobile, at-risk population.	Academic Support Program	07/01/2015	06/30/2017	\$400 - Other \$3000 - Title I Schoolwide \$100 - State Funds \$51000 - Other	Administration, District Student Support Services and Learning Support Services, FRC

Activity - Strategies Addressing Diverse Needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue and expand professional learning in research based strategies for students from diverse backgrounds including: Language and content objectives for ELLs; Meeting the needs of at-risk and transient students; Specific strategies for students with disabilities. Refinement and implementation of diversity and equity awareness include training for staff on cultural responsiveness to social norms as demographics in our data continually change. Continue to explore and implement research-based strategies for language acquisition with the district leadership.	Academic Support Program	08/13/2015	06/30/2017	\$0 - Other	Administration, District Staff, Coaches, FRC Staff

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Activity - Student Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One full time equivalent Guidance Counselor will be purchased to address and assist with student needs in the building with guidance and serve as a Admissions and Release Chair-person for the special education process. One North Key Counselor will be provided to meet students' mental health needs. One part time Catholic Charities counselor will also be purchased to meet students' mental health needs. All counselors will work with the families to meet needs outside of school.	Behavioral Support Program	08/13/2015	06/30/2017	\$25000 - Grant Funds \$45000 - General Fund	Adminstration, Guidance Counselor, Catholic Charities and North Key Counselors

Strategy3:

Rtl - Rtl

Category:

Research Cited:

Activity - Rtl Reading/Writing/Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the Rtl/tiered intervention process at all grade levels for targeted students included in sub-populations. Provide adequate materials, programming and staffing to meet these needs. (LEP, disabilities, F/R, African-American, Hispanic, Two or More Races). All students' progress to be monitored to ensure the implementation and effectiveness of such interventions. Allocation provided for additional staffing to support the Rtl process.	Academic Support Program	08/13/2015	06/30/2017	\$8000 - School Council Funds \$51000 - District Funding \$168945 - Title I Part A	Administration, SBDM Committees, Teachers, Coach

Strategy4:

Professional Development - Professional Development

Category:

Research Cited:

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide modeling, embedded PD, training, and support on: Renaissance Learning (Star Reading, Math, and Early Literacy), embedded 21st century skills to include intentional instruction in critical and creative thinking skills, collaboration strategies, continued support with the implementation of writing skills using a school based writing structure in line with the RA Jones Middle School, spoken communication skills, differentiation of instruction within units, enhance teachers content knowledge in the areas of literacy and numeracy (developing lead teachers to be content specialist in the building through the LDC, using the Understanding by Design model, MDC and Science Fishbowls), enhance teachers content knowledge in other areas to include writing, science, social studies for compatibility with pending focus in writing and new content standards, formative and summative assessment to assure the strategies are embedded in instruction and also reflect state assessment models, data analysis with feedback, interventions in ELA and Math, meeting the needs of ELL students (i.e SIOP like trainings for ELL and collaborative staff), recognize and respond to academic and nonacademic barriers to learning, incorporate new and mandated technology standards as part of instructional units and practice, Instructional strategies as identified through best practices.	Professional Learning	08/11/2015	06/30/2017	\$1500 - State Funds \$3000 - Title I Schoolwide \$2000 - Other	Administration; Coach; Teachers; District Personnel; Technology Support; FRC Staff

Activity - Professional Development for Plans Aligned with Common Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will provide support to school staff in the professional development of Personal Learning Plans (Rtl) and implementation of Individual Learning Plans, Program Service Plans, aligned with the Common Core State Standards and behavior expectations: Analyze student data including but not limited to STAR, K-PREP, EPAS, SWIS, etc. Use data analysis to plan, review and revise instruction; Monitor and evaluate implementation process at the school and district level. (Funding noted from DIP from IDEA)	Professional Learning	08/13/2015	06/30/2017	\$0 - No Funding Required	Director of Special Education, Special Education Coordinators, Teachers as Trainers, Teachers, ELL district and school support staff, Administration

Activity - Students from Diverse Backgrounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish, implement, and monitor professional learning in research based strategies for students from diverse backgrounds including: Language and content objectives for ELLs; Meeting the needs of students of poverty, homeless and transient; Specific strategies for students with disabilities.	Professional Learning	08/13/2015	06/30/2017	\$2000 - Title I Schoolwide	Administration, Teachers, Coach, District Support Staff, FRC, Title 1 Coordinator

Activity - Highly Qualified Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff maintain Highly qualified status and recruitment of this staff by the use of Human Resources Services and recruitment and application process	Recruitment and Retention	08/13/2015	06/30/2017	\$0 - No Funding Required	Administration, District Office Human Resources

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Activity - Literacy - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training with specific writing intervention techniques and strategies needed for staff in order to transition our children in their writing skills to proficiency. This will be a consistent school writing structure to be aligned horizontally in each grade level and then vertically to ensure consistency K-5. Correlation to the middle school will also ensure transition of students to 6th grade having common language. Inclusive in this would be use of technology such as, but not limited to, Read Write 11.	Professional Learning	01/04/2016	06/30/2017	\$1000 - Title I Schoolwide	Administration, Coach, District Support Staff

Activity - Coach Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coach will continue to support refinement of instruction and curriculum, provide professional development, and resource support to all certified staff.	Academic Support Program	08/07/2015	06/30/2017	\$60000 - District Funding	Administration, District Staff and Admnsitration, Coaches, Teachers

Strategy5:

Parent Involvement and Leadership - Parent Involvement and Leadership

Category:

Research Cited:

Activity - Parent Involvement and Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to work with resources to provide opportunities for family leadership and engagement. Included but not limited to: PTA, CIPL, SBDM Council, Volunteer Opportunities, Conferences and involvement with child's teacher. Development of a school wide Remind 101 or communication through the use of the school Blackboard program for the school to communicate with parents.	Parent Involvement	01/04/2016	06/30/2017	\$500 - Title I Schoolwide \$500 - Grant Funds \$2000 - FRYSC	Administration, District Title I staff support, FRC mission and goals, Teachers

Activity - Parent Involvement- learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning opportunities that involve adults, parents and/or child will be provided to enrich and support the child's instructional needs at school and at home.	Parent Involvement	08/13/2015	06/30/2017	\$1500 - Title I Schoolwide \$2000 - Grant Funds \$10649 - FRYSC	Administration, Teachers, Coach, FRC Staff

Strategy6:

Other- Transition Years - Other- Transition Years

Category: Continuous Improvement

Research Cited:

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Activity - Special Education Transitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At transition years, a transition meeting will take place on students with special education identification. This process will be conducted during an ARC with staff members currently working with the student and staff members from the incoming grade levels.	Academic Support Program	01/04/2016	06/30/2017	\$0 - No Funding Required	Adminstration, ARC Chair, Teachers

Activity - Transtion Years	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Work with families and community members to ensure all children experience an effective transition to school entry from preschool to kindergarten, primary to intermediate levels, as well as elementary to middle school.</p> <p>From Preschool to Kindergarten:</p> <ol style="list-style-type: none"> 1. Kindergarten Kamp will be offered to all incoming Kindergarten students during the summer to help with the transition to the full day program. Parents will also have 30 minutes each day of the Kindergarten Kamp to provide them with strategies in the areas of reading, math, and school readiness strategies presented by the Kindergarten teachers. 2. Assess all kindergartners at school entry with the common statewide screener. (BRIGANCE) 3. Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments. 4. Through the benchmark assessments given at the beginning of the year identify students needing additional reading interventions through the RtI process. 5. Offer an Open House Night for Parents of incoming Kindergarten students <p>Primary to Intermediate:</p> <ol style="list-style-type: none"> 1. Curriculum Night 2. Transition from non-graded primary to receiving grades for the work completed; spring of year 3. Parent Handbook explaining expectations, grading, homework etc. <p>From Elementary to Middle School:</p> <ol style="list-style-type: none"> 1. Transition Night for parents and students with the middle school 2. Spring Orientation for Parents 3. Spring School visit for students 4. Summer student orientation program at receiving middle school (Middle School Transition Nights, Open House, Jump Start at R.A. Jones) 5. Start The Change night offered to 5th grade parents as a 1 hour program on adolescent change addressing the development of executive functions, along with other changes during the teen years due to important modification in how the brain functions. 	Academic Support Program	07/01/2015	06/30/2017	\$1000 - Title I Schoolwide \$1300 - State Funds	Administration; District Personnel; Teachers; Support Staff, Kindergarten Teachers, Director of Elementary

Strategy7:

Intervention Strategies - Intervention Strategies

Category: Continuous Improvement

Research Cited:

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Activity - After School Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue intensive before/after-school and summer acceleration program in ELA and math for the neediest academic students along with enrichment program offerings. This can include on and off campus learning opportunities. Mentoring opportunities for students will also be offered through the Whiz Kids program and Unite to Read program with 3rd grade students.	Academic Support Program	10/01/2015	06/30/2016	\$25000 - Title I Schoolwide \$1800 - FRYSC \$15000 - State Funds	Administration, Teachers, Coaches, District Support and Staff, FYRSC Coordinators

Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier based instructional interventions for students in Response to Intervention. Advisory Team Meetings will be held every 6-8 weeks to review progress monitoring data and make instructional next step plans for the students. Monitor Progress through assessments including but not limited to STAR. Provide substitutes for half day coverage for meetings to occur.	Academic Support Program	08/13/2015	06/30/2017	\$8000 - School Council Funds	Administration, Coaches, District Staff, Teachers

Activity - Full Day Kindergarten Programming	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to offer a full day kindergarten programming to be able to address students instructional needs on a more intensive basis, grow vocabulary and social skills and provide them with increased learning time to address the learning standards.	Academic Support Program	08/13/2015	06/30/2017	\$98000 - Title I Schoolwide	Administration, Teachers

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue training and support/monitoring for implementation of school-wide PBIS with district support.	Behavioral Support Program	08/13/2015	06/30/2017	\$0 - No Funding Required \$45000 - General Fund	Administration, District Administration and Support Staff, Coach, Teachers, Behavior Intervention Teacher

Strategy8:

Collaborative Instructional Model - Collaborative Instructional Model

Category:

Research Cited:

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Activity - Collaborative Instructional Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish protocol and procedures to expand the use of effective collaboration in all classrooms. Regular and special education teacher teams will have support and on-going training on effective collaboration and implement a monitoring system to assess continuous progress and guide instructional decisions for students with disabilities, ELL and G/T including, but not limited to, establishing a baseline as to where the school is in the use of effective collaboration, identifying the barriers to effective collaboration, and providing training and support on collaboration to meet the individual needs of students. Para-educators also need to be included in this training to enhance their instructional collaboration work.	Academic Support Program	01/05/2015	06/30/2016	\$0 - Other	Director of Special Education, Special Education Coordinators, Director of Gifted and Talented Programming, Asst. Supt. for ELL support and needs, Teachers, Administration, Coaches

Activity - Common Planning - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common planning will be provided for grade level teams along with special education and English Language Learner Teachers and Rtl staff to allow for teachers to analyze data, determine instructional needs and strategies, share and learn (PLC) receive professional development and varied other needs to ensure sound instructional practices for our students. Vertical Common planning time with all staff members will be planned using faculty meetings. (TELL Survey reflects that this is a need for more consistency and time)	Academic Support Program	08/13/2015	06/30/2017	\$0 - No Funding Required	Administration, Teachers, District Support Staff, SBDM (Policy on Staff time), Coach and Team Leaders.

Strategy9:

School Safety - Safety of all Stakeholders.

Category: Management Systems

Research Cited:

Activity - School Safety Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evaluate and revised the developed safety plan for the school in collaboration with the Boone County Emergency Response and the Deputy Superintendent of Operational Services. The plan will be reviewed yearly with Emergency Response, Fire, Police and EMS. Lock-Down, Tornado, Fire and Earth quake drill will be practiced by all individuals in the building on regularly scheduled intervals.	Policy and Process	08/03/2015	06/30/2017	\$0 - No Funding Required	Administration, Emergency Response, Teachers, Classified Staff, and Deputy Superintendent of Operational Services

Activity - CERT Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All faculty and staff will receive yearly training in Crisis Emergency Response Training for lock-down procedures and keeping the building and all stakeholders safe in a crisis situation.	Professional Learning	08/03/2015	06/30/2017	\$0 - No Funding Required	Administration, District Personnel, Boone County Emergency Response, Teachers and Classified staff.

Goal 3:

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Decrease the combine reading and math percent novice by 50% from 57.8 in 2015 to 28.9 by 2019.

Measurable Objective 1:

A 50% decrease of All Students will increase student growth from the Novice percentages in reading and math. in Reading by 06/07/2019 as measured by K-PREP.

Strategy1:

Professional Book Study - Book Study on Best Practices in instruction.

Category: Continuous Improvement

Research Cited:

Activity - Best Practice Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty book study on Best Practice Today's Standards for Teaching and Learning in America's Schools.	Professional Learning Academic Support Program	03/01/2016	12/30/2016	\$1500 - School Council Funds	Administration, Instructional Coach

Activity - What Great Teachers Do Differently Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty book study on What Great Teachers Do Differently 17 things that Matter Most.	Professional Learning	01/04/2016	12/30/2016	\$700 - School Council Funds	Administration, Instructional Coach

Strategy2:

Content Vocabulary Development - Provide content specific vocabulary development for students.

Category: Continuous Improvement

Research Cited:

Activity - Content Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide exposure and vocabulary activities to all students in content vocabulary development. Picture support with reading and math word walls, vocabulary card/student necklaces, and ELL support for understanding vocabulary.	Academic Support Program	01/04/2016	06/30/2017	\$3000 - Title I Schoolwide	Administration, Instructional Coach, Team Leaders, ELL Teachers

Strategy3:

Differentiation - Differentiation of reading and math.

Category: Continuous Improvement

Research Cited:

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Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development in best practices in reading and math to include differentiation strategies for students. The differentiation strategies will be universal for implementation in any program implemented at Collins.	Academic Support Program	01/04/2016	06/30/2017	\$10000 - General Fund	Administration, Instructional Coach, Teachers, Director of Elementary

Strategy4:

Special Education Reading - Implement a new reading resource for students identified with reading goals on their Individual Education Plan.

Category: Continuous Improvement

Research Cited:

Activity - Special Education Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research and implement a research based reading resource for students identified with reading goals on the Individual Education Plan. Ongoing training to be implemented for the Special Education teachers implementing the resource/program. Monthly progress monitoring meetings will be held to discuss student progress and next instructional steps for each student.	Academic Support Program	01/04/2016	06/30/2017	\$25000 - Other	Director of Special Education, Special Education Coach, Administration, Instructional Coach, Special Education Teachers

Strategy5:

Data Analysis - Analyze data to determine next steps in student academic progression.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development in data analysis. Focus on purpose for data analysis, information to gain from data analysis, and how to determine next instructional differentiation steps for a student progress in reading and/or math.	Professional Learning	01/04/2016	06/30/2017	\$0 - No Funding Required	Administration, Instructional Coach, Team Leaders

Label	Assurance	Response	Comment	Attachment
2.1	Were the strategies selected based on best practices and scientific research?	Yes	They are selected on Best Practices and programs are research based.	

Title I Schoolwide Diagnostic

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Label	Assurance	Response	Comment	Attachment
2.2	Are all teachers and para-educators required to implement selected strategies?	Yes	All stakeholders are required to teach Ready Gen Reading series to fidelity of the program. The other strategies will be required once complete training has occurred for the faculty and staff.	

Label	Assurance	Response	Comment	Attachment
2.3	Does the Title I Schoolwide programming align with state standards?	Yes	Yes, it does align with the state standards.	

Label	Assurance	Response	Comment	Attachment
2.4	Does the Title I Schoolwide programming allow for extended learning time?	Yes	Yes we have before and after school learning times. We also have summer school to decrease summer learning loss.	

Label	Assurance	Response	Comment	Attachment
2.5	Does the Title I Schoolwide programming provide high quality activities that will close achievement gaps between identified subgroups (i.e., male and female; students with and without disabilities; students with and without English proficiency; minority and non-minority students; and students eligible and not eligible for free or reduced lunch meals)?	Yes	Yes, with the implementation of high quality programs and trainings listed in the School Improvement Plan to address achievement gaps will help the subgroups.	

Label	Assurance	Response	Comment	Attachment
2.6	Are the achievement issues of students with special needs being specifically addressed?	Yes	We are focusing heavily on reading with an emphasis on resources available and training provided to the teachers to support their implementation. Math resources and supports are also being implemented.	

Label	Assurance	Response	Comment	Attachment
2.7	Is the Title I Schoolwide plan being implemented as designed?	Yes	Yes, it is being implemented as designed.	

Label	Assurance	Response	Comment	Attachment
2.8	Were the strategies and activities effective in increasing student achievement?	Yes	Data indicates the Kindergarten students increased in their academic abilities based on providing full day kindergarten. Data also indicates gains in Achievement, Gap, NAPD Social Studies, NAPD SS Gap, and Math Growth.	

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Label	Assurance	Response	Comment	Attachment
2.9	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that directly address schoolwide reform and closing the achievement gap?	Yes	The goals and objectives are written so all students will show academic growth and schoolwide how to reform our school and how to close the achievement gap, including novice reduction.	

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Collins Elementary School students from 30.6 in 2015 to 53.6% by 2017.

Measurable Objective 1:

demonstrate a proficiency of 53.6% for Collins Elementary School by 06/30/2017 as measured by KPREP.

Strategy1:

Curriculum Assessment and Alignment - Curriculum Assessment and Alignment

Category:

Research Cited:

Activity - Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology training sessions provided for the implementation of current technology programs in the building to help support the instructional practices in the classroom. Training for implementation of the Chromebooks into the 3rd-5th grade classrooms for 1:1 implementation. Training on Google Classroom to take place as well.	Academic Support Program Technology	01/04/2016	06/30/2017	\$20000 - General Fund	District Director of Technology, Administration, Instructional Coach, Teachers

Activity - Collins University / Teacher Instructional Support PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop on-going professional development through Collins University, to ensure continued implementation and understanding of instructional practices implemented and adopted at Collins. Additional offerings to all staff will be offered through out the year to support implementation of ELA, Math, Science, Social Studies, the Arts, 21st Century Skills, Project Based Learning, etc. System of mentorship put in place for new teachers to the school to support them in their learning the infrastructure of the school and support them with instructional needs.	Professional Learning	08/11/2015	06/30/2017	\$1000 - Grant Funds	Administration, Teacher Leaders, Instructional Coach, Team Leaders, District Staff Support

Title I Schoolwide Diagnostic

Hillard Collins Elementary School

Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vertical team meetings are set monthly focusing on math and reading in alternative months. Discussions based on assessment data for content implementation.	Professional Learning	01/01/2016	06/30/2017	\$0 - No Funding Required	Administration, Instructional Coach, Teachers, District Staff

Activity - New Collins Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop professional development training for all teachers new to Collins to be implemented to provide support in the instructional practices and programs implemented at Collins. Teachers will also be assigned a seasoned Collins mentor teacher for supports needed with implementation of instructional practices and programs in the first year at Collins. Support program will focus on ELA, Math, RTI, Science, Social Studies, the Arts, Technology and Project Based Learning.	Academic Support Program	01/01/2016	12/30/2016	\$5000 - School Council Funds	Administration, Instructional Coach, Team Leaders

Activity - Teacher as Trainers/Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify classroom teachers who exhibit knowledge in content and skills in instruction to build teacher leaders in all content areas. Continue to expand the use of teacher teams (i.e. PLC's, Data teams, Vertical and Horizontal Teams, etc.) to drive instructional decisions and enrich instructional practice in reading and math.	Academic Support Program	08/13/2014	06/30/2017	\$3000 - Grant Funds	Administration, Instructional Coaches, Teachers, District Staff,

Strategy2:

ELA and Math Vertical Alignment - ELA and Math Vertical Alignment.

Category: Continuous Improvement

Research Cited:

Activity - Guided Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement and support the guided reading model of instruction of all students in the content area of ELA. Provide professional development to teachers through the Ready Gen Reading series. The Next Steps to Guided Reading by Jan Richardson will serve as a resource or support to teachers. Teachers will implement guided reading instruction in the classroom on a daily basis to ensure all students are instructed at grade level. Opportunities for differentiation of reading will also be offered during the core reading block and intervention block schedule for each grade level.	Direct Instruction	08/10/2015	06/30/2016	\$1000 - Grant Funds	Administration, Instructional Coach, Team Leaders, Teachers

Title I Schoolwide Diagnostic

Hillard Collins Elementary School

Activity - Math Best Practice Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development to all staff of mathematical best practice instructional strategies. The professional development will be centered around the math practice standards. Focus being placed also on what to do when a student is not meeting a math standard in their grade level.	Academic Support Program	01/04/2016	06/30/2017	\$5000 - General Fund	Administration, Instructional Coach, Team Leaders, Teachers

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.

Measurable Objective 1:

demonstrate a proficiency increase from 28.1% PD to 51.5% PD by 06/30/2017 as measured by KPREP.

Strategy1:

School Safety - Safety of all Stakeholders.

Category: Management Systems

Research Cited:

Activity - School Safety Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evaluate and revised the developed safety plan for the school in collaboration with the Boone County Emergency Response and the Deputy Superintendent of Operational Services. The plan will be reviewed yearly with Emergency Response, Fire, Police and EMS. Lock-Down, Tornado, Fire and Earth quake drill will be practiced by all individuals in the building on regularly scheduled intervals.	Policy and Process	08/03/2015	06/30/2017	\$0 - No Funding Required	Administration, Emergency Response, Teachers, Classified Staff, and Deputy Superintendent of Operational Services

Activity - CERT Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All faculty and staff will receive yearly training in Crisis Emergency Response Training for lock-down procedures and keeping the building and all stakeholders safe in a crisis situation.	Professional Learning	08/03/2015	06/30/2017	\$0 - No Funding Required	Administration, District Personnel, Boone County Emergency Response, Teachers and Classified staff.

Strategy2:

Professional Development - Professional Development

Category:

Research Cited:

Title I Schoolwide Diagnostic

Hillard Collins Elementary School

Activity - Highly Qualified Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff maintain Highly qualified status and recruitment of this staff by the use of Human Resources Services and recruitment and application process	Recruitment and Retention	08/13/2015	06/30/2017	\$0 - No Funding Required	Administration, District Office Human Resources

Activity - Professional Development for Plans Aligned with Common Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will provide support to school staff in the professional development of Personal Learning Plans (Rtl) and implementation of Individual Learning Plans, Program Service Plans, aligned with the Common Core State Standards and behavior expectations: Analyze student data including but not limited to STAR, K-PREP, EPAS, SWIS, etc. Use data analysis to plan, review and revise instruction; Monitor and evaluate implementation process at the school and district level. (Funding noted from DIP from IDEA)	Professional Learning	08/13/2015	06/30/2017	\$0 - No Funding Required	Director of Special Education, Special Education Coordinators, Teachers as Trainers, Teachers, ELL district and school support staff, Administration

Activity - Coach Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coach will continue to support refinement of instruction and curriculum, provide professional development, and resource support to all certified staff.	Academic Support Program	08/07/2015	06/30/2017	\$60000 - District Funding	Administration, District Staff and Administration, Coaches, Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide modeling, embedded PD, training, and support on: Renaissance Learning (Star Reading, Math, and Early Literacy), embedded 21st century skills to include intentional instruction in critical and creative thinking skills, collaboration strategies, continued support with the implementation of writing skills using a school based writing structure in line with the RA Jones Middle School, spoken communication skills, differentiation of instruction within units, enhance teachers content knowledge in the areas of literacy and numeracy (developing lead teachers to be content specialist in the building through the LDC, using the Understanding by Design model, MDC and Science Fishbowls), enhance teachers content knowledge in other areas to include writing, science, social studies for compatibility with pending focus in writing and new content standards, formative and summative assessment to assure the strategies are embedded in instruction and also reflect state assessment models, data analysis with feedback, interventions in ELA and Math, meeting the needs of ELL students (i.e SIOF like trainings for ELL and collaborative staff), recognize and respond to academic and nonacademic barriers to learning, incorporate new and mandated technology standards as part of instructional units and practice, Instructional strategies as identified through best practices.	Professional Learning	08/11/2015	06/30/2017	\$3000 - Title I Schoolwide \$2000 - Other \$1500 - State Funds	Administration; Coach; Teachers; District Personnel; Technology Support; FRC Staff

Title I Schoolwide Diagnostic

Hillard Collins Elementary School

Goal 3:

Decrease the combine reading and math percent novice by 50% from 57.8 in 2015 to 28.9 by 2019.

Measurable Objective 1:

A 50% decrease of All Students will increase student growth from the Novice percentages in reading and math. in Reading by 06/07/2019 as measured by K-PREP.

Strategy1:

Professional Book Study - Book Study on Best Practices in instruction.

Category: Continuous Improvement

Research Cited:

Activity - What Great Teachers Do Differently Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty book study on What Great Teachers Do Differently 17 things that Matter Most.	Professional Learning	01/04/2016	12/30/2016	\$700 - School Council Funds	Administration, Instructional Coach

Activity - Best Practice Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty book study on Best Practice Today's Standards for Teaching and Learning in America's Schools.	Academic Support Program Professional Learning	03/01/2016	12/30/2016	\$1500 - School Council Funds	Administration, Instructional Coach

Label	Assurance	Response	Comment	Attachment
3.1	Do all of the teachers and para-educators assigned to the school meet the definition for highly qualified?	Yes	They are all highly qualified.	

Label	Assurance	Response	Comment	Attachment
3.2	If all teachers and para-educators are not considered highly qualified, is the school taking specific steps to ensure that - prior to hiring - all teachers and para-educators are highly qualified?	N/A		

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Hillard Collins Elementary School

Label	Assurance	Response	Comment	Attachment
3.3	If all teachers and para-educators are not considered highly qualified, is the school taking specific steps to assist non-highly qualified teachers and/or para-educators to obtain highly qualified status?	N/A		

Label	Assurance	Response	Comment	Attachment
3.4	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support instruction is being provided by highly qualified teachers and para-educators?	Yes		

Component 4: Highly Qualified Professional Development for Principals, Teachers, and Paraeducators

Highly Qualified Professional Development for Principals, Teachers, and Paraeducators

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Collins Elementary School students from 30.6 in 2015 to 53.6% by 2017.

Measurable Objective 1:

demonstrate a proficiency of 53.6% for Collins Elementary School by 06/30/2017 as measured by KPREP.

Strategy1:

Curriculum Assessment and Alignment - Curriculum Assessment and Alignment

Category:

Research Cited:

Activity - Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology training sessions provided for the implementation of current technology programs in the building to help support the instructional practices in the classroom. Training for implementation of the Chromebooks into the 3rd-5th grade classrooms for 1:1 implementation. Training on Google Classroom to take place as well.	Technology Academic Support Program	01/04/2016	06/30/2017	\$20000 - General Fund	District Director of Technology, Administration, Instructional Coach, Teachers

Activity - New Collins Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop professional development training for all teachers new to Collins to be implemented to provide support in the instructional practices and programs implemented at Collins. Teachers will also be assigned a seasoned Collins mentor teacher for supports needed with implementation of instructional practices and programs in the first year at Collins. Support program will focus on ELA, Math, RTI, Science, Social Studies, the Arts, Technology and Project Based Learning.	Academic Support Program	01/01/2016	12/30/2016	\$5000 - School Council Funds	Administration, Instructional Coach, Team Leaders

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Hillard Collins Elementary School

Activity - Collins University / Teacher Instructional Support PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop on-going professional development through Collins University, to ensure continued implementation and understanding of instructional practices implemented and adopted at Collins. Additional offerings to all staff will be offered through out the year to support implementation of ELA, Math, Science, Social Studies, the Arts, 21st Century Skills, Project Based Learning, etc. System of mentorship put in place for new teachers to the school to support them in their learning the infrastructure of the school and support them with instructional needs.	Professional Learning	08/11/2015	06/30/2017	\$1000 - Grant Funds	Administration, Teacher Leaders, Instructional Coach, Team Leaders, District Staff Support

Activity - PLC to Drive Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement teacher teams, Professional Learning Communities, to review results from benchmark, progress monitoring, and grade level assessments, KPREP, common formative and summative assessments to drive instructional practice and make instructional changes as needed for students as indicated by the data. Monitor implementation through Advisory Team Meetings, Grade Level Meetings, administrative led Impact and Implementation teacher meetings with all teachers individually, grade level meetings led by the Instructional Coach.	Academic Support Program	01/05/2015	06/30/2017	\$0 - No Funding Required	Administration, Teachers, Instructional Coach, ELL Teachers, Special Education Teachers

Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vertical team meetings are set monthly focusing on math and reading in alternative months. Discussions based on assessment data for content implementation.	Professional Learning	01/01/2016	06/30/2017	\$0 - No Funding Required	Administration, Instructional Coach, Teachers, District Staff

Activity - Teacher as Trainers/Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify classroom teachers who exhibit knowledge in content and skills in instruction to build teacher leaders in all content areas. Continue to expand the use of teacher teams (i.e. PLC's, Data teams, Vertical and Horizontal Teams, etc.) to drive instructional decisions and enrich instructional practice in reading and math.	Academic Support Program	08/13/2014	06/30/2017	\$3000 - Grant Funds	Administration, Instructional Coaches, Teachers, District Staff,

Strategy2:

ELA and Math Vertical Alignment - ELA and Math Vertical Alignment.

Category: Continuous Improvement

Research Cited:

Title I Schoolwide Diagnostic

Hillard Collins Elementary School

Activity - Math Best Practice Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development to all staff of mathematical best practice instructional strategies. The professional development will be centered around the math practice standards. Focus being placed also on what to do when a student is not meeting a math standard in their grade level.	Academic Support Program	01/04/2016	06/30/2017	\$5000 - General Fund	Administration, Instructional Coach, Team Leaders, Teachers

Strategy3:

Family Resource Center Instructional Supports - Meeting students and parents outside the regular school day for instructional support and parent training.

Category: Continuous Improvement

Research Cited:

Activity - Summer Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For a week long program in the summer the FRC will sponsor a summer reading program in a local neighborhood. Partners are invited from the community to read with the students and provide interventions to the students. Community partners include, but are not limited to, the Boone County Library, Circus MoJo, etc. Parents also receive information from the community to help support the family needs.	Academic Support Program	06/01/2016	07/01/2016	\$1000 - FRYSC	FRYSC Coordinator, Administration, Guidance Counselors

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.

Measurable Objective 1:

demonstrate a proficiency increase from 28.1% PD to 51.5% PD by 06/30/2017 as measured by KPREP.

Strategy1:

Intervention Strategies - Intervention Strategies

Category: Continuous Improvement

Research Cited:

Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier based instructional interventions for students in Response to Intervention. Advisory Team Meetings will be held every 6-8 weeks to review progress monitoring data and make instructional next step plans for the students. Monitor Progress through assessments including but not limited to STAR. Provide substitutes for half day coverage for meetings to occur.	Academic Support Program	08/13/2015	06/30/2017	\$8000 - School Council Funds	Administration, Coaches, District Staff, Teachers

Title I Schoolwide Diagnostic

Hillard Collins Elementary School

Strategy2:

Student Barriers to Learning - In School Attendance

Category: Continuous Improvement

Research Cited:

Activity - Meeting Family Physical, Social and Emotional Needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To reduce learning barriers for students, continue to provide services to meet families' physical, mental, social and emotional needs through programming with agencies and coordination with School Guidance Counselor in addition to adding another Counselor (through staff conversion, SBDM funding funding) Social workers in the FRC, both a Coordinator and Assistant Coordinator. (FRC Funding -\$27,000 for staffing) Catholic Charities Counselor; Counselor provided by the district through North Key.	Parent Involvement	08/13/2015	06/30/2017	\$15000 - School Council Funds \$27000 - FRYSC	Administration, FYRSC Coordinators, District Support Staff, Counselors

Strategy3:

School Safety - Safety of all Stakeholders.

Category: Management Systems

Research Cited:

Activity - CERT Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All faculty and staff will receive yearly training in Crisis Emergency Response Training for lock-down procedures and keeping the building and all stakeholders safe in a crisis situation.	Professional Learning	08/03/2015	06/30/2017	\$0 - No Funding Required	Administration, District Personnel, Boone County Emergency Response, Teachers and Classified staff.

Activity - School Safety Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evaluate and revised the developed safety plan for the school in collaboration with the Boone County Emergency Response and the Deputy Superintendent of Operational Services. The plan will be reviewed yearly with Emergency Response, Fire, Police and EMS. Lock-Down, Tornado, Fire and Earth quake drill will be practiced by all individuals in the building on regularly scheduled intervals.	Policy and Process	08/03/2015	06/30/2017	\$0 - No Funding Required	Administration, Emergency Response, Teachers, Classified Staff, and Deputy Superintendent of Operational Services

Strategy4:

Professional Development - Professional Development

Category:

Research Cited:

Title I Schoolwide Diagnostic

Hillard Collins Elementary School

Activity - Professional Development for Plans Aligned with Common Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will provide support to school staff in the professional development of Personal Learning Plans (RtI) and implementation of Individual Learning Plans, Program Service Plans, aligned with the Common Core State Standards and behavior expectations: Analyze student data including but not limited to STAR, K-PREP, EPAS, SWIS, etc. Use data analysis to plan, review and revise instruction; Monitor and evaluate implementation process at the school and district level. (Funding noted from DIP from IDEA)	Professional Learning	08/13/2015	06/30/2017	\$0 - No Funding Required	Director of Special Education, Special Education Coordinators, Teachers as Trainers, Teachers, ELL district and school support staff, Administration

Activity - Highly Qualified Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff maintain Highly qualified status and recruitment of this staff by the use of Human Resources Services and recruitment and application process	Recruitment and Retention	08/13/2015	06/30/2017	\$0 - No Funding Required	Administration, District Office Human Resources

Activity - Coach Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coach will continue to support refinement of instruction and curriculum, provide professional development, and resource support to all certified staff.	Academic Support Program	08/07/2015	06/30/2017	\$60000 - District Funding	Administration, District Staff and Administration, Coaches, Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide modeling, embedded PD, training, and support on: Renaissance Learning (Star Reading, Math, and Early Literacy), embedded 21st century skills to include intentional instruction in critical and creative thinking skills, collaboration strategies, continued support with the implementation of writing skills using a school based writing structure in line with the RA Jones Middle School, spoken communication skills, differentiation of instruction within units, enhance teachers content knowledge in the areas of literacy and numeracy (developing lead teachers to be content specialist in the building through the LDC, using the Understanding by Design model, MDC and Science Fishbowls), enhance teachers content knowledge in other areas to include writing, science, social studies for compatibility with pending focus in writing and new content standards, formative and summative assessment to assure the strategies are embedded in instruction and also reflect state assessment models, data analysis with feedback, interventions in ELA and Math, meeting the needs of ELL students (i.e. SIOP like trainings for ELL and collaborative staff), recognize and respond to academic and nonacademic barriers to learning, incorporate new and mandated technology standards as part of instructional units and practice, Instructional strategies as identified through best practices.	Professional Learning	08/11/2015	06/30/2017	\$3000 - Title I Schoolwide \$1500 - State Funds \$2000 - Other	Administration; Coach; Teachers; District Personnel; Technology Support; FRC Staff

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Activity - Students from Diverse Backgrounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish, implement, and monitor professional learning in research based strategies for students from diverse backgrounds including: Language and content objectives for ELLs; Meeting the needs of students of poverty, homeless and transient; Specific strategies for students with disabilities.	Professional Learning	08/13/2015	06/30/2017	\$2000 - Title I Schoolwide	Administration, Teachers, Coach, District Support Staff, FRC, Title 1 Coordinator

Activity - Literacy - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training with specific writing intervention techniques and strategies needed for staff in order to transition our children in their writing skills to proficiency. This will be a consistent school writing structure to be aligned horizontally in each grade level and then vertically to ensure consistency K-5. Correlation to the middle school will also ensure transition of students to 6th grade having common language. Inclusive in this would be use of technology such as, but not limited to, Read Write 11.	Professional Learning	01/04/2016	06/30/2017	\$1000 - Title I Schoolwide	Administration, Coach, District Support Staff

Strategy5:

Other- Transition Years - Other- Transition Years

Category: Continuous Improvement

Research Cited:

Title I Schoolwide Diagnostic

Hillard Collins Elementary School

Activity - Transtion Years	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Work with families and community members to ensure all children experience an effective transition to school entry from preschool to kindergarten, primary to intermediate levels, as well as elementary to middle school.</p> <p>From Preschool to Kindergarten:</p> <ol style="list-style-type: none"> 1. Kindergarten Kamp will be offered to all incoming Kindergarten students during the summer to help with the transition to the full day program. Parents will also have 30 minutes each day of the Kindergarten Kamp to provide them with strategies in the areas of reading, math, and school readiness strategies presented by the Kindergarten teachers. 2. Assess all kindergartners at school entry with the common statewide screener. (BRIGANCE) 3. Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments. 4. Through the benchmark assessments given at the beginning of the year identify students needing additional reading interventions through the Rtl process. 5. Offer an Open House Night for Parents of incoming Kindergarten students <p>Primary to Intermediate:</p> <ol style="list-style-type: none"> 1. Curriculum Night 2. Transition from non-graded primary to receiving grades for the work completed; spring of year 3. Parent Handbook explaining expectations, grading, homework etc. <p>From Elementary to Middle School:</p> <ol style="list-style-type: none"> 1. Transition Night for parents and students with the middle school 2. Spring Orientation for Parents 3. Spring School visit for students 4. Summer student orientation program at receiving middle school (Middle School Transition Nights, Open House, Jump Start at R.A. Jones) 5. Start The Change night offered to 5th grade parents as a 1 hour program on adolescent change addressing the development of executive functions, along with other changes during the teen years due to important modification in how the brain functions. 	Academic Support Program	07/01/2015	06/30/2017	\$1300 - State Funds \$1000 - Title I Schoolwide	Administration; District Personnel; Teachers; Support Staff, Kindergarten Teachers, Director of Elementary

Strategy6:

Parent Involvement and Leadership - Parent Involvement and Leadership

Category:

Research Cited:

Activity - Parent Involvement and Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Continue to work with resources to provide opportunities for family leadership and engagement. Included but not limited to: PTA, CIPL, SBDM Council, Volunteer Opportunities, Conferences and involvement with child's teacher. Development of a school wide Remind 101 or communication through the use of the school Blackboard program for the school to communicate with parents.</p>	Parent Involvement	01/04/2016	06/30/2017	\$500 - Title I Schoolwide \$500 - Grant Funds \$2000 - FRYSC	Administration, District Title I staff support, FRC mission and goals, Teachers

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Activity - Parent Involvement- learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning opportunities that involve adults, parents and/or child will be provided to enrich and support the child's instructional needs at school and at home.	Parent Involvement	08/13/2015	06/30/2017	\$10649 - FRYSC \$2000 - Grant Funds \$1500 - Title I Schoolwide	Administration, Teachers, Coach, FRC Staff

Goal 3:

Decrease the combine reading and math percent novice by 50% from 57.8 in 2015 to 28.9 by 2019.

Measurable Objective 1:

A 50% decrease of All Students will increase student growth from the Novice percentages in reading and math. in Reading by 06/07/2019 as measured by K-PREP.

Strategy1:

Professional Book Study - Book Study on Best Practices in instruction.

Category: Continuous Improvement

Research Cited:

Activity - Best Practice Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty book study on Best Practice Today's Standards for Teaching and Learning in America's Schools.	Professional Learning Academic Support Program	03/01/2016	12/30/2016	\$1500 - School Council Funds	Administration, Instructional Coach

Activity - What Great Teachers Do Differently Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty book study on What Great Teachers Do Differently 17 things that Matter Most.	Professional Learning	01/04/2016	12/30/2016	\$700 - School Council Funds	Administration, Instructional Coach

Strategy2:

Content Vocabulary Development - Provide content specific vocabulary development for students.

Category: Continuous Improvement

Research Cited:

Activity - Content Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide exposure and vocabulary activities to all students in content vocabulary development. Picture support with reading and math word walls, vocabulary card/student necklaces, and ELL support for understanding vocabulary.	Academic Support Program	01/04/2016	06/30/2017	\$3000 - Title I Schoolwide	Administration, Instructional Coach, Team Leaders, ELL Teachers

Title I Schoolwide Diagnostic

Hillard Collins Elementary School

Strategy3:

Special Education Reading - Implement a new reading resource for students identified with reading goals on their Individual Education Plan.

Category: Continuous Improvement

Research Cited:

Activity - Special Education Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research and implement a research based reading resource for students identified with reading goals on the Individual Education Plan. Ongoing training to be implemented for the Special Education teachers implementing the resource/program. Monthly progress monitoring meetings will be held to discuss student progress and next instructional steps for each student.	Academic Support Program	01/04/2016	06/30/2017	\$25000 - Other	Director of Special Education, Special Education Coach, Administration, Instructional Coach, Special Education Teachers

Strategy4:

Differentiation - Differentiation of reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development in best practices in reading and math to include differentiation strategies for students. The differentiation strategies will be universal for implementation in any program implemented at Collins.	Academic Support Program	01/04/2016	06/30/2017	\$10000 - General Fund	Administration, Instructional Coach, Teachers, Director of Elementary

Label	Assurance	Response	Comment	Attachment
4.1	Does the school plan and implement school-specific professional development activities?	Yes	See School Improvement Plan.	

Label	Assurance	Response	Comment	Attachment
4.2	Does the school use data from the comprehensive needs assessment as part of the professional development planning process?	Yes	Yes we use this information.	

Label	Assurance	Response	Comment	Attachment
4.3	Are all professional learning opportunities of high quality?	Yes	Yes, all are led by certified teachers, district personnel, or professionals from the resource companies.	

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Label	Assurance	Response	Comment	Attachment
4.4	Are all staff members, both certified and classified, included as part of the planning process for professional learning?	Yes	All staff members are included in the planning process.	

Label	Assurance	Response	Comment	Attachment
4.5	Does the school analyze data from professional learning opportunities for the impact on student achievement?	Yes	Feedback on the training is taken and then after implementation of a skill is analyzed by appropriate staff.	

Label	Assurance	Response	Comment	Attachment
4.6	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support professional learning for principals, teachers, para-educators and other school staff members?	Yes	Yes it has multiple opportunities for learning.	

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Collins Elementary School students from 30.6 in 2015 to 53.6% by 2017.

Measurable Objective 1:

demonstrate a proficiency of 53.6% for Collins Elementary School by 06/30/2017 as measured by KPREP.

Strategy1:

Curriculum Assessment and Alignment - Curriculum Assessment and Alignment

Category:

Research Cited:

Activity - Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology training sessions provided for the implementation of current technology programs in the building to help support the instructional practices in the classroom. Training for implementation of the Chromebooks into the 3rd-5th grade classrooms for 1:1 implementation. Training on Google Classroom to take place as well.	Academic Support Program Technology	01/04/2016	06/30/2017	\$20000 - General Fund	District Director of Technology, Administration, Instructional Coach, Teachers

Activity - Teacher as Trainers/Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify classroom teachers who exhibit knowledge in content and skills in instruction to build teacher leaders in all content areas. Continue to expand the use of teacher teams (i.e. PLC's, Data teams, Vertical and Horizontal Teams, etc.) to drive instructional decisions and enrich instructional practice in reading and math.	Academic Support Program	08/13/2014	06/30/2017	\$3000 - Grant Funds	Administration, Instructional Coaches, Teachers, District Staff,

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Activity - New Collins Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop professional development training for all teachers new to Collins to be implemented to provide support in the instructional practices and programs implemented at Collins. Teachers will also be assigned a seasoned Collins mentor teacher for supports needed with implementation of instructional practices and programs in the first year at Collins. Support program will focus on ELA, Math, RTI, Science, Social Studies, the Arts, Technology and Project Based Learning.	Academic Support Program	01/01/2016	12/30/2016	\$5000 - School Council Funds	Administration, Instructional Coach, Team Leaders

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.

Measurable Objective 1:

demonstrate a proficiency increase from 28.1% PD to 51.5% PD by 06/30/2017 as measured by KPREP.

Strategy1:

Professional Development - Professional Development

Category:

Research Cited:

Activity - Coach Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coach will continue to support refinement of instruction and curriculum, provide professional development, and resource support to all certified staff.	Academic Support Program	08/07/2015	06/30/2017	\$60000 - District Funding	Administration, District Staff and Adminsitration, Coaches, Teachers

Activity - Students from Diverse Backgrounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish, implement, and monitor professional learning in research based strategies for students from diverse backgrounds including: Language and content objectives for ELLs; Meeting the needs of students of poverty, homeless and transient; Specific strategies for students with disabilities.	Professional Learning	08/13/2015	06/30/2017	\$2000 - Title I Schoolwide	Administration, Teachers, Coach, District Support Staff, FRC, Title 1 Coordinator

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Activity - Literacy - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training with specific writing intervention techniques and strategies needed for staff in order to transition our children in their writing skills to proficiency. This will be a consistent school writing structure to be aligned horizontally in each grade level and then vertically to ensure consistency K-5. Correlation to the middle school will also ensure transition of students to 6th grade having common language. Inclusive in this would be use of technology such as, but not limited to, Read Write 11.	Professional Learning	01/04/2016	06/30/2017	\$1000 - Title I Schoolwide	Administration, Coach, District Support Staff

Activity - Highly Qualified Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff maintain Highly qualified status and recruitment of this staff by the use of Human Resources Services and recruitment and application process	Recruitment and Retention	08/13/2015	06/30/2017	\$0 - No Funding Required	Administration, District Office Human Resources

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide modeling, embedded PD, training, and support on: Renaissance Learning (Star Reading, Math, and Early Literacy), embedded 21st century skills to include intentional instruction in critical and creative thinking skills, collaboration strategies, continued support with the implementation of writing skills using a school based writing structure in line with the RA Jones Middle School, spoken communication skills, differentiation of instruction within units, enhance teachers content knowledge in the areas of literacy and numeracy (developing lead teachers to be content specialist in the building through the LDC, using the Understanding by Design model, MDC and Science Fishbowls), enhance teachers content knowledge in other areas to include writing, science, social studies for compatibility with pending focus in writing and new content standards, formative and summative assessment to assure the strategies are embedded in instruction and also reflect state assessment models, data analysis with feedback, interventions in ELA and Math, meeting the needs of ELL students (i.e SIOP like trainings for ELL and collaborative staff), recognize and respond to academic and nonacademic barriers to learning, incorporate new and mandated technology standards as part of instructional units and practice, Instructional strategies as identified through best practices.	Professional Learning	08/11/2015	06/30/2017	\$1500 - State Funds \$3000 - Title I Schoolwide \$2000 - Other	Administration; Coach; Teachers; District Personnel; Technology Support; FRC Staff

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Activity - Professional Development for Plans Aligned with Common Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will provide support to school staff in the professional development of Personal Learning Plans (Rtl) and implementation of Individual Learning Plans, Program Service Plans, aligned with the Common Core State Standards and behavior expectations: Analyze student data including but not limited to STAR, K-PREP, EPAS, SWIS, etc. Use data analysis to plan, review and revise instruction; Monitor and evaluate implementation process at the school and district level. (Funding noted from DIP from IDEA)	Professional Learning	08/13/2015	06/30/2017	\$0 - No Funding Required	Director of Special Education, Special Education Coordinators, Teachers as Trainers, Teachers, ELL district and school support staff, Administration

Goal 3:

Increase the percent of effective teachers and leaders as measured by the PGES.

Measurable Objective 1:

demonstrate a proficiency of 100% effective teachers and leaders by 06/30/2015 as measured by the PGES .

Strategy1:

Certified Evaluation Plan - Kentucky Teacher Effectiveness Framework - Full implementation of the PGES.

Category: Continuous Improvement

Research Cited: MET Project

Activity - Teacher and Principal Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build teacher capacity in the four domains of the Kentucky Teacher Effectiveness Framework. Provide support for teachers in utilizing research based instructional strategies that impact student growth and achievement. Support administration as they analyze academic and school culture data for developing and attaining leadership goals as required by the PPGES. Support teachers as they implement the writing of their student growth goals, monitoring progress toward those goals, peer review, and other elements of the CEP.	Professional Learning	01/05/2015	06/30/2016	\$0 - Title II Part A	Chief Academic Officer, Assistant Superintendent of Learning Support, Principal, Assistant Principal, Instructional Coach

Strategy2:

BuildingBuilding Capacity for School Accountability implementation in 2015-2016 - Building Capacity for implementation of PGES

Category: Continuous Improvement

Research Cited: Danielson Model

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Activity - Re-evaluating the Process and Adjusting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the 2014-15 school year, the school will provide feedback to the 50/50 committee regarding the effectiveness of the district Certified Evaluation Plan. The 50/50 committee will make adjustments to the CEP as permitted by KDE in order to make the PGES beneficial in effecting teacher and leader growth. Changes will be submitted to the Board of Education and to KDE for approval before implementing.	Professional Learning	09/01/2014	06/30/2015	\$2000 - Title I School Improvement (ISI)	Assistant Superintendent of Learning Support, Principal, Assistant Principal, Instructional Coach, TPGES teachers, 50/50 Committee.

Label	Assurance	Response	Comment	Attachment
5.1	Does the school actively recruit highly qualified teacher candidates for teacher vacancies?	Yes	This is handled through the District Human Resources Department.	

Label	Assurance	Response	Comment	Attachment
5.2	Does the school utilize specific strategies and methods to retain highly qualified teachers?	Yes	Support and training is provided to teachers.	

Label	Assurance	Response	Comment	Attachment
5.3	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the recruitment and retention of highly qualified teachers?	Yes	Recruitment is handled by the HR Department, the school has support and training to have retention of highly qualified teachers.	

Component 6: Parent Involvement

Parent Involvement

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Collins Elementary School students from 30.6 in 2015 to 53.6% by 2017.

Measurable Objective 1:

demonstrate a proficiency of 53.6% for Collins Elementary School by 06/30/2017 as measured by KPREP.

Strategy1:

Curriculum Assessment and Alignment - Curriculum Assessment and Alignment

Category:

Research Cited:

Activity - School Readiness and Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to refine, implement and support the required implementation of Brigance Kindergarten Readiness Screener to all incoming Kindergarten students. Analyze data from the screener to create and monitor a learning plan for next steps of instruction for Kindergarten students. Kindergarten Kamp will be offered to all incoming Kindergarten students, including parent sessions daily. Parent report meeting will also take place to review their child's individual student data and what next steps will be to support their child at home. Family Resource Center will also support family with needs for the development at home.	Academic Support Program	07/25/2016	06/30/2017	\$5000 - District Funding \$1000 - Grant Funds	District Level Staff, Administration, Instructional Coach, teachers, FRYSC Coordinators

Strategy2:

Program Review - Program Review

Category: Continuous Improvement

Research Cited:

Activity - Administration Communication of Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administration will on a regular monthly basis inform stakeholders of the instructional activities in the areas of the Arts and Humanities, world language, and PL/CS based on a rotating schedule developed by the Special Area Team. Instructional activities will also be included on the school web page.	Community Engagement	09/01/2015	06/30/2016	\$1000 - Grant Funds	Arts and Humanities and PL/VC teachers, world language teacher, Administration, and Instructional Coach.

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Activity - Student Wellness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collins will implement the district wellness policy through our school level wellness policy that will be reviewed annually by the committee. The policy will be assessed by implementing the Alliance for Healthier Generations evaluation tool. In addition Collins will utilize the collection of the BMI percentile data in the annual wellness policy review.	Policy and Process	01/04/2016	06/30/2017	\$0 - No Funding Required	Administration, Program Review Lead, Coach, Coordinated School Health Committee

Strategy3:

Family Resource Center Instructional Supports - Meeting students and parents outside the regular school day for instructional support and parent training.

Category: Continuous Improvement

Research Cited:

Activity - Summer Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For a week long program in the summer the FRC will sponsor a summer reading program in a local neighborhood. Partners are invited from the community to read with the students and provide interventions to the students. Community partners include, but are not limited to, the Boone County Library, Circus MoJo, etc. Parents also receive information from the community to help support the family needs.	Academic Support Program	06/01/2016	07/01/2016	\$1000 - FRYSC	FRYSC Coordinator, Administration, Guidance Counselors

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.

Measurable Objective 1:

demonstrate a proficiency increase from 28.1% PD to 51.5% PD by 06/30/2017 as measured by KPREP.

Strategy1:

Parent Involvement and Leadership - Parent Involvement and Leadership

Category:

Research Cited:

Activity - Parent Involvement- learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning opportunities that involve adults, parents and/or child will be provided to enrich and support the child's instructional needs at school and at home.	Parent Involvement	08/13/2015	06/30/2017	\$2000 - Grant Funds \$1500 - Title I Schoolwide \$10649 - FRYSC	Administration, Teachers, Coach, FRC Staff

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Activity - Parent Involvement and Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to work with resources to provide opportunities for family leadership and engagement. Included but not limited to: PTA, CIPL, SBDM Council, Volunteer Opportunities, Conferences and involvement with child's teacher. Development of a school wide Remind 101 or communication through the use of the school Blackboard program for the school to communicate with parents.	Parent Involvement	01/04/2016	06/30/2017	\$500 - Grant Funds \$500 - Title I Schoolwide \$2000 - FRYSC	Administration, District Title I staff support, FRC mission and goals, Teachers

Strategy2:

Student Barriers to Learning - In School Attendance

Category: Continuous Improvement

Research Cited:

Activity - Meeting Family Physical, Social and Emotional Needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To reduce learning barriers for students, continue to provide services to meet families' physical, mental, social and emotional needs through programming with agencies and coordination with School Guidance Counselor in addition to adding another Counselor (through staff conversion, SBDM funding funding) Social workers in the FRC, both a Coordinator and Assistant Coordinator. (FRC Funding -\$27,000 for staffing) Catholic Charities Counselor; Counselor provided by the district through North Key.	Parent Involvement	08/13/2015	06/30/2017	\$15000 - School Council Funds \$27000 - FRYSC	Administration, FYRSC Coordinators, District Support Staff, Counselors

Strategy3:

Addressing Diverse Needs - Addressing Diverse Needs

Category:

Research Cited:

Activity - Student Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One full time equivalent Guidance Counselor will be purchased to address and assist with student needs in the building with guidance and serve as a Admissions and Release Chairperson for the special education process. One North Key Counselor will be provided to meet students' mental health needs. One part time Catholic Charities counselor will also be purchased to meet students' mental health needs. All counselors will work with the families to meet needs outside of school.	Behavioral Support Program	08/13/2015	06/30/2017	\$45000 - General Fund \$25000 - Grant Funds	Administration, Guidance Counselor, Catholic Charities and North Key Counselors

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Activity - Strategies Addressing Diverse Needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue and expand professional learning in research based strategies for students from diverse backgrounds including: Language and content objectives for ELLs; Meeting the needs of at-risk and transient students; Specific strategies for students with disabilities. Refinement and implementation of diversity and equity awareness include training for staff on cultural responsiveness to social norms as demographics in our data continually change. Continue to explore and implement research-based strategies for language acquisition with the district leadership.	Academic Support Program	08/13/2015	06/30/2017	\$0 - Other	Administration, District Staff, Coaches, FRC Staff

Activity - Addressing Transient Needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training, resources and support to address barriers to learning, including but not limited to the transient population and access to health and social services in collaboration with community and parent/caregiver partners. Address need for additional staff counselor to meet the mental, social and emotional needs of the mobile, at-risk population.	Academic Support Program	07/01/2015	06/30/2017	\$3000 - Title I Schoolwide \$51000 - Other \$400 - Other \$100 - State Funds	Administration, District Student Support Services and Learning Support Services, FRC

Strategy4:

Other- Transition Years - Other- Transition Years

Category: Continuous Improvement

Research Cited:

Activity - Special Education Transitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At transition years, a transition meeting will take place on students with special education identification. This process will be conducted during an ARC with staff members currently working with the student and staff members from the incoming grade levels.	Academic Support Program	01/04/2016	06/30/2017	\$0 - No Funding Required	Administration, ARC Chair, Teachers

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Activity - Transtion Years	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Work with families and community members to ensure all children experience an effective transition to school entry from preschool to kindergarten, primary to intermediate levels, as well as elementary to middle school.</p> <p>From Preschool to Kindergarten:</p> <ol style="list-style-type: none"> 1. Kindergarten Kamp will be offered to all incoming Kindergarten students during the summer to help with the transition to the full day program. Parents will also have 30 minutes each day of the Kindergarten Kamp to provide them with strategies in the areas of reading, math, and school readiness strategies presented by the Kindergarten teachers. 2. Assess all kindergartners at school entry with the common statewide screener. (BRIGANCE) 3. Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments. 4. Through the benchmark assessments given at the beginning of the year identify students needing additional reading interventions through the Rtl process. 5. Offer an Open House Night for Parents of incoming Kindergarten students <p>Primary to Intermediate:</p> <ol style="list-style-type: none"> 1. Curriculum Night 2. Transition from non-graded primary to receiving grades for the work completed; spring of year 3. Parent Handbook explaining expectations, grading, homework etc. <p>From Elementary to Middle School:</p> <ol style="list-style-type: none"> 1. Transition Night for parents and students with the middle school 2. Spring Orientation for Parents 3. Spring School visit for students 4. Summer student orientation program at receiving middle school (Middle School Transition Nights, Open House, Jump Start at R.A. Jones) 5. Start The Change night offered to 5th grade parents as a 1 hour program on adolescent change addressing the development of executive functions, along with other changes during the teen years due to important modification in how the brain functions. 	Academic Support Program	07/01/2015	06/30/2017	\$1000 - Title I Schoolwide \$1300 - State Funds	Administration; District Personnel; Teachers; Support Staff, Kindergarten Teachers, Director of Elementary

Label	Assurance	Response	Comment	Attachment
6.1	Does the school plan and implement specific activities to increase parental participation?	Yes	In collaboration with the Family Resource Center the school plans parent activities in the building to bring parents in and provide support to them.	

Label	Assurance	Response	Comment	Attachment
6.2	Have parents been provided opportunities to be included in their child's educational programming?	Yes	Yes, Parents serve on committees and the Site Based Decision Making Council.	

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Label	Assurance	Response	Comment	Attachment
6.3	Have parents been included in the development of the school's parent involvement policy and compact?	Yes	The Parent Involvement Policy and Compact is reviewed multiple times each year with the parents to gain their input.	

Label	Assurance	Response	Comment	Attachment
6.4	Have parents been included in the development and the evaluation of the parent involvement programming at the school?	Yes	Yes, multiple parents serve on the Family Resource Center Advisory Board and through school committees and the Site Based Decision Making Council.	

Label	Assurance	Response	Comment	Attachment
6.5	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the school parental involvement plan?	Yes	Yes, there are as indicated in the plan.	

Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Collins Elementary School students from 30.6 in 2015 to 53.6% by 2017.

Measurable Objective 1:

demonstrate a proficiency of 53.6% for Collins Elementary School by 06/30/2017 as measured by KPREP.

Strategy1:

Curriculum Assessment and Alignment - Curriculum Assessment and Alignment

Category:

Research Cited:

Activity - School Readiness and Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to refine, implement and support the required implementation of Brigance Kindergarten Readiness Screener to all incoming Kindergarten students. Analyze data from the screener to create and monitor a learning plan for next steps of instruction for Kindergarten students. Kindergarten Kamp will be offered to all incoming Kindergarten students, including parent sessions daily. Parent report meeting will also take place to review their child's individual student data and what next steps will be to support their child at home. Family Resource Center will also support family with needs for the development at home.	Academic Support Program	07/25/2016	06/30/2017	\$1000 - Grant Funds \$5000 - District Funding	District Level Staff, Administration, Instructional Coach, teachers, FRYSC Coordinators

Strategy2:

Family Resource Center Instructional Supports - Meeting students and parents outside the regular school day for instructional support and parent training.

Category: Continuous Improvement

Research Cited:

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Activity - Summer Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For a week long program in the summer the FRC will sponsor a summer reading program in a local neighborhood. Partners are invited from the community to read with the students and provide interventions to the students. Community partners include, but are not limited to, the Boone County Library, Circus MoJo, etc. Parents also receive information from the community to help support the family needs.	Academic Support Program	06/01/2016	07/01/2016	\$1000 - FRYSC	FRYSC Coordinator, Administration, Guidance Counselors

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.

Measurable Objective 1:

demonstrate a proficiency increase from 28.1% PD to 51.5% PD by 06/30/2017 as measured by KPREP.

Strategy1:

Intervention Strategies - Intervention Strategies

Category: Continuous Improvement

Research Cited:

Activity - Full Day Kindergarten Programming	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to offer a full day kindergarten programming to be able to address students instructional needs on a more intensive basis, grow vocabulary and social skills and provide them with increased learning time to address the learning standards.	Academic Support Program	08/13/2015	06/30/2017	\$98000 - Title I Schoolwide	Administration, Teachers

Strategy2:

Other- Transition Years - Other- Transition Years

Category: Continuous Improvement

Research Cited:

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Activity - Transtion Years	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Work with families and community members to ensure all children experience an effective transition to school entry from preschool to kindergarten, primary to intermediate levels, as well as elementary to middle school.</p> <p>From Preschool to Kindergarten:</p> <ol style="list-style-type: none"> 1. Kindergarten Kamp will be offered to all incoming Kindergarten students during the summer to help with the transition to the full day program. Parents will also have 30 minutes each day of the Kindergarten Kamp to provide them with strategies in the areas of reading, math, and school readiness strategies presented by the Kindergarten teachers. 2. Assess all kindergartners at school entry with the common statewide screener. (BRIGANCE) 3. Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments. 4. Through the benchmark assessments given at the beginning of the year identify students needing additional reading interventions through the Rtl process. 5. Offer an Open House Night for Parents of incoming Kindergarten students <p>Primary to Intermediate:</p> <ol style="list-style-type: none"> 1. Curriculum Night 2. Transition from non-graded primary to receiving grades for the work completed; spring of year 3. Parent Handbook explaining expectations, grading, homework etc. <p>From Elementary to Middle School:</p> <ol style="list-style-type: none"> 1. Transition Night for parents and students with the middle school 2. Spring Orientation for Parents 3. Spring School visit for students 4. Summer student orientation program at receiving middle school (Middle School Transition Nights, Open House, Jump Start at R.A. Jones) 5. Start The Change night offered to 5th grade parents as a 1 hour program on adolescent change addressing the development of executive functions, along with other changes during the teen years due to important modification in how the brain functions. 	Academic Support Program	07/01/2015	06/30/2017	\$1000 - Title I Schoolwide \$1300 - State Funds	Administration; District Personnel; Teachers; Support Staff, Kindergarten Teachers, Director of Elementary

Label	Assurance	Response	Comment	Attachment
7.1	Does the school plan and implement specific activities to emotionally and academically ease students' transition from early childhood programs to elementary school programs?	Yes	Counseling is available to all students. Kindergarten Kamp is also offered in the summer to all incoming Kindergarten students to help with the transition into a full day program.	

Label	Assurance	Response	Comment	Attachment
7.2	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the transitions from early childhood programs to elementary school programs?	Yes	Counseling is available to all students. Kindergarten Kamp is also offered in the summer to all incoming Kindergarten students to help with the transition into a full day program.	

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Collins Elementary School students from 30.6 in 2015 to 53.6% by 2017.

Measurable Objective 1:

demonstrate a proficiency of 53.6% for Collins Elementary School by 06/30/2017 as measured by KPREP.

Strategy1:

Program Review - Program Review

Category: Continuous Improvement

Research Cited:

Activity - Administration Communication of Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administration will on a regular monthly basis inform stakeholders of the instructional activities in the areas of the Arts and Humanities, world language, and PL/CS based on a rotating schedule developed by the Special Area Team. Instructional activities will also be included on the school web page.	Community Engagement	09/01/2015	06/30/2016	\$1000 - Grant Funds	Arts and Humanities and PL/VC teachers, world language teacher, Administration, and Instructional Coach.

Activity - Student Wellness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collins will implement the district wellness policy through our school level wellness policy that will be reviewed annually by the committee. The policy will be assessed by implementing the Alliance for Healthier Generations evaluation tool. In addition Collins will utilize the collection of the BMI percentile data in the annual wellness policy review.	Policy and Process	01/04/2016	06/30/2017	\$0 - No Funding Required	Administration, Program Review Lead, Coach, Coordinated School Health Committee

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Activity - Process for Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to support and enhance a process for program reviews where results of all program reviews are reviewed, rationales are established, feedback is given throughout the process, and improvements are made in implementing the proficiency of integrating writing, vocational/career studies, arts and humanities, and world language into all content areas. Program Review Leads are provided by the district and through SBDM funding. Additional Program Review Coordinators will lead the work with PL/CS, Arts and Humanities, Writing, world language, and the Primary Program.	Academic Support Program	08/13/2015	06/30/2016	\$2000 - School Council Funds \$500 - General Fund	Administration; Coach ; Program Review Leads; Teaching Staff; District Level Support

Strategy2:

ELA and Math Vertical Alignment - ELA and Math Vertical Alignment.

Category: Continuous Improvement

Research Cited:

Activity - Math Best Practice Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development to all staff of mathematical best practice instructional strategies. The professional development will be centered around the math practice standards. Focus being placed also on what to do when a student is not meeting a math standard in their grade level.	Academic Support Program	01/04/2016	06/30/2017	\$5000 - General Fund	Administration, Instructional Coach, Team Leaders, Teachers

Activity - Guided Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement and support the guided reading model of instruction of all students in the content area of ELA. Provide professional development to teachers through the Ready Gen Reading series. The Next Steps to Guided Reading by Jan Richardson will serve as a resource or support to teachers. Teachers will implement guided reading instruction in the classroom on a daily basis to ensure all students are instructed at grade level. Opportunities for differentiation of reading will also be offered during the core reading block and intervention block schedule for each grade level.	Direct Instruction	08/10/2015	06/30/2016	\$1000 - Grant Funds	Administration, Instructional Coach, Team Leaders, Teachers

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Hillard Collins Elementary School

Activity - Vertically Aligned Instruction and Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Curriculum and Instruction Committee, with a minimum of one teacher per grade level, Special Education teacher representation and Response to Intervention teacher representation, in collaboration with the district, will research math instructional resources that will vertically align the implementation of the math standards of all grade levels K-5. The resources will also align with the district math curriculum. Where applicable is will also align with other Boone County Elementary Schools due to the high percentage of transient students at Collins within the district. Recommendation of the appropriate resources to the Site Based Council will be made when funding is available to purchase the instructional resources. An implementation plan will then be developed of the math resources, with supporting professional development being given to support the teachers to implement the program to fidelity.	Academic Support Program	02/01/2016	06/30/2017	\$85000 - Grant Funds	Administration, Instructional Coach, SBDM, Teachers, Assistant Superintendent of Learning Support, Director of Elementary Teaching and Learning.

Strategy3:

Curriculum Assessment and Alignment - Curriculum Assessment and Alignment

Category:

Research Cited:

Activity - School Readiness and Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to refine, implement and support the required implementation of Brigance Kindergarten Readiness Screener to all incoming Kindergarten students. Analyze data from the screener to create and monitor a learning plan for next steps of instruction for Kindergarten students. Kindergarten Kamp will be offered to all incoming Kindergarten students, including parent sessions daily. Parent report meeting will also take place to review their child's individual student data and what next steps will be to support their child at home. Family Resource Center will also support family with needs for the development at home.	Academic Support Program	07/25/2016	06/30/2017	\$5000 - District Funding \$1000 - Grant Funds	District Level Staff, Administration, Instructional Coach, teachers, FRYSC Coordinators

Activity - PLC to Drive Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement teacher teams, Professional Learning Communities, to review results from benchmark, progress monitoring, and grade level assessments, KPREP, common formative and summative assessments to drive instructional practice and make instructional changes as needed for students as indicated by the data. Monitor implementation through Advisory Team Meetings, Grade Level Meetings, administrative led Impact and Implementation teacher meetings with all teachers individually, grade level meetings led by the Instructional Coach.	Academic Support Program	01/05/2015	06/30/2017	\$0 - No Funding Required	Administration, Teachers, Instructional Coach, ELL Teachers, Special Education Teachers

Title I Schoolwide Diagnostic

Hillard Collins Elementary School

Activity - Enrichment/Intervention of Content	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Students' growth/progress to be monitored to ensure the implementation and effectiveness of enrichments/interventions.</p> <p>Framework to include</p> <ol style="list-style-type: none"> 1. Pyramid of interventions for low achieving at-risk students 2. Instructional strategies to enhance/accelerate learning in the classroom for the advanced learners (G/T) 3. Strategies to address affective needs of learners 4. Intentional scheduling to reflect core extension (intervention/extension) as a resource for class time instruction 5. Develop an on-going professional development through Collins University, which will include new teacher trainings, to ensure continued implementation and understanding of instructional practices implemented and adopted at Collins. 	Academic Support Program	01/05/2015	06/01/2017	\$1000 - District Funding	Administration, SBDM Committees, Teacher Leaders, Instructional Coach, District G/T Resource Personnel

Activity - New Collins Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Develop professional development training for all teachers new to Collins to be implemented to provide support in the instructional practices and programs implemented at Collins. Teachers will also be assigned a seasoned Collins mentor teacher for supports needed with implementation of instructional practices and programs in the first year at Collins. Support program will focus on ELA, Math, RTI, Science, Social Studies, the Arts, Technology and Project Based Learning.</p>	Academic Support Program	01/01/2016	12/30/2016	\$5000 - School Council Funds	Administration, Instructional Coach, Team Leaders

Activity - Teacher as Trainers/Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Identify classroom teachers who exhibit knowledge in content and skills in instruction to build teacher leaders in all content areas. Continue to expand the use of teacher teams (i.e. PLC's, Data teams, Vertical and Horizontal Teams, etc.) to drive instructional decisions and enrich instructional practice in reading and math.</p>	Academic Support Program	08/13/2014	06/30/2017	\$3000 - Grant Funds	Administration, Instructional Coaches, Teachers, District Staff,

Activity - Integration of Social Studies Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Support and facilitate the understanding and implementation of Social Studies Standards and integration of instruction with them in reading and across content areas, through study, model lessons, and embedded PD for successful implementation and incorporation of these standards from the Program of Studies. Focus moved to investigative process and moved away from memorization process for social studies content.</p>	Academic Support Program	08/17/2015	06/30/2017	\$0 - No Funding Required	Administration, Teachers, Instructional Coach

Title I Schoolwide Diagnostic

Hillard Collins Elementary School

Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vertical team meetings are set monthly focusing on math and reading in alternative months. Discussions based on assessment data for content implementation.	Professional Learning	01/01/2016	06/30/2017	\$0 - No Funding Required	Administration, Instructional Coach, Teachers, District Staff

Activity - Aligned Units of Study / UbD Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Facilitate the refinement and implementation of aligned units of study developed at the school and district level with district teacher leaders from across all grade levels in the content area or math. Reading has been completed at the school level. Teacher input will be forwarded through the teacher leaders to the district level for continuous refinement of the implementation of the KCAS (Kentucky Core Academic Standards), with a focus on embedding the problem based learning model within the instruction.	Direct Instruction	08/13/2015	06/30/2017	\$0 - No Funding Required	Administration, Instructional Coach, Teachers, District Personnel, Teacher Leaders

Activity - Science Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and facilitate the understanding and implementation of the Next Generation Science Standards through study, model lessons, and embedded PD in collaboration with NKU, Thomas More and CINSAM at various grades and transition points for successful implementation and incorporation of STEM principles. Study and preparation for implementation of the Next Gen Science Standards. (Funding noted from DIP as Title II D) Development of plan for sharing information back to all teachers to be developed.	Academic Support Program	10/22/2014	06/30/2017	\$2000 - Grant Funds	District Support Staff, Instructional Coach, Administration, Teacher Leaders, Teachers

Activity - Collins University / Teacher Instructional Support PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop on-going professional development through Collins University, to ensure continued implementation and understanding of instructional practices implemented and adopted at Collins. Additional offerings to all staff will be offered through out the year to support implementation of ELA, Math, Science, Social Studies, the Arts, 21st Century Skills, Project Based Learning, etc. System of mentorship put in place for new teachers to the school to support them in their learning the infrastructure of the school and support them with instructional needs.	Professional Learning	08/11/2015	06/30/2017	\$1000 - Grant Funds	Administration, Teacher Leaders, Instructional Coach, Team Leaders, District Staff Support

Title I Schoolwide Diagnostic

Hillard Collins Elementary School

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the refinement, as well as implementation, of district curriculum, maps, and standards-based units of instruction aligned to KCAS, Quality Core and College Readiness Standards and secure SBDM support. Include in the planning and instructional process a clear focus on 21st century skills to include purposeful opportunities for students to: 1. analyze and evaluate thinking with multiple points of view to improve thinking 2. identify real world problems and research/investigate possible solutions using flexibility, originality, elaboration, and fluency of thought 3. work collaboratively with peers to become responsible, creative, independent lifelong learners. 4. Project Based Learning and service learning will be embedded into units to emphasize the use of 21st Century Skills.	Academic Support Program	08/13/2015	06/30/2016	\$0 - No Funding Required	Administration; Instructional Coach; Teachers; District Staff; Technology Support

Activity - Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology training sessions provided for the implementation of current technology programs in the building to help support the instructional practices in the classroom. Training for implementation of the Chromebooks into the 3rd-5th grade classrooms for 1:1 implementation. Training on Google Classroom to take place as well.	Academic Support Program Technology	01/04/2016	06/30/2017	\$20000 - General Fund	District Director of Technology, Administration, Instructional Coach, Teachers

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.

Measurable Objective 1:

demonstrate a proficiency increase from 28.1% PD to 51.5% PD by 06/30/2017 as measured by KPREP.

Strategy1:

Professional Development - Professional Development

Category:

Research Cited:

Title I Schoolwide Diagnostic

Hillard Collins Elementary School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide modeling, embedded PD, training, and support on: Renaissance Learning (Star Reading, Math, and Early Literacy), embedded 21st century skills to include intentional instruction in critical and creative thinking skills, collaboration strategies, continued support with the implementation of writing skills using a school based writing structure in line with the RA Jones Middle School, spoken communication skills, differentiation of instruction within units, enhance teachers content knowledge in the areas of literacy and numeracy (developing lead teachers to be content specialist in the building through the LDC, using the Understanding by Design model, MDC and Science Fishbowls), enhance teachers content knowledge in other areas to include writing, science, social studies for compatibility with pending focus in writing and new content standards, formative and summative assessment to assure the strategies are embedded in instruction and also reflect state assessment models, data analysis with feedback, interventions in ELA and Math, meeting the needs of ELL students (i.e SIOP like trainings for ELL and collaborative staff), recognize and respond to academic and nonacademic barriers to learning, incorporate new and mandated technology standards as part of instructional units and practice, Instructional strategies as identified through best practices.	Professional Learning	08/11/2015	06/30/2017	\$3000 - Title I Schoolwide \$1500 - State Funds \$2000 - Other	Administration; Coach; Teachers; District Personnel; Technology Support; FRC Staff

Activity - Students from Diverse Backgrounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish, implement, and monitor professional learning in research based strategies for students from diverse backgrounds including: Language and content objectives for ELLs; Meeting the needs of students of poverty, homeless and transient; Specific strategies for students with disabilities.	Professional Learning	08/13/2015	06/30/2017	\$2000 - Title I Schoolwide	Administration, Teachers, Coach, District Support Staff, FRC, Title 1 Coordinator

Activity - Highly Qualified Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff maintain Highly qualified status and recruitment of this staff by the use of Human Resources Services and recruitment and application process	Recruitment and Retention	08/13/2015	06/30/2017	\$0 - No Funding Required	Administration, District Office Human Resources

Activity - Literacy - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training with specific writing intervention techniques and strategies needed for staff in order to transition our children in their writing skills to proficiency. This will be a consistent school writing structure to be aligned horizontally in each grade level and then vertically to ensure consistency K-5. Correlation to the middle school will also ensure transition of students to 6th grade having common language. Inclusive in this would be use of technology such as, but not limited to, Read Write 11.	Professional Learning	01/04/2016	06/30/2017	\$1000 - Title I Schoolwide	Administration, Coach, District Support Staff

Title I Schoolwide Diagnostic

Hillard Collins Elementary School

Activity - Coach Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coach will continue to support refinement of instruction and curriculum, provide professional development, and resource support to all certified staff.	Academic Support Program	08/07/2015	06/30/2017	\$60000 - District Funding	Administration, District Staff and Administration, Coaches, Teachers

Activity - Professional Development for Plans Aligned with Common Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will provide support to school staff in the professional development of Personal Learning Plans (Rtl) and implementation of Individual Learning Plans, Program Service Plans, aligned with the Common Core State Standards and behavior expectations: Analyze student data including but not limited to STAR, K-PREP, EPAS, SWIS, etc. Use data analysis to plan, review and revise instruction; Monitor and evaluate implementation process at the school and district level. (Funding noted from DIP from IDEA)	Professional Learning	08/13/2015	06/30/2017	\$0 - No Funding Required	Director of Special Education, Special Education Coordinators, Teachers as Trainers, Teachers, ELL district and school support staff, Administration

Strategy2:

Intervention Strategies - Intervention Strategies

Category: Continuous Improvement

Research Cited:

Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier based instructional interventions for students in Response to Intervention. Advisory Team Meetings will be held every 6-8 weeks to review progress monitoring data and make instructional next step plans for the students. Monitor Progress through assessments including but not limited to STAR. Provide substitutes for half day coverage for meetings to occur.	Academic Support Program	08/13/2015	06/30/2017	\$8000 - School Council Funds	Administration, Coaches, District Staff, Teachers

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue training and support/monitoring for implementation of school-wide PBIS with district support.	Behavioral Support Program	08/13/2015	06/30/2017	\$0 - No Funding Required \$45000 - General Fund	Administration, District Administration and Support Staff, Coach, Teachers, Behavior Intervention Teacher

Title I Schoolwide Diagnostic

Hillard Collins Elementary School

Activity - Full Day Kindergarten Programming	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to offer a full day kindergarten programming to be able to address students instructional needs on a more intensive basis, grow vocabulary and social skills and provide them with increased learning time to address the learning standards.	Academic Support Program	08/13/2015	06/30/2017	\$98000 - Title I Schoolwide	Administration, Teachers

Activity - After School Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue intensive before/after-school and summer acceleration program in ELA and math for the neediest academic students along with enrichment program offerings. This can include on and off campus learning opportunities. Mentoring opportunities for students will also be offered through the Whiz Kids program and Unite to Read program with 3rd grade students.	Academic Support Program	10/01/2015	06/30/2016	\$15000 - State Funds \$1800 - FRYSC \$25000 - Title I Schoolwide	Administration, Teachers, Coaches, District Support and Staff, FYRSC Coordinators

Strategy3:

Collaborative Instructional Model - Collaborative Instructional Model

Category:

Research Cited:

Activity - Common Planning - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common planning will be provided for grade level teams along with special education and English Language Learner Teachers and Rtl staff to allow for teachers to analyze data, determine instructional needs and strategies, share and learn (PLC) receive professional development and varied other needs to ensure sound instructional practices for our students. Vertical Common planning time with all staff members will be planned using faculty meetings. (TELL Survey reflects that this is a need for more consistency and time)	Academic Support Program	08/13/2015	06/30/2017	\$0 - No Funding Required	Administration, Teachers, District Support Staff, SBDM (Policy on Staff time), Coach and Team Leaders.

Activity - Collaborative Instructional Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish protocol and procedures to expand the use of effective collaboration in all classrooms. Regular and special education teacher teams will have support and on-going training on effective collaboration and implement a monitoring system to assess continuous progress and guide instructional decisions for students with disabilities, ELL and G/T including, but not limited to, establishing a baseline as to where the school is in the use of effective collaboration, identifying the barriers to effective collaboration, and providing training and support on collaboration to meet the individual needs of students. Para-educators also need to be included in this training to enhance their instructional collaboration work.	Academic Support Program	01/05/2015	06/30/2016	\$0 - Other	Director of Special Education, Special Education Coordinators, Director of Gifted and Talented Programming, Asst. Supt. for ELL support and needs, Teachers, Administration, Coaches

Strategy4:

Title I Schoolwide Diagnostic

Hillard Collins Elementary School

Rtl - Rtl

Category:

Research Cited:

Activity - Rtl Reading/Writing/Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the Rtl/tiered intervention process at all grade levels for targeted students included in sub-populations. Provide adequate materials, programming and staffing to meet these needs. (LEP, disabilities, F/R, African-American, Hispanic, Two or More Races). All students' progress to be monitored to ensure the implementation and effectiveness of such interventions. Allocation provided for additional staffing to support the Rtl process.	Academic Support Program	08/13/2015	06/30/2017	\$51000 - District Funding \$168945 - Title I Part A \$8000 - School Council Funds	Administration, SBDM Committees, Teachers, Coach

Goal 3:

Decrease the combine reading and math percent novice by 50% from 57.8 in 2015 to 28.9 by 2019.

Measurable Objective 1:

A 50% decrease of All Students will increase student growth from the Novice percentages in reading and math. in Reading by 06/07/2019 as measured by K-PREP.

Strategy1:

Data Analysis - Analyze data to determine next steps in student academic progression.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development in data analysis. Focus on purpose for data analysis, information to gain from data analysis, and how to determine next instructional differentiation steps for a student progress in reading and/or math.	Professional Learning	01/04/2016	06/30/2017	\$0 - No Funding Required	Administration, Instructional Coach, Team Leaders

Strategy2:

Special Education Reading - Implement a new reading resource for students identified with reading goals on their Individual Education Plan.

Category: Continuous Improvement

Research Cited:

Title I Schoolwide Diagnostic

Hillard Collins Elementary School

Activity - Special Education Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research and implement a research based reading resource for students identified with reading goals on the Individual Education Plan. Ongoing training to be implemented for the Special Education teachers implementing the resource/program. Monthly progress monitoring meetings will be held to discuss student progress and next instructional steps for each student.	Academic Support Program	01/04/2016	06/30/2017	\$25000 - Other	Director of Special Education, Special Education Coach, Administration, Instructional Coach, Special Education Teachers

Label	Assurance	Response	Comment	Attachment
8.1	Are all teachers included in the selection of academic assessments?	Yes	Yes all teachers are included in this process.	

Label	Assurance	Response	Comment	Attachment
8.2	Do all teachers participate in the analysis of data and the development of the overall instructional program at the school?	Yes	Several opportunities are provided during the year for teachers to analyze data. From this analysis instructional changes take place to help the students.	

Label	Assurance	Response	Comment	Attachment
8.3	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the inclusion of all teachers in the development and evaluation of the school's instructional programming?	Yes		

Component 9: Activities to Ensure that Students Meet State Academic Standards

Activities to Ensure that Students Meet State Academic Standards

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Collins Elementary School students from 30.6 in 2015 to 53.6% by 2017.

Measurable Objective 1:

demonstrate a proficiency of 53.6% for Collins Elementary School by 06/30/2017 as measured by KPREP.

Strategy1:

ELA and Math Vertical Alignment - ELA and Math Vertical Alignment.

Category: Continuous Improvement

Research Cited:

Activity - Guided Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement and support the guided reading model of instruction of all students in the content area of ELA. Provide professional development to teachers through the Ready Gen Reading series. The Next Steps to Guided Reading by Jan Richardson will serve as a resource or support to teachers. Teachers will implement guided reading instruction in the classroom on a daily basis to ensure all students are instructed at grade level. Opportunities for differentiation of reading will also be offered during the core reading block and intervention block schedule for each grade level.	Direct Instruction	08/10/2015	06/30/2016	\$1000 - Grant Funds	Administration, Instructional Coach, Team Leaders, Teachers

Activity - Math Best Practice Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development to all staff of mathematical best practice instructional strategies. The professional development will be centered around the math practice standards. Focus being placed also on what to do when a student is not meeting a math standard in their grade level.	Academic Support Program	01/04/2016	06/30/2017	\$5000 - General Fund	Administration, Instructional Coach, Team Leaders, Teachers

Title I Schoolwide Diagnostic

Hillard Collins Elementary School

Activity - Vertically Aligned Instruction and Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Curriculum and Instruction Committee, with a minimum of one teacher per grade level, Special Education teacher representation and Response to Intervention teacher representation, in collaboration with the district, will research math instructional resources that will vertically align the implementation of the math standards of all grade levels K-5. The resources will also align with the district math curriculum. Where applicable is will also align with other Boone County Elementary Schools due to the high percentage of transient students at Collins within the district. Recommendation of the appropriate resources to the Site Based Council will be made when funding is available to purchase the instructional resources. An implementation plan will then be developed of the math resources, with supporting professional development being given to support the teachers to implement the program to fidelity.	Academic Support Program	02/01/2016	06/30/2017	\$85000 - Grant Funds	Administration, Instructional Coach, SBDM, Teachers, Assistant Superintendent of Learning Support, Director of Elementary Teaching and Learning.

Strategy2:

Curriculum Assessment and Alignment - Curriculum Assessment and Alignment

Category:

Research Cited:

Activity - Science Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and facilitate the understanding and implementation of the Next Generation Science Standards through study, model lessons, and embedded PD in collaboration with NKU, Thomas More and CINSAM at various grades and transition points for successful implementation and incorporation of STEM principles. Study and preparation for implementation of the Next Gen Science Standards. (Funding noted from DIP as Title II D) Development of plan for sharing information back to all teachers to be developed.	Academic Support Program	10/22/2014	06/30/2017	\$2000 - Grant Funds	District Support Staff, Instructional Coach, Administration, Teacher Leaders, Teachers

Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vertical team meetings are set monthly focusing on math and reading in alternative months. Discussions based on assessment data for content implementation.	Professional Learning	01/01/2016	06/30/2017	\$0 - No Funding Required	Administration, Instructional Coach, Teachers, District Staff

Title I Schoolwide Diagnostic

Hillard Collins Elementary School

Activity - PLC to Drive Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement teacher teams, Professional Learning Communities, to review results from benchmark, progress monitoring, and grade level assessments, KPREP, common formative and summative assessments to drive instructional practice and make instructional changes as needed for students as indicated by the data. Monitor implementation through Advisory Team Meetings, Grade Level Meetings, administrative led Impact and Implementation teacher meetings with all teachers individually, grade level meetings led by the Instructional Coach.	Academic Support Program	01/05/2015	06/30/2017	\$0 - No Funding Required	Administration, Teachers, Instructional Coach, ELL Teachers, Special Education Teachers

Activity - Enrichment/Intervention of Content	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students' growth/progress to be monitored to ensure the implementation and effectiveness of enrichments/interventions. Framework to include 1. Pyramid of interventions for low achieving at-risk students 2. Instructional strategies to enhance/accelerate learning in the classroom for the advanced learners (G/T) 3. Strategies to address affective needs of learners 4. Intentional scheduling to reflect core extension (intervention/extension) as a resource for class time instruction 5. Develop an on-going professional development through Collins University, which will include new teacher trainings, to ensure continued implementation and understanding of instructional practices implemented and adopted at Collins.	Academic Support Program	01/05/2015	06/01/2017	\$1000 - District Funding	Administration, SBDM Committees, Teacher Leaders, Instructional Coach, District G/T Resource Personnel

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.

Measurable Objective 1:

demonstrate a proficiency increase from 28.1% PD to 51.5% PD by 06/30/2017 as measured by KPREP.

Strategy1:

Rtl - Rtl

Category:

Research Cited:

Title I Schoolwide Diagnostic

Hillard Collins Elementary School

Activity - RtI Reading/Writing/Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the RtI/tiered intervention process at all grade levels for targeted students included in sub-populations. Provide adequate materials, programming and staffing to meet these needs. (LEP, disabilities, F/R, African-American, Hispanic, Two or More Races). All students' progress to be monitored to ensure the implementation and effectiveness of such interventions. Allocation provided for additional staffing to support the RtI process.	Academic Support Program	08/13/2015	06/30/2017	\$51000 - District Funding \$8000 - School Council Funds \$168945 - Title I Part A	Administration, SBDM Committees, Teachers, Coach

Strategy2:

Collaborative Instructional Model - Collaborative Instructional Model

Category:

Research Cited:

Activity - Common Planning - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common planning will be provided for grade level teams along with special education and English Language Learner Teachers and RtI staff to allow for teachers to analyze data, determine instructional needs and strategies, share and learn (PLC) receive professional development and varied other needs to ensure sound instructional practices for our students. Vertical Common planning time with all staff members will be planned using faculty meetings. (TELL Survey reflects that this is a need for more consistency and time)	Academic Support Program	08/13/2015	06/30/2017	\$0 - No Funding Required	Administration, Teachers, District Support Staff, SBDM (Policy on Staff time), Coach and Team Leaders.

Activity - Collaborative Instructional Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish protocol and procedures to expand the use of effective collaboration in all classrooms. Regular and special education teacher teams will have support and on-going training on effective collaboration and implement a monitoring system to assess continuous progress and guide instructional decisions for students with disabilities, ELL and G/T including, but not limited to, establishing a baseline as to where the school is in the use of effective collaboration, identifying the barriers to effective collaboration, and providing training and support on collaboration to meet the individual needs of students. Para-educators also need to be included in this training to enhance their instructional collaboration work.	Academic Support Program	01/05/2015	06/30/2016	\$0 - Other	Director of Special Education, Special Education Coordinators, Director of Gifted and Talented Programming, Asst. Supt. for ELL support and needs, Teachers, Administration, Coaches

Strategy3:

Intervention Strategies - Intervention Strategies

Category: Continuous Improvement

Research Cited:

Title I Schoolwide Diagnostic

Hillard Collins Elementary School

Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier based instructional interventions for students in Response to Intervention. Advisory Team Meetings will be held every 6-8 weeks to review progress monitoring data and make instructional next step plans for the students. Monitor Progress through assessments including but not limited to STAR. Provide substitutes for half day coverage for meetings to occur.	Academic Support Program	08/13/2015	06/30/2017	\$8000 - School Council Funds	Administration, Coaches, District Staff, Teachers

Activity - After School Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue intensive before/after-school and summer acceleration program in ELA and math for the neediest academic students along with enrichment program offerings. This can include on and off campus learning opportunities. Mentoring opportunities for students will also be offered through the Whiz Kids program and Unite to Read program with 3rd grade students.	Academic Support Program	10/01/2015	06/30/2016	\$25000 - Title I Schoolwide \$15000 - State Funds \$1800 - FRYSC	Administration, Teachers, Coaches, District Support and Staff, FYRSC Coordinators

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue training and support/monitoring for implementation of school-wide PBIS with district support.	Behavioral Support Program	08/13/2015	06/30/2017	\$0 - No Funding Required \$45000 - General Fund	Administration, District Administration and Support Staff, Coach, Teachers, Behavior Intervention Teacher

Activity - Full Day Kindergarten Programming	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to offer a full day kindergarten programming to be able to address students instructional needs on a more intensive basis, grow vocabulary and social skills and provide them with increased learning time to address the learning standards.	Academic Support Program	08/13/2015	06/30/2017	\$98000 - Title I Schoolwide	Administration, Teachers

Strategy4:

Addressing Diverse Needs - Addressing Diverse Needs

Category:

Research Cited:

Activity - Addressing Transient Needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training, resources and support to address barriers to learning, including but not limited to the transient population and access to health and social services in collaboration with community and parent/caregiver partners. Address need for additional staff counselor to meet the mental, social and emotional needs of the mobile, at-risk population.	Academic Support Program	07/01/2015	06/30/2017	\$400 - Other \$3000 - Title I Schoolwide \$51000 - Other \$100 - State Funds	Administration, District Student Support Services and Learning Support Services, FRC

Title I Schoolwide Diagnostic

Hillard Collins Elementary School

Activity - Strategies Addressing Diverse Needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue and expand professional learning in research based strategies for students from diverse backgrounds including: Language and content objectives for ELLs; Meeting the needs of at-risk and transient students; Specific strategies for students with disabilities. Refinement and implementation of diversity and equity awareness include training for staff on cultural responsiveness to social norms as demographics in our data continually change. Continue to explore and implement research-based strategies for language acquisition with the district leadership.	Academic Support Program	08/13/2015	06/30/2017	\$0 - Other	Administration, District Staff, Coaches, FRC Staff

Activity - Student Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One full time equivalent Guidance Counselor will be purchased to address and assist with student needs in the building with guidance and serve as a Admissions and Release Chairperson for the special education process. One North Key Counselor will be provided to meet students' mental health needs. One part time Catholic Charities counselor will also be purchased to meet students' mental health needs. All counselors will work with the families to meet needs outside of school.	Behavioral Support Program	08/13/2015	06/30/2017	\$45000 - General Fund \$25000 - Grant Funds	Administration, Guidance Counselor, Catholic Charities and North Key Counselors

Strategy5:

Professional Development - Professional Development

Category:

Research Cited:

Activity - Students from Diverse Backgrounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish, implement, and monitor professional learning in research based strategies for students from diverse backgrounds including: Language and content objectives for ELLs; Meeting the needs of students of poverty, homeless and transient; Specific strategies for students with disabilities.	Professional Learning	08/13/2015	06/30/2017	\$2000 - Title I Schoolwide	Administration, Teachers, Coach, District Support Staff, FRC, Title 1 Coordinator

Activity - Coach Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coach will continue to support refinement of instruction and curriculum, provide professional development, and resource support to all certified staff.	Academic Support Program	08/07/2015	06/30/2017	\$60000 - District Funding	Administration, District Staff and Administration, Coaches, Teachers

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Activity - Highly Qualified Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff maintain Highly qualified status and recruitment of this staff by the use of Human Resources Services and recruitment and application process	Recruitment and Retention	08/13/2015	06/30/2017	\$0 - No Funding Required	Administration, District Office Human Resources

Activity - Literacy - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training with specific writing intervention techniques and strategies needed for staff in order to transition our children in their writing skills to proficiency. This will be a consistent school writing structure to be aligned horizontally in each grade level and then vertically to ensure consistency K-5. Correlation to the middle school will also ensure transition of students to 6th grade having common language. Inclusive in this would be use of technology such as, but not limited to, Read Write 11.	Professional Learning	01/04/2016	06/30/2017	\$1000 - Title I Schoolwide	Administration, Coach, District Support Staff

Activity - Professional Development for Plans Aligned with Common Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will provide support to school staff in the professional development of Personal Learning Plans (Rtl) and implementation of Individual Learning Plans, Program Service Plans, aligned with the Common Core State Standards and behavior expectations: Analyze student data including but not limited to STAR, K-PREP, EPAS, SWIS, etc. Use data analysis to plan, review and revise instruction; Monitor and evaluate implementation process at the school and district level. (Funding noted from DIP from IDEA)	Professional Learning	08/13/2015	06/30/2017	\$0 - No Funding Required	Director of Special Education, Special Education Coordinators, Teachers as Trainers, Teachers, ELL district and school support staff, Administration

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide modeling, embedded PD, training, and support on: Renaissance Learning (Star Reading, Math, and Early Literacy), embedded 21st century skills to include intentional instruction in critical and creative thinking skills, collaboration strategies, continued support with the implementation of writing skills using a school based writing structure in line with the RA Jones Middle School, spoken communication skills, differentiation of instruction within units, enhance teachers content knowledge in the areas of literacy and numeracy (developing lead teachers to be content specialist in the building through the LDC, using the Understanding by Design model, MDC and Science Fishbowls), enhance teachers content knowledge in other areas to include writing, science, social studies for compatibility with pending focus in writing and new content standards, formative and summative assessment to assure the strategies are embedded in instruction and also reflect state assessment models, data analysis with feedback, interventions in ELA and Math, meeting the needs of ELL students (i.e SLOP like trainings for ELL and collaborative staff), recognize and respond to academic and nonacademic barriers to learning, incorporate new and mandated technology standards as part of instructional units and practice, Instructional strategies as identified through best practices.	Professional Learning	08/11/2015	06/30/2017	\$1500 - State Funds \$3000 - Title I Schoolwide \$2000 - Other	Administration; Coach; Teachers; District Personnel; Technology Support; FRC Staff

Goal 3:

Decrease the combine reading and math percent novice by 50% from 57.8 in 2015 to 28.9 by 2019.

Measurable Objective 1:

A 50% decrease of All Students will increase student growth from the Novice percentages in reading and math. in Reading by 06/07/2019 as measured by K-PREP.

Strategy1:

Data Analysis - Analyze data to determine next steps in student academic progression.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development in data analysis. Focus on purpose for data analysis, information to gain from data analysis, and how to determine next instructional differentiation steps for a student progress in reading and/or math.	Professional Learning	01/04/2016	06/30/2017	\$0 - No Funding Required	Administration, Instructional Coach, Team Leaders

Strategy2:

Content Vocabulary Development - Provide content specific vocabulary development for students.

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Category: Continuous Improvement

Research Cited:

Activity - Content Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide exposure and vocabulary activities to all students in content vocabulary development. Picture support with reading and math word walls, vocabulary card/student necklaces, and ELL support for understanding vocabulary.	Academic Support Program	01/04/2016	06/30/2017	\$3000 - Title I Schoolwide	Administration, Instructional Coach, Team Leaders, ELL Teachers

Strategy3:

Special Education Reading - Implement a new reading resource for students identified with reading goals on their Individual Education Plan.

Category: Continuous Improvement

Research Cited:

Activity - Special Education Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research and implement a research based reading resource for students identified with reading goals on the Individual Education Plan. Ongoing training to be implemented for the Special Education teachers implementing the resource/program. Monthly progress monitoring meetings will be held to discuss student progress and next instructional steps for each student.	Academic Support Program	01/04/2016	06/30/2017	\$25000 - Other	Director of Special Education, Special Education Coach, Administration, Instructional Coach, Special Education Teachers

Strategy4:

Differentiation - Differentiation of reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development in best practices in reading and math to include differentiation strategies for students. The differentiation strategies will be universal for implementation in any program implemented at Collins.	Academic Support Program	01/04/2016	06/30/2017	\$10000 - General Fund	Administration, Instructional Coach, Teachers, Director of Elementary

Strategy5:

Professional Book Study - Book Study on Best Practices in instruction.

Category: Continuous Improvement

Research Cited:

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Activity - Best Practice Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty book study on Best Practice Today's Standards for Teaching and Learning in America's Schools.	Professional Learning Academic Support Program	03/01/2016	12/30/2016	\$1500 - School Council Funds	Administration, Instructional Coach

Activity - What Great Teachers Do Differently Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty book study on What Great Teachers Do Differently 17 things that Matter Most.	Professional Learning	01/04/2016	12/30/2016	\$700 - School Council Funds	Administration, Instructional Coach

Label	Assurance	Response	Comment	Attachment
9.1	Does the school provide effective, timely and additional intervention to students in danger of not meeting state standards?	Yes	We have multiple interventions in place to meet students needs including, but not limited to, Response to Intervention, Teacher professional development, data analysis, and implementation of new instructional programs.	

Label	Assurance	Response	Comment	Attachment
9.2	Does the school have a comprehensive process for identifying those students most at risk and in need of assistance?	Yes	This is done through the RTI process.	

Label	Assurance	Response	Comment	Attachment
9.3	Do teachers and para-educators collaborate as part of instructional planning?	Yes	Yes, they collaborate on how to best meet the needs of the students they work with.	

Label	Assurance	Response	Comment	Attachment
9.4	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the school as a whole in meeting state academic standards?	Yes		

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Collins Elementary School students from 30.6 in 2015 to 53.6% by 2017.

Measurable Objective 1:

demonstrate a proficiency of 53.6% for Collins Elementary School by 06/30/2017 as measured by KPREP.

Strategy1:

ELA and Math Vertical Alignment - ELA and Math Vertical Alignment.

Category: Continuous Improvement

Research Cited:

Activity - Math Best Practice Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development to all staff of mathematical best practice instructional strategies. The professional development will be centered around the math practice standards. Focus being placed also on what to do when a student is not meeting a math standard in their grade level.	Academic Support Program	01/04/2016	06/30/2017	\$5000 - General Fund	Administration, Instructional Coach, Team Leaders, Teachers

Activity - Guided Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement and support the guided reading model of instruction of all students in the content area of ELA. Provide professional development to teachers through the Ready Gen Reading series. The Next Steps to Guided Reading by Jan Richardson will serve as a resource or support to teachers. Teachers will implement guided reading instruction in the classroom on a daily basis to ensure all students are instructed at grade level. Opportunities for differentiation of reading will also be offered during the core reading block and intervention block schedule for each grade level.	Direct Instruction	08/10/2015	06/30/2016	\$1000 - Grant Funds	Administration, Instructional Coach, Team Leaders, Teachers

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Activity - Vertically Aligned Instruction and Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Curriculum and Instruction Committee, with a minimum of one teacher per grade level, Special Education teacher representation and Response to Intervention teacher representation, in collaboration with the district, will research math instructional resources that will vertically align the implementation of the math standards of all grade levels K-5. The resources will also align with the district math curriculum. Where applicable is will also align with other Boone County Elementary Schools due to the high percentage of transient students at Collins within the district. Recommendation of the appropriate resources to the Site Based Council will be made when funding is available to purchase the instructional resources. An implementation plan will then be developed of the math resources, with supporting professional development being given to support the teachers to implement the program to fidelity.	Academic Support Program	02/01/2016	06/30/2017	\$85000 - Grant Funds	Administration, Instructional Coach, SBDM, Teachers, Assistant Superintendent of Learning Support, Director of Elementary Teaching and Learning.

Strategy2:

CIITS - CIITS

Category:

Research Cited:

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support of the utilization of CIITS as a tool to enhance student learning, teacher professional learning, assessment design, and resources.	Academic Support Program	08/13/2015	06/30/2017	\$0 - No Funding Required	Administration; Coaches; Teaching Staff; District Personnel

Strategy3:

Family Resource Center Instructional Supports - Meeting students and parents outside the regular school day for instructional support and parent training.

Category: Continuous Improvement

Research Cited:

Activity - Summer Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For a week long program in the summer the FRC will sponsor a summer reading program in a local neighborhood. Partners are invited from the community to read with the students and provide interventions to the students. Community partners include, but are not limited to, the Boone County Library, Circus MoJo, etc. Parents also receive information from the community to help support the family needs.	Academic Support Program	06/01/2016	07/01/2016	\$1000 - FRYSC	FRYSC Coordinator, Administration, Guidance Counselors

Strategy4:

Curriculum Assessment and Alignment - Curriculum Assessment and Alignment

Category:

Research Cited:

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Activity - Teacher as Trainers/Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify classroom teachers who exhibit knowledge in content and skills in instruction to build teacher leaders in all content areas. Continue to expand the use of teacher teams (i.e. PLC's, Data teams, Vertical and Horizontal Teams, etc.) to drive instructional decisions and enrich instructional practice in reading and math.	Academic Support Program	08/13/2014	06/30/2017	\$3000 - Grant Funds	Administration, Instructional Coaches, Teachers, District Staff,

Activity - Science Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and facilitate the understanding and implementation of the Next Generation Science Standards through study, model lessons, and embedded PD in collaboration with NKU, Thomas More and CINSAM at various grades and transition points for successful implementation and incorporation of STEM principles. Study and preparation for implementation of the Next Gen Science Standards. (Funding noted from DIP as Title II D) Development of plan for sharing information back to all teachers to be developed.	Academic Support Program	10/22/2014	06/30/2017	\$2000 - Grant Funds	District Support Staff, Instructional Coach, Administration, Teacher Leaders, Teachers

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the refinement, as well as implementation, of district curriculum, maps, and standards-based units of instruction aligned to KCAS, Quality Core and College Readiness Standards and secure SBDM support. Include in the planning and instructional process a clear focus on 21st century skills to include purposeful opportunities for students to: <ol style="list-style-type: none"> analyze and evaluate thinking with multiple points of view to improve thinking identify real world problems and research/investigate possible solutions using flexibility, originality, elaboration, and fluency of thought work collaboratively with peers to become responsible, creative, independent lifelong learners. Project Based Learning and service learning will be embedded into units to emphasize the use of 21st Century Skills. 	Academic Support Program	08/13/2015	06/30/2016	\$0 - No Funding Required	Administration; Instructional Coach; Teachers; District Staff; Technology Support

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Activity - Enrichment/Intervention of Content	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Students' growth/progress to be monitored to ensure the implementation and effectiveness of enrichments/interventions.</p> <p>Framework to include</p> <ol style="list-style-type: none"> 1. Pyramid of interventions for low achieving at-risk students 2. Instructional strategies to enhance/accelerate learning in the classroom for the advanced learners (G/T) 3. Strategies to address affective needs of learners 4. Intentional scheduling to reflect core extension (intervention/extension) as a resource for class time instruction 5. Develop an on-going professional development through Collins University, which will include new teacher trainings, to ensure continued implementation and understanding of instructional practices implemented and adopted at Collins. 	Academic Support Program	01/05/2015	06/01/2017	\$1000 - District Funding	Administration, SBDM Committees, Teacher Leaders, Instructional Coach, District G/T Resource Personnel

Activity - School Readiness and Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Continue to refine, implement and support the required implementation of Brigance Kindergarten Readiness Screener to all incoming Kindergarten students. Analyze data from the screener to create and monitor a learning plan for next steps of instruction for Kindergarten students. Kindergarten Kamp will be offered to all incoming Kindergarten students, including parent sessions daily. Parent report meeting will also take place to review their child's individual student data and what next steps will be to support their child at home. Family Resource Center will also support family with needs for the development at home.</p>	Academic Support Program	07/25/2016	06/30/2017	\$1000 - Grant Funds \$5000 - District Funding	District Level Staff, Administration, Instructional Coach, teachers, FRYSC Coordinators

Activity - Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Technology training sessions provided for the implementation of current technology programs in the building to help support the instructional practices in the classroom. Training for implementation of the Chromebooks into the 3rd-5th grade classrooms for 1:1 implementation. Training on Google Classroom to take place as well.</p>	Academic Support Program Technology	01/04/2016	06/30/2017	\$20000 - General Fund	District Director of Technology, Administration, Instructional Coach, Teachers

Activity - New Collins Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Develop professional development training for all teachers new to Collins to be implemented to provide support in the instructional practices and programs implemented at Collins. Teachers will also be assigned a seasoned Collins mentor teacher for supports needed with implementation of instructional practices and programs in the first year at Collins. Support program will focus on ELA, Math, RTI, Science, Social Studies, the Arts, Technology and Project Based Learning.</p>	Academic Support Program	01/01/2016	12/30/2016	\$5000 - School Council Funds	Administration, Instructional Coach, Team Leaders

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Activity - Integration of Social Studies Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and facilitate the understanding and implementation of Social Studies Standards and integration of instruction with them in reading and across content areas, through study, model lessons, and embedded PD for successful implementation and incorporation of these standards from the Program of Studies. Focus moved to investigative process and moved away from memorization process for social studies content.	Academic Support Program	08/17/2015	06/30/2017	\$0 - No Funding Required	Administration, Teachers, Instructional Coach

Activity - Collins University / Teacher Instructional Support PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop on-going professional development through Collins University, to ensure continued implementation and understanding of instructional practices implemented and adopted at Collins. Additional offerings to all staff will be offered through out the year to support implementation of ELA, Math, Science, Social Studies, the Arts, 21st Century Skills, Project Based Learning, etc. System of mentorship put in place for new teachers to the school to support them in their learning the infrastructure of the school and support them with instructional needs.	Professional Learning	08/11/2015	06/30/2017	\$1000 - Grant Funds	Administration, Teacher Leaders, Instructional Coach, Team Leaders, District Staff Support

Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vertical team meetings are set monthly focusing on math and reading in alternative months. Discussions based on assessment data for content implementation.	Professional Learning	01/01/2016	06/30/2017	\$0 - No Funding Required	Administration, Instructional Coach, Teachers, District Staff

Activity - Aligned Units of Study / UbD Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Facilitate the refinement and implementation of aligned units of study developed at the school and district level with district teacher leaders from across all grade levels in the content area or math. Reading has been completed at the school level. Teacher input will be forwarded through the teacher leaders to the district level for continuous refinement of the implementation of the KCAS (Kentucky Core Academic Standards), with a focus on embedding the problem based learning model within the instruction.	Direct Instruction	08/13/2015	06/30/2017	\$0 - No Funding Required	Administration, Instructional Coach, Teachers, District Personnel, Teacher Leaders

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Activity - PLC to Drive Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement teacher teams, Professional Learning Communities, to review results from benchmark, progress monitoring, and grade level assessments, KPREP, common formative and summative assessments to drive instructional practice and make instructional changes as needed for students as indicated by the data. Monitor implementation through Advisory Team Meetings, Grade Level Meetings, administrative led Impact and Implementation teacher meetings with all teachers individually, grade level meetings led by the Instructional Coach.	Academic Support Program	01/05/2015	06/30/2017	\$0 - No Funding Required	Administration, Teachers, Instructional Coach, ELL Teachers, Special Education Teachers

Strategy5:

Program Review - Program Review

Category: Continuous Improvement

Research Cited:

Activity - Student Wellness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collins will implement the district wellness policy through our school level wellness policy that will be reviewed annually by the committee. The policy will be assessed by implementing the Alliance for Healthier Generations evaluation tool. In addition Collins will utilize the collection of the BMI percentile data in the annual wellness policy review.	Policy and Process	01/04/2016	06/30/2017	\$0 - No Funding Required	Administration, Program Review Lead, Coach, Coordinated School Health Committee

Activity - Administration Communication of Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administration will on a regular monthly basis inform stakeholders of the instructional activities in the areas of the Arts and Humanities, world language, and PL/CS based on a rotating schedule developed by the Special Area Team. Instructional activities will also be included on the school web page.	Community Engagement	09/01/2015	06/30/2016	\$1000 - Grant Funds	Arts and Humanities and PL/VC teachers, world language teacher, Administration, and Instructional Coach.

Activity - Process for Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to support and enhance a process for program reviews where results of all program reviews are reviewed, rationales are established, feedback is given throughout the process, and improvements are made in implementing the proficiency of integrating writing, vocational/career studies, arts and humanities, and world language into all content areas. Program Review Leads are provided by the district and through SBDM funding. Additional Program Review Coordinators will lead the work with PL/CS, Arts and Humanities, Writing, world language, and the Primary Program.	Academic Support Program	08/13/2015	06/30/2016	\$500 - General Fund \$2000 - School Council Funds	Administration; Coach ; Program Review Leads; Teaching Staff; District Level Support

Goal 2:

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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.

Measurable Objective 1:

demonstrate a proficiency increase from 28.1% PD to 51.5% PD by 06/30/2017 as measured by KPREP.

Strategy1:

Student Barriers to Learning - In School Attendance

Category: Continuous Improvement

Research Cited:

Activity - Meeting Family Physical, Social and Emotional Needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To reduce learning barriers for students, continue to provide services to meet families' physical, mental, social and emotional needs through programming with agencies and coordination with School Guidance Counselor in addition to adding another Counselor (through staff conversion, SBDM funding funding) Social workers in the FRC, both a Coordinator and Assistant Coordinator. (FRC Funding -\$27,000 for staffing) Catholic Charities Counselor; Counselor provided by the district through North Key.	Parent Involvement	08/13/2015	06/30/2017	\$15000 - School Council Funds \$27000 - FRYSC	Administration, FYRSC Coordinators, District Support Staff, Counselors

Strategy2:

School Safety - Safety of all Stakeholders.

Category: Management Systems

Research Cited:

Activity - CERT Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All faculty and staff will receive yearly training in Crisis Emergency Response Training for lock-down procedures and keeping the building and all stakeholders safe in a crisis situation.	Professional Learning	08/03/2015	06/30/2017	\$0 - No Funding Required	Administration, District Personnel, Boone County Emergency Response, Teachers and Classified staff.

Activity - School Safety Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evaluate and revised the developed safety plan for the school in collaboration with the Boone County Emergency Response and the Deputy Superintendent of Operational Services. The plan will be reviewed yearly with Emergency Response, Fire, Police and EMS. Lock-Down, Tornado, Fire and Earth quake drill will be practiced by all individuals in the building on regularly scheduled intervals.	Policy and Process	08/03/2015	06/30/2017	\$0 - No Funding Required	Administration, Emergency Response, Teachers, Classified Staff, and Deputy Superintendent of Operational Services

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Strategy3:

Intervention Strategies - Intervention Strategies

Category: Continuous Improvement

Research Cited:

Activity - After School Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue intensive before/after-school and summer acceleration program in ELA and math for the neediest academic students along with enrichment program offerings. This can include on and off campus learning opportunities. Mentoring opportunities for students will also be offered through the Whiz Kids program and Unite to Read program with 3rd grade students.	Academic Support Program	10/01/2015	06/30/2016	\$1800 - FRYSC \$25000 - Title I Schoolwide \$15000 - State Funds	Administration, Teachers, Coaches, District Support and Staff, FYRSC Coordinators

Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier based instructional interventions for students in Response to Intervention. Advisory Team Meetings will be held every 6-8 weeks to review progress monitoring data and make instructional next step plans for the students. Monitor Progress through assessments including but not limited to STAR. Provide substitutes for half day coverage for meetings to occur.	Academic Support Program	08/13/2015	06/30/2017	\$8000 - School Council Funds	Administration, Coaches, District Staff, Teachers

Activity - Full Day Kindergarten Programming	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to offer a full day kindergarten programming to be able to address students instructional needs on a more intensive basis, grow vocabulary and social skills and provide them with increased learning time to address the learning standards.	Academic Support Program	08/13/2015	06/30/2017	\$98000 - Title I Schoolwide	Administration, Teachers

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue training and support/monitoring for implementation of school-wide PBIS with district support.	Behavioral Support Program	08/13/2015	06/30/2017	\$0 - No Funding Required \$45000 - General Fund	Administration, District Administration and Support Staff, Coach, Teachers, Behavior Intervention Teacher

Strategy4:

Parent Involvement and Leadership - Parent Involvement and Leadership

Category:

Research Cited:

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Activity - Parent Involvement- learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning opportunities that involve adults, parents and/or child will be provided to enrich and support the child's instructional needs at school and at home.	Parent Involvement	08/13/2015	06/30/2017	\$10649 - FRYSC \$1500 - Title I Schoolwide \$2000 - Grant Funds	Administration, Teachers, Coach, FRC Staff

Activity - Parent Involvement and Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to work with resources to provide opportunities for family leadership and engagement. Included but not limited to: PTA, CIPL, SBDM Council, Volunteer Opportunities, Conferences and involvement with child's teacher. Development of a school wide Remind 101 or communication through the use of the school Blackboard program for the school to communicate with parents.	Parent Involvement	01/04/2016	06/30/2017	\$2000 - FRYSC \$500 - Grant Funds \$500 - Title I Schoolwide	Administration, District Title I staff support, FRC mission and goals, Teachers

Strategy5:

Addressing Diverse Needs - Addressing Diverse Needs

Category:

Research Cited:

Activity - Addressing Transient Needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training, resources and support to address barriers to learning, including but not limited to the transient population and access to health and social services in collaboration with community and parent/caregiver partners. Address need for additional staff counselor to meet the mental, social and emotional needs of the mobile, at-risk population.	Academic Support Program	07/01/2015	06/30/2017	\$3000 - Title I Schoolwide \$100 - State Funds \$51000 - Other \$400 - Other	Administration, District Student Support Services and Learning Support Services, FRC

Activity - Strategies Addressing Diverse Needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue and expand professional learning in research based strategies for students from diverse backgrounds including: Language and content objectives for ELLs; Meeting the needs of at-risk and transient students; Specific strategies for students with disabilities. Refinement and implementation of diversity and equity awareness include training for staff on cultural responsiveness to social norms as demographics in our data continually change. Continue to explore and implement research-based strategies for language acquisition with the district leadership.	Academic Support Program	08/13/2015	06/30/2017	\$0 - Other	Administration, District Staff, Coaches, FRC Staff

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Activity - Student Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One full time equivalent Guidance Counselor will be purchased to address and assist with student needs in the building with guidance and serve as a Admissions and Release Chairperson for the special education process. One North Key Counselor will be provided to meet students' mental health needs. One part time Catholic Charities counselor will also be purchased to meet students' mental health needs. All counselors will work with the families to meet needs outside of school.	Behavioral Support Program	08/13/2015	06/30/2017	\$25000 - Grant Funds \$45000 - General Fund	Adminstration, Guidance Counselor, Catholic Charities and North Key Counselors

Strategy6:

Professional Development - Professional Development

Category:

Research Cited:

Activity - Literacy - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training with specific writing intervention techniques and strategies needed for staff in order to transition our children in their writing skills to proficiency. This will be a consistent school writing structure to be aligned horizontally in each grade level and then vertically to ensure consistency K-5. Correlation to the middle school will also ensure transition of students to 6th grade having common language. Inclusive in this would be use of technology such as, but not limited to, Read Write 11.	Professional Learning	01/04/2016	06/30/2017	\$1000 - Title I Schoolwide	Administration, Coach, District Support Staff

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide modeling, embedded PD, training, and support on: Renaissance Learning (Star Reading, Math, and Early Literacy), embedded 21st century skills to include intentional instruction in critical and creative thinking skills, collaboration strategies, continued support with the implementation of writing skills using a school based writing structure in line with the RA Jones Middle School, spoken communication skills, differentiation of instruction within units, enhance teachers content knowledge in the areas of literacy and numeracy (developing lead teachers to be content specialist in the building through the LDC, using the Understanding by Design model, MDC and Science Fishbowls), enhance teachers content knowledge in other areas to include writing, science, social studies for compatibility with pending focus in writing and new content standards, formative and summative assessment to assure the strategies are embedded in instruction and also reflect state assessment models, data analysis with feedback, interventions in ELA and Math, meeting the needs of ELL students (i.e SLOP like trainings for ELL and collaborative staff), recognize and respond to academic and nonacademic barriers to learning, incorporate new and mandated technology standards as part of instructional units and practice, Instructional strategies as identified through best practices.	Professional Learning	08/11/2015	06/30/2017	\$1500 - State Funds \$2000 - Other \$3000 - Title I Schoolwide	Administration; Coach; Teachers; District Personnel; Technology Support; FRC Staff

Activity - Coach Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coach will continue to support refinement of instruction and curriculum, provide professional development, and resource support to all certified staff.	Academic Support Program	08/07/2015	06/30/2017	\$60000 - District Funding	Administration, District Staff and Administration, Coaches, Teachers

Activity - Students from Diverse Backgrounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish, implement, and monitor professional learning in research based strategies for students from diverse backgrounds including: Language and content objectives for ELLs; Meeting the needs of students of poverty, homeless and transient; Specific strategies for students with disabilities.	Professional Learning	08/13/2015	06/30/2017	\$2000 - Title I Schoolwide	Administration, Teachers, Coach, District Support Staff, FRC, Title 1 Coordinator

Activity - Professional Development for Plans Aligned with Common Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will provide support to school staff in the professional development of Personal Learning Plans (Rtl) and implementation of Individual Learning Plans, Program Service Plans, aligned with the Common Core State Standards and behavior expectations: Analyze student data including but not limited to STAR, K-PREP, EPAS, SWIS, etc. Use data analysis to plan, review and revise instruction; Monitor and evaluate implementation process at the school and district level. (Funding noted from DIP from IDEA)	Professional Learning	08/13/2015	06/30/2017	\$0 - No Funding Required	Director of Special Education, Special Education Coordinators, Teachers as Trainers, Teachers, ELL district and school support staff, Administration

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Activity - Highly Qualified Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff maintain Highly qualified status and recruitment of this staff by the use of Human Resources Services and recruitment and application process	Recruitment and Retention	08/13/2015	06/30/2017	\$0 - No Funding Required	Administration, District Office Human Resources

Strategy7:

Other- Transition Years - Other- Transition Years

Category: Continuous Improvement

Research Cited:

Activity - Transtion Years	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Work with families and community members to ensure all children experience an effective transition to school entry from preschool to kindergarten, primary to intermediate levels, as well as elementary to middle school.</p> <p>From Preschool to Kindergarten:</p> <ol style="list-style-type: none"> 1. Kindergarten Kamp will be offered to all incoming Kindergarten students during the summer to help with the transition to the full day program. Parents will also have 30 minutes each day of the Kindergarten Kamp to provide them with strategies in the areas of reading, math, and school readiness strategies presented by the Kindergarten teachers. 2. Assess all kindergartners at school entry with the common statewide screener. (BRIGANCE) 3. Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments. 4. Through the benchmark assessments given at the beginning of the year identify students needing additional reading interventions through the Rtl process. 5. Offer an Open House Night for Parents of incoming Kindergarten students <p>Primary to Intermediate:</p> <ol style="list-style-type: none"> 1. Curriculum Night 2. Transition from non-graded primary to receiving grades for the work completed; spring of year 3. Parent Handbook explaining expectations, grading, homework etc. <p>From Elementary to Middle School:</p> <ol style="list-style-type: none"> 1. Transition Night for parents and students with the middle school 2. Spring Orientation for Parents 3. Spring School visit for students 4. Summer student orientation program at receiving middle school (Middle School Transition Nights, Open House, Jump Start at R.A. Jones) 5. Start The Change night offered to 5th grade parents as a 1 hour program on adolescent change addressing the development of executive functions, along with other changes during the teen years due to important modification in how the brain functions. 	Academic Support Program	07/01/2015	06/30/2017	\$1000 - Title I Schoolwide \$1300 - State Funds	Administration; District Personnel; Teachers; Support Staff, Kindergarten Teachers, Director of Elementary

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Activity - Special Education Transitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At transition years, a transition meeting will take place on students with special education identification. This process will be conducted during an ARC with staff members currently working with the student and staff members from the incoming grade levels.	Academic Support Program	01/04/2016	06/30/2017	\$0 - No Funding Required	Administration, ARC Chair, Teachers

Strategy8:

Collaborative Instructional Model - Collaborative Instructional Model

Category:

Research Cited:

Activity - Common Planning - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common planning will be provided for grade level teams along with special education and English Language Learner Teachers and Rtl staff to allow for teachers to analyze data, determine instructional needs and strategies, share and learn (PLC) receive professional development and varied other needs to ensure sound instructional practices for our students. Vertical Common planning time with all staff members will be planned using faculty meetings. (TELL Survey reflects that this is a need for more consistency and time)	Academic Support Program	08/13/2015	06/30/2017	\$0 - No Funding Required	Administration, Teachers, District Support Staff, SBDM (Policy on Staff time), Coach and Team Leaders.

Activity - Collaborative Instructional Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish protocol and procedures to expand the use of effective collaboration in all classrooms. Regular and special education teacher teams will have support and on-going training on effective collaboration and implement a monitoring system to assess continuous progress and guide instructional decisions for students with disabilities, ELL and G/T including, but not limited to, establishing a baseline as to where the school is in the use of effective collaboration, identifying the barriers to effective collaboration, and providing training and support on collaboration to meet the individual needs of students. Para-educators also need to be included in this training to enhance their instructional collaboration work.	Academic Support Program	01/05/2015	06/30/2016	\$0 - Other	Director of Special Education, Special Education Coordinators, Director of Gifted and Talented Programming, Asst. Supt. for ELL support and needs, Teachers, Administration, Coaches

Strategy9:

Rtl - Rtl

Category:

Research Cited:

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Activity - RtI Reading/Writing/Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the RtI/tiered intervention process at all grade levels for targeted students included in sub-populations. Provide adequate materials, programming and staffing to meet these needs. (LEP, disabilities, F/R, African-American, Hispanic, Two or More Races). All students' progress to be monitored to ensure the implementation and effectiveness of such interventions. Allocation provided for additional staffing to support the RtI process.	Academic Support Program	08/13/2015	06/30/2017	\$51000 - District Funding \$8000 - School Council Funds \$168945 - Title I Part A	Administration, SBDM Committees, Teachers, Coach

Goal 3:

Decrease the combine reading and math percent novice by 50% from 57.8 in 2015 to 28.9 by 2019.

Measurable Objective 1:

A 50% decrease of All Students will increase student growth from the Novice percentages in reading and math. in Reading by 06/07/2019 as measured by K-PREP.

Strategy1:

Differentiation - Differentiation of reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development in best practices in reading and math to include differentiation strategies for students. The differentiation strategies will be universal for implementation in any program implemented at Collins.	Academic Support Program	01/04/2016	06/30/2017	\$10000 - General Fund	Administration, Instructional Coach, Teachers, Director of Elementary

Strategy2:

Special Education Reading - Implement a new reading resource for students identified with reading goals on their Individual Education Plan.

Category: Continuous Improvement

Research Cited:

Activity - Special Education Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research and implement a research based reading resource for students identified with reading goals on the Individual Education Plan. Ongoing training to be implemented for the Special Education teachers implementing the resource/program. Monthly progress monitoring meetings will be held to discuss student progress and next instructional steps for each student.	Academic Support Program	01/04/2016	06/30/2017	\$25000 - Other	Director of Special Education, Special Education Coach, Administration, Instructional Coach, Special Education Teachers

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Strategy3:

Data Analysis - Analyze data to determine next steps in student academic progression.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development in data analysis. Focus on purpose for data analysis, information to gain from data analysis, and how to determine next instructional differentiation steps for a student progress in reading and/or math.	Professional Learning	01/04/2016	06/30/2017	\$0 - No Funding Required	Administration, Instructional Coach, Team Leaders

Strategy4:

Professional Book Study - Book Study on Best Practices in instruction.

Category: Continuous Improvement

Research Cited:

Activity - What Great Teachers Do Differently Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty book study on What Great Teachers Do Differently 17 things that Matter Most.	Professional Learning	01/04/2016	12/30/2016	\$700 - School Council Funds	Administration, Instructional Coach

Activity - Best Practice Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty book study on Best Practice Today's Standards for Teaching and Learning in America's Schools.	Academic Support Program Professional Learning	03/01/2016	12/30/2016	\$1500 - School Council Funds	Administration, Instructional Coach

Strategy5:

Content Vocabulary Development - Provide content specific vocabulary development for students.

Category: Continuous Improvement

Research Cited:

Activity - Content Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide exposure and vocabulary activities to all students in content vocabulary development. Picture support with reading and math word walls, vocabulary card/student necklaces, and ELL support for understanding vocabulary.	Academic Support Program	01/04/2016	06/30/2017	\$3000 - Title I Schoolwide	Administration, Instructional Coach, Team Leaders, ELL Teachers

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Label	Assurance	Response	Comment	Attachment
10.1	Does the school coordinate and integrate program funds available to the school to implement the Title I Schoolwide program?	Yes	Yes, the school coordinates and integrates program funds available to the school to implement the Title I Schoolwide program.	

Label	Assurance	Response	Comment	Attachment
10.2	Does the improvement plan have specific funding sources noted that support the school coordination and integration of Federal, state and local funds to address the needs of the Title I Schoolwide program and to improve student achievement?	Yes	Funding sources are provided.	