



Closing the Achievement Gap

Hillard Collins Elementary School

Boone County

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Introduction

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

KDE Closing the Achievement Gap

Introduction

Pursuant to KRS 158.649 reporting requirements for achievement gap shall be October 1 of each year. The principal shall convene a public meeting to present and discuss the plan for closing the achievement gap prior to the submission to the superintendent and local board for review. The local board of education shall review, in a public meeting, the portion of each school's Comprehensive School Improvement Plan (CSIP) addressing the activities and schedule to reduce achievement gaps if a district has more than 20 schools. This can be a consolidated district report in accordance to KRS 160.340 (3)(b).

Achievement gap means a substantive performance difference in each of the tested areas by grade level of the state testing system between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced-price meals and those who are not eligible for free or reduced-price meals.

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

Achievement Gap Groups Identification

Statement or Question: Use the School Report Card to identify your school's gaps groups. Select all that apply.

Response:

- African American
- Hispanic
- Native American
- With Disability
- Free/Reduced Price Meals
- Limited English Proficiency

Achievement Gap Summary

Describe the school's climate and culture.

Collins Elementary is a school serving 800 children Preschool- 5th Grade. The school is located in Boone County in the city of Florence, Kentucky. Collins is a very diverse school with 24% of the population of Hispanic/Latino origin and another 5% of the population of other cultures originating from outside of the United States. We have 17 different languages that are spoken fluently by many families and students. The student population excluding white, not of Hispanic origin is 17%. We serve a population of students from families of whom 86% are classified, by federal standards, as low socio-economic status. We are a Schoolwide Title I program due to this statistic. Our student population includes, as identified by the state: 15% of the population are students with special education needs and a mobility rate of 10%. We have out grown our building and have 4 mobile units with 2 classrooms in each of the mobiles. Our school is staffed by teachers all working within their certification, 100% Highly Qualified Classification. We currently have a blended language program. Students whose primary language is English receive Spanish instruction with a certified teacher along with work using the Rosetta Stone Technology. Students whose primary language is not English have English Language Instruction along with work using Rosetta Stone Technology. Our families reside in privately owned homes, rental homes, many apartment complexes and some trailer parks which provides for self-owned units and rentals. We also have some students living in local hotels. The 2016-2017 school year continues to have many changes in structure to the building. There is a Principal, 1 Assistant Principal, and two Guidance Counselors. The building also has over 50% of the Certified staff new to the building in the last 3 years. Parent involvement will continue to be a key area of development for the 2016-2017 school year to provide opportunities to include parents more in all aspects of the school. Last year our PTA was active in recruiting more parents to be involved in the school functions. The PTA also had more student events last year to encourage parents to visit the building.

Describe the strategies that were implemented that helped to close the achievement gap.

Collins has implemented several strategies to help close the achievement gap over the last year. The school implemented a new reading series tied to the content standards and aligns horizontally and vertically in all grades. Each grade level has a focus on incorporating reading instruction using trade books, with an emphasis on higher level questioning strategies and pulling information from the text. Additional training on the implementation of the series was provided by the textbook company, Pearson. Specific training has also been given with guided reading instruction.

Limited English students were offered instruction using the SIOP model when working with the English Language teachers. Students with low English acquisition were also provided the use of Rosetta Stone English.

Transitional years at Kindergarten and 5th to 6th grade are the transitional years we have provided more support to the students and families with information needed to help support the students. In Kindergarten we incorporated the Brigance screener to check for students incoming kindergarten readiness, provided parents with reports of their child's readiness, and activities they could use to support the further development of their child's growth at home for all gap groups. At school the kindergarten teachers used this information to develop learning strategies to use in the classroom to help the students develop their academic achievement levels. Title 1 funds also support the implementation of full day kindergarten at Collins.

We have also provided a transitional night for the parents and students to attend for 5th to 6th grades. An Open House event was also provided at the beginning of the school year to allow parents to bring students into the classroom in advance to view their new surroundings, allow parents a time to ask questions, and for teachers to pass out instructional information for the upcoming school year.

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Teachers of students with disabilities met monthly to review and discuss students on an individual basis describing the instructional strategies they were receiving, look at the data to see if the strategy was working and making next step plans. Peer and district led conversations led to making recommendation to incorporate a new reading program for the 16-17 school year. Certified staff over the course of the year were involved in professional development opportunities focused on closing the achievement gap. Some of the professional developments consisted of continued training with interventions in reading and math, meeting needs of English Language Learners (ELL), recognizing and responding to academic and non-academic barriers to learning, and curriculum aligned to the Kentucky Core Academic Standards. Implementation of the Instructional Coach to refine and support instruction and curriculum in the classroom has also assisted teachers in meeting the needs of the students in the achievement gap.

As indicated through the TELL Survey, Common Planning and collaboration times have been increased to allow teachers time to meet in professional learning communities (PLC's). During the PLC times teachers use assessment data to make instructional changes in their classrooms and provide interventions to those students not scoring in a proficient range for their grade level. Before and after school programs also provide support to the students' academic and enrichment needs. Summer School was also provided to the students to lessen the summer learning loss.

Describe the barriers that prevented the school from closing the achievement gap.

Barriers preventing the school from closing the achievement gap continues to be in several areas. We continue to have a high percentage of transient students at Collins creating inconsistency as students come and go in classes. We draw from a large number of in-district and out-of-district schools does not allow for accurate alignment of curriculum and students miss foundational skills moving school to school.

There is a lack of rigor in the instructional levels in the building. Overall scores indicate some growth, but there has not been enough growth to move students out of Novice and Apprentice. Specific time will be looking at growth students made in the testing data to target individual students not making enough progress in achieving proficiency.

The higher percentage of students classified as English Language Learners have barriers when they are at home due to not having an adult present to help with their homework due to the language barrier of not speaking or reading English.

The low socio-economic status of our families also provide barriers to prevent the school from closing the gap. Many of the families do not value education or the basic needs of the families are not always being met. Continued support to the families to show how their child's education can help them in the future and supports to meet basic needs is vital.

The negative stigma in the school and school community that the students are not capable of achieving proficiency because of the backgrounds the children are coming from continues. Development of intervention strategies for transient, ELL, and lower socio-economic students is required to eliminate this negative stigma.

There has been a lack of consistency with vertical and horizontally aligning the curriculum. Many different programs have been used in the past and there has been a mixture of the programs implemented. We have had one year of implementation of the new reading series. Students are showing growth with formative assessments, but the school needs more time for implementation.

Provide specific examples from the CSIP as to how the district and school collaborated to ensure that the achievement gap was addressed.

The district and school collaborated to ensure the achievement gap was addressed through several strategies and activities, as indicated in our CSIP. Support was given with the Brigance Kindergarten screener, an instructional coach was provided to our school through the district, professional development opportunities and curriculum development opportunities were provided by the district or funded by the district. The district also provided the data collection tool, through Renaissance Learning, to allow teachers and administration a way to

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progress monitor students throughout the year to look at academic growth in the areas of reading and math.

The district provided additional funding to support the Extended School Services for before and after school academic instructional activities. Additional funding has been provided from the district to provide summer school opportunities for students scoring in the lower quartile in each grade level. The district also provided a World-Language teacher and access for all students to Rosetta Stone for language acquisition. ELL teachers have been assigned by the district to meet the diverse learning needs of students whose primary language is not English.

The district leads district wide opportunities for teachers to develop common units, timelines, and benchmark assessments. This work helps to address students in-district learning on the same time line helping address the transience issues at Collins. The Director of Pupil Personnel and his office also work collaboratively with our school to address attendance issues with students.

Collins also has implemented a new ELA series last school year. We are working collaboratively with another elementary school in the district to develop all of the units using the Understanding by Design format. The unit planning allows the teachers to plan with the end in mind looking at the assessments and planning for high level questioning. Through the implementation of the ELA series the students are also writing on a daily basis to support their answers through referring to the texts.

Describe the process to involve teachers, leaders, and other stakeholders to review the CSIP and its progress to close the achievement gap.

Teachers meet on a regular basis to review the CSIP and provide areas they have completed, are still working on, or need additional support. Through meetings with the administrative team, the Team Leaders are provided the opportunity to discuss the areas of the CSIP discussed by the teams. The administrative team is then able to support the needs of the teachers to carry out the CSIP fully. Other stakeholders are involved from the school community by reviewing committee work during public SBDM meetings and being involved in the SBDM committees. Parent meetings are also provided throughout the year to provide information based on assessment data, instructional strategies parents can use at home, and allowing parents to voice needs for school and student development.

Achievement Gap Diagnostic

Describe how data are used to inform your school's improvement plan to address the achievement gap.

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 - 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 - 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 - 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 - 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 - 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

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Activity - School Readiness and Brigrance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to refine, implement and support the required implementation of Brigrance 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

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 - 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 - 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 - 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

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

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

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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.

Strategy3:

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

Strategy4:

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 SY 2016-2017

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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 - 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

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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	\$2000 - Other \$3000 - Title I Schoolwide \$1500 - State Funds	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 - 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 - Professional Development for Plans Aligned wih 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, Adminstration

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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	\$51000 - Other \$400 - Other \$3000 - Title I Schoolwide \$100 - State Funds	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

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	Administration, Guidance Counselor, Catholic Charities and North Key Counselors

Strategy3:

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 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

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

Strategy4:

Intervention Strategies - Intervention Strategies

Category: Continuous Improvement

Research Cited:

Closing the Achievement Gap

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 \$1800 - FRYSC \$15000 - State Funds	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

Strategy5:

Collaborative Instructional Model - Collaborative Instructional Model

Category:

Research Cited:

Closing the Achievement Gap

Hillard Collins Elementary School

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 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.

Strategy6:

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.

Strategy7:

SY 2016-2017

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Closing the Achievement Gap

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

Strategy8:

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 - Grant Funds \$2000 - FRYSC \$500 - Title I Schoolwide	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	\$10649 - FRYSC \$2000 - Grant Funds \$1500 - Title I Schoolwide	Administration, Teachers, Coach, FRC Staff

Strategy9:

Student Barriers to Learning - In School Attendance

Category: Continuous Improvement

Research Cited:

Closing the Achievement Gap

Hillard Collins Elementary School

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	\$27000 - FRYSC \$15000 - School Council Funds	Administration, FYRSC Coordinators, District Support Staff, Counselors

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 Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% 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:

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

Category: Continuous Improvement

Research Cited:

Closing the Achievement Gap

Hillard Collins Elementary School

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

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:

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

Strategy5:

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

Closing the Achievement Gap

Hillard Collins Elementary School

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

Describe how the plan will be monitored to ensure that the strategies/activities that address the achievement gap are fully implemented.

Teachers, administration, and stakeholders will serve on committees and review data collected over the course of the school year to meet the Gap students needs. Administration will provide the funding and professional developments needed to meet the teacher growth needed. The strategies and activities progress will be reviewed on a regular basis with the SBDM Council during monthly meeting. Quarterly meetings take place to review RTI progress monitoring data points on students in the bottom 20th percentile and higher. All students with an IEP are progress monitored if they do not meet the benchmark goals. Monthly Special Education meetings will also take place to look at individual student growth. We benchmark the students three times a year to

look at any students not being monitored through RTI, to look for students needing additional interventions to address their deficits.

ELA end of unit assessment data will be dis-aggregated to address any learning gaps.

Cite the goals/objectives/strategies in the plan that specifically addresses how the teaching and learning conditions will be positive and foster success for teachers and students.

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:

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:

Closing the Achievement Gap

Hillard Collins Elementary School

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

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

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.

Closing the Achievement Gap

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:

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 - 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 - 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

Closing the Achievement Gap

Hillard Collins Elementary School

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	\$45000 - General Fund \$0 - No Funding Required	Administration, District Administration and Support Staff, Coach, Teachers, Behavior Intervention Teacher

Strategy2:

Collaborative Instructional Model - Collaborative Instructional Model

Category:

Research Cited:

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 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.

Strategy3:

Parent Involvement and Leadership - Parent Involvement and Leadership

Category:

Research Cited:

Closing the Achievement Gap

Hillard Collins Elementary School

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	\$10649 - FRYSC \$2000 - Grant Funds \$1500 - Title I Schoolwide	Administration, Teachers, Coach, FRC Staff

Strategy4:

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	\$168945 - Title I Part A \$51000 - District Funding \$8000 - School Council Funds	Administration, SBDM Committees, Teachers, Coach

Strategy5:

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.

Closing the Achievement Gap

Hillard Collins Elementary School

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

Strategy6:

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

Strategy7:

Professional Development - Professional Development

Category:

Research Cited:

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

Closing the Achievement Gap

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 - 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 - 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

Closing the Achievement Gap

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 - 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

Strategy8:

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

Closing the Achievement Gap

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 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

Strategy9:

Addressing Diverse Needs - Addressing Diverse Needs

Category:

Research Cited:

Closing the Achievement Gap

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 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	\$45000 - General Fund \$25000 - Grant Funds	Adminstration, Guidance Counselor, Catholic Charities and North Key Counselors

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 \$400 - Other \$100 - State Funds \$51000 - Other	Administration, District Student Support Services and Learning Support Services, FRC

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 Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% 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

Closing the Achievement Gap

Hillard Collins Elementary School

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:

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

Strategy3:

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

Strategy4:

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

Category: Continuous Improvement

Research Cited:

Closing the Achievement Gap

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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

Strategy5:

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

Describe the actions that will be taken to remove the barriers that prevented the school from closing the achievement gap.

This year we are working in collaboration with NKCES to provide professional development in differentiation strategies to be implemented in all content areas. We are conducting two book studies: Best Practices and Poor Students, Rich Teaching. Best Practices discusses research based strategies teachers should implement to increase student learning. Poor Students, Rich Teaching breaks down for teachers how to best meet the needs of the student in our building from a low socioeconomic background.

Students with disabilities will be instructed using a new reading instructional tool, . They will also continue to meet one time a month to review student progress as led by the district special education director at Collins.

We have redesigned the Extension Block for all students to be met on their instructional level. During two one hour blocks of time, 3rd-5th and K-2nd split the students in to like abilities with 20-22 teacher to regroup the students with in the content areas of reading and math. In the reading extension block, teachers are implementing the Lexia Reading program.

The administration will continue to regularly analyze data with the teachers to look for instructional needs of the students.

The administration, with additional support from the instructional coach and district, will continue to provide professional development training for all certified teachers and any classified staff working directly with students in the classroom. Parent workshops will be provided over the course of the year to offer instructional strategies to implement at home in helping students achieve.

Textbook funds were used to purchase a new math resource. This will allow us to vertically align the curriculum in math, Kindergarten through 5th grade.

The Family Resource Center will work closely with families in need of meeting the basic necessities and finding resources for outside resources needed, including but not limited to: housing options, clothing, food, medical needs, and mental health needs.

Stakeholder Engagement and Collaboration

Statement or Question: Select all of the ways in which the school will engage and collaborate with stakeholders to develop the strategies that address the achievement gap.

Response:

- Home Visits
- Parent information resources (PTA/PTO/SBDM, other)
- Partnership with community groups and businesses
- Communication (local newspapers, parent newsletters, school website, school activities, surveys)
- Parent engagement with students in the classroom or during school activities

15-16 KDE Comprehensive School Improvement Plan

Overview

Plan Name

15-16 KDE Comprehensive School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
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.	Objectives: 1 Strategies: 5 Activities: 20	Organizational	\$133500
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.	Objectives: 1 Strategies: 9 Activities: 23	Organizational	\$676194
3	Decrease the combine reading and math percent novice by 50% from 57.8 in 2015 to 28.9 by 2019.	Objectives: 1 Strategies: 5 Activities: 6	Academic	\$40200

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.

Strategy 1:

Program Review - Program Review

Category: Continuous Improvement

Activity - Process for Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	\$2500	School Council Funds, General Fund	Administration ; Coach ; Program Review Leads; Teaching Staff; District Level Support
Activity - Administration Communication of Program Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	Resource Assigned	Source Of Funding	Staff Responsible

Closing the Achievement Gap

Hillard Collins Elementary School

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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Strategy 2:

CIITS - CIITS

Category:

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

Strategy 3:

Curriculum Assessment and Alignment - Curriculum Assessment and Alignment

Category:

Activity - Aligned Units of Study / UbD Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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 - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Closing the Achievement Gap

Hillard Collins Elementary School

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 - Enrichment/Intervention of Content	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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
Activity - PLC to Drive Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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 - Teacher as Trainers/Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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,

Closing the Achievement Gap

Hillard Collins Elementary School

Activity - Science Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	Resource Assigned	Source Of Funding	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 - Integration of Social Studies Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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 - School Readiness and Brigrance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to refine, implement and support the required implementation of Brigrance 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	\$6000	District Funding, Grant Funds	District Level Staff, Administration, Instructional Coach, teachers, FRYSC Coordinators
Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Closing the Achievement Gap

Hillard Collins Elementary School

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 - New Collins Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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 - Technology Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

Strategy 4:

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

Category: Continuous Improvement

Activity - Guided Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	Resource Assigned	Source Of Funding	Staff Responsible
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Closing the Achievement Gap

Hillard Collins Elementary School

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.
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Activity - Math Best Practice Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

Strategy 5:

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

Category: Continuous Improvement

Activity - Summer Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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.

Closing the Achievement Gap

Hillard Collins Elementary School

Strategy 1:

Other- Transition Years - Other- Transition Years

Category: Continuous Improvement

Activity - Transtion Years	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	\$2300	State Funds, Title I Schoolwide	Administration ; District Personnel; Teachers; Support Staff, Kindergarten Teachers, Director of Elementary
Activity - Special Education Transitions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

Closing the Achievement Gap

Hillard Collins Elementary School

Strategy 2:

Professional Development - Professional Development

Category:

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	\$6500	Title I Schoolwide, State Funds, 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	Resource Assigned	Source Of Funding	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	Resource Assigned	Source Of Funding	Staff Responsible
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Closing the Achievement Gap

Hillard Collins Elementary School

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
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Activity - Literacy - Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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 - Students from Diverse Backgrounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	Resource Assigned	Source Of Funding	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

Strategy 3:

Collaborative Instructional Model - Collaborative Instructional Model

Category:

Activity - Collaborative Instructional Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Closing the Achievement Gap

Hillard Collins Elementary School

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
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Activity - Common Planning - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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.

Strategy 4:

Intervention Strategies - Intervention Strategies

Category: Continuous Improvement

Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	Resource Assigned	Source Of Funding	Staff Responsible
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Closing the Achievement Gap

Hillard Collins Elementary School

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	\$41800	FRYSC, State Funds, Title I Schoolwide	Administration , Teachers, Coaches, District Support and Staff, FYRSC Coordinators
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Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	\$45000	General Fund, No Funding Required	Administration , District Administration and Support Staff, Coach, Teachers, Behavior Intervention Teacher

Activity - Full Day Kindergarten Programming	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

Strategy 5:

Addressing Diverse Needs - Addressing Diverse Needs

Category:

Activity - Strategies Addressing Diverse Needs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	Resource Assigned	Source Of Funding	Staff Responsible
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Closing the Achievement Gap

Hillard Collins Elementary School

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	\$54500	Other, Title I Schoolwide, State Funds, Other	Administration , District Student Support Services and Learning Support Services, FRC
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Activity - Student Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	\$70000	General Fund, Grant Funds	Adminstration , Guidance Counselor, Catholic Charities and North Key Counselors

Strategy 6:

Parent Involvement and Leadership - Parent Involvement and Leadership

Category:

Activity - Parent Involvement and Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	\$3000	FRYSC, Grant Funds, Title I Schoolwide	Administration , District Title I staff support, FRC mission and goals, Teachers

Activity - Parent Involvement- learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	\$14149	Title I Schoolwide, FRYSC, Grant Funds	Administration , Teachers, Coach, FRC Staff

Strategy 7:

Student Barriers to Learning - In School Attendance

Category: Continuous Improvement

Activity - Meeting Family Physical, Social and Emotional Needs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Closing the Achievement Gap

Hillard Collins Elementary School

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	\$42000	FRYSC, School Council Funds	Administration, FYRSC Coordinators, District Support Staff, Counselors
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Strategy 8:

Rtl - Rtl

Category:

Activity - Rtl Reading/Writing/Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	\$227945	Title I Part A, District Funding, School Council Funds	Administration, SBDM Committees, Teachers, Coach

Strategy 9:

School Safety - Safety of all Stakeholders.

Category: Management Systems

Activity - CERT Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	Resource Assigned	Source Of Funding	Staff Responsible
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Closing the Achievement Gap

Hillard Collins Elementary School

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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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 Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth from the Novice percentages in reading and math. in Reading by 06/07/2019 as measured by K-PREP.

Strategy 1:

Differentiation - Differentiation of reading and math.

Category: Continuous Improvement

Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

Strategy 2:

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

Category: Continuous Improvement

Activity - Content Vocabulary Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Closing the Achievement Gap

Hillard Collins Elementary School

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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Strategy 3:

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

Category: Continuous Improvement

Activity - Best Practice Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

Activity - What Great Teachers Do Differently Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

Strategy 4:

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

Category: Continuous Improvement

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

Strategy 5:

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

Category: Continuous Improvement

Activity - Special Education Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Closing the Achievement Gap

Hillard Collins Elementary School

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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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Addressing Transient Needs	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	\$100	Administration , District Student Support Services and Learning Support Services, FRC
After School Learning	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	Administration , Teachers, Coaches, District Support and Staff, FYRSC Coordinators

Closing the Achievement Gap

Hillard Collins Elementary School

Transtion Years	<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 <p>(Middle School Transition Nights, Open House, Jump Start at R.A. Jones)</p> <ol style="list-style-type: none"> 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	Administration ; District Personnel; Teachers; Support Staff, Kindergarten Teachers, Director of Elementary
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Closing the Achievement Gap

Hillard Collins Elementary School

Professional Development	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	Administration ; Coach; Teachers; District Personnel; Technology Support; FRC Staff
Total					\$17900	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Rtl Reading/Writing/Math	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	Administration , SBDM Committees, Teachers, Coach
Coach Model	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	Administration , District Staff and Adminsitration , Coaches, Teachers

Closing the Achievement Gap

Hillard Collins Elementary School

Enrichment/Intervention of Content	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	Administration , SBDM Committees, Teacher Leaders, Instructional Coach, District G/T Resource Personnel
School Readiness and Brigance	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 Level Staff, Administration , Instructional Coach, teachers, FRYSC Coordinators
Total					\$117000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Vertical Team Meetings	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	Administration , Instructional Coach, Teachers, District Staff

Closing the Achievement Gap

Hillard Collins Elementary School

Professional Development for Plans Aligned with Common Core	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	Director of Special Education, Special Education Coordinators, Teachers as Trainers, Teachers, ELL district and school support staff, Administration
Student Wellness	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	Administration, Program Review Lead, Coach, Coordinated School Health Committee
PLC to Drive Instruction	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	Administration, Teachers, Instructional Coach, ELL Teachers, Special Education Teachers
Data Analysis	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	Administration, Instructional Coach, Team Leaders
Aligned Units of Study / UbD Model	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	Administration, Instructional Coach, Teachers, District Personnel, Teacher Leaders

Closing the Achievement Gap

Hillard Collins Elementary School

CERT Training	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	Administration , District Personnel, Boone County Emergency Response, Teachers and Classified staff.
CIITS	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	Administration ; Coaches; Teaching Staff; District Personnel
Curriculum Alignment	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	Administration ; Instructional Coach; Teachers; District Staff; Technology Support
PBIS	Continue training and support/monitoring for implementation of school-wide PBIS with district support.	Behavioral Support Program	08/13/2015	06/30/2017	\$0	Administration , District Administration and Support Staff, Coach, Teachers, Behavior Intervention Teacher
Integration of Social Studies Instruction	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	Administration , Teachers, Instructional Coach

Closing the Achievement Gap

Hillard Collins Elementary School

Special Education Transitions	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	Administration , ARC Chair, Teachers
Common Planning - Collaboration	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	Administration , Teachers, District Support Staff, SBDM (Policy on Staff time), Coach and Team Leaders.
School Safety Plan	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	Administration , Emergency Response, Teachers, Classified Staff, and Deputy Superintendent of Operational Services
Highly Qualified Staff	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	Administration , District Office Human Resources
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Addressing Transient Needs	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	Administration , District Student Support Services and Learning Support Services, FRC

Closing the Achievement Gap

Hillard Collins Elementary School

Literacy - Writing	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	Administration , Coach, District Support Staff
Parent Involvement and Leadership	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	Administration , District Title I staff support, FRC mission and goals, Teachers
Students from Diverse Backgrounds	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	Administration , Teachers, Coach, District Support Staff, FRC, Title 1 Coordinator
Full Day Kindergarten Programming	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	Administration , Teachers

Closing the Achievement Gap

Hillard Collins Elementary School

Professional Development	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	Administration ; Coach; Teachers; District Personnel; Technology Support; FRC Staff
After School Learning	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	Administration , Teachers, Coaches, District Support and Staff, FYRSC Coordinators

Closing the Achievement Gap

Hillard Collins Elementary School

Transtion Years	<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 <p>(Middle School Transition Nights, Open House, Jump Start at R.A. Jones)</p> <ol style="list-style-type: none"> 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	Administration ; District Personnel; Teachers; Support Staff, Kindergarten Teachers, Director of Elementary
Content Vocabulary Development	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	Administration , Instructional Coach, Team Leaders, ELL Teachers
Parent Involvement- learning	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	Administration , Teachers, Coach, FRC Staff

Closing the Achievement Gap

Hillard Collins Elementary School

Total

\$138000

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	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	\$2000	Administration ; Coach; Teachers; District Personnel; Technology Support; FRC Staff
Strategies Addressing Diverse Needs	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	Administration , District Staff, Coaches, FRC Staff
Addressing Transient Needs	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	\$51000	Administration , District Student Support Services and Learning Support Services, FRC

Closing the Achievement Gap

Hillard Collins Elementary School

Special Education Reading	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	Director of Special Education, Special Education Coach, Administration, Instructional Coach, Special Education Teachers
Collaborative Instructional Model	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	Director of Special Education, Special Education Coordinators, Director of Gifted and Talented Programming, Asst. Supt. for ELL support and needs, Teachers, Administration, Coaches
Addressing Transient Needs	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	Administration, District Student Support Services and Learning Support Services, FRC
Total					\$78400	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Closing the Achievement Gap

Hillard Collins Elementary School

Meeting Family Physical, Social and Emotional Needs	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	\$27000	Administration, FYRSC Coordinators, District Support Staff, Counselors
Parent Involvement and Leadership	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	Administration, District Title I staff support, FRC mission and goals, Teachers
Summer Reading Program	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	FYRSC Coordinator, Administration, Guidance Counselors
After School Learning	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	Administration, Teachers, Coaches, District Support and Staff, FYRSC Coordinators
Parent Involvement- learning	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	Administration, Teachers, Coach, FRC Staff
Total					\$42449	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Closing the Achievement Gap

Hillard Collins Elementary School

Student Counseling	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	\$45000	Administration , Guidance Counselor, Catholic Charities and North Key Counselors
Technology Training	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	District Director of Technology, Administration , Instructional Coach, Teachers
Differentiation	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	Administration , Instructional Coach, Teachers, Director of Elementary
Process for Program Review	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	Administration ; Coach ; Program Review Leads; Teaching Staff; District Level Support
Math Best Practice Strategies	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	Administration , Instructional Coach, Team Leaders, Teachers
PBIS	Continue training and support/monitoring for implementation of school-wide PBIS with district support.	Behavioral Support Program	08/13/2015	06/30/2017	\$45000	Administration , District Administration and Support Staff, Coach, Teachers, Behavior Intervention Teacher
Total					\$125500	

Closing the Achievement Gap

Hillard Collins Elementary School

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Rtl Reading/Writing/Math	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	\$168945	Administration, SBDM Committees, Teachers, Coach
Total					\$168945	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Strategies	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	Administration, Coaches, District Staff, Teachers
Rtl Reading/Writing/Math	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	Administration, SBDM Committees, Teachers, Coach

Closing the Achievement Gap

Hillard Collins Elementary School

Process for Program Review	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	Administration ; Coach ; Program Review Leads; Teaching Staff; District Level Support
Best Practice Book Study	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	Administration , Instructional Coach
What Great Teachers Do Differently Book Study	Faculty book study on What Great Teachers Do Differently 17 things that Matter Most.	Professional Learning	01/04/2016	12/30/2016	\$700	Administration , Instructional Coach
New Collins Teacher Training	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	Administration , Instructional Coach, Team Leaders
Meeting Family Physical, Social and Emotional Needs	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) 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	Administration , FYRSC Coordinators, District Support Staff, Counselors
Total					\$40200	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Closing the Achievement Gap

Hillard Collins Elementary School

Student Counseling	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	Administration , Guidance Counselor, Catholic Charities and North Key Counselors
Parent Involvement and Leadership	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	Administration , District Title I staff support, FRC mission and goals, Teachers
Administration Communication of Program Reviews	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	Arts and Humanities and PL/VC teachers, world language teacher, Administration , and Instructional Coach.
Collins University / Teacher Instructional Support PD	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	Administration , Teacher Leaders, Instructional Coach, Team Leaders, District Staff Support
Science Standards	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	District Support Staff, Instructional Coach, Administration , Teacher Leaders, Teachers

Closing the Achievement Gap

Hillard Collins Elementary School

School Readiness and Brigance	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	District Level Staff, Administration, Instructional Coach, teachers, FRYSC Coordinators
Teacher as Trainers/Teams	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	Administration, Instructional Coaches, Teachers, District Staff,
Parent Involvement- learning	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	Administration, Teachers, Coach, FRC Staff
Vertically Aligned Instruction and Resources	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	Administration, Instructional Coach, SBDM, Teachers, Assistant Superintendent of Learning Support, Director of Elementary Teaching and Learning.
Guided Reading	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	Administration, Instructional Coach, Team Leaders, Teachers

Total	\$121500
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