



Comprehensive School Improvement Plan

Hillard Collins Elementary School
Boone County

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA).</p> <p>Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		Collins School Equity Diagnostic

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Collins has a high number of students from poverty, minority students, and English Language Learners. This diverse population has many instructional needs the teachers are often not prepared to teach when coming out of their formal education and starting their teaching career. Professional development must be provided to any teacher entering Collins to meet the diverse needs of the students. Many times the students also need additional support for barriers in their lives outside of the school.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Collins does have a high turnover rate with more than 50% of the teachers and administration being new to the building in the last three years. With the teachers and administration being new to the building consistency in instructional practices have not been consistent. We have implemented a school wide reading resource, but a math resource has just been adopted for full implementation during the 17-18 school year.

Multiple programs have also been introduced in past years leading to the school not being aligned with common programs to teach the standards. The adoption of the reading and math programs should help to align the school vertically and horizontally, while also providing interventions for the teachers to implement to close the achievement gaps in the school.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		School Equity Goals

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Collins Elementary School students from 31.4 in 2016 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:

Comprehensive School Improvement Plan

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Activity - Teacher as Leaders	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. System of mentorship 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.	Academic Support Program	08/15/2016	06/29/2018	\$3000 - Grant Funds	Administration, Instructional Coaches, Teachers, District Staff,

Strategy2:

Program Implementation Fidelity - Monitoring of fidelity of research based programming.

Category: Continuous Improvement

Research Cited:

Activity - Envision Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Initial and follow-up professional development for implementation of Envision Math program.	Academic Support Program	05/26/2017	06/29/2018	\$90000 - Text Books	Administration, Instructional Coach, Teachers

Goal 2:

Increase achievement for all students in the Non-Duplicated Gap group at Collins Elementary School to increase the combined Reading and Math percent from 29.9% 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

Goal 3:

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

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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:

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 PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education PLC meetings monthly to analyze student work and instructional practices, including resources available.	Academic Support Program	02/28/2017	06/29/2018	\$25000 - Other	Director of Special Education, Special Education Coach, Administration, Instructional Coach, Special Education Teachers

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Becky Arnett - Parent, Teacher and SBDM rep.

Sara Richerson - Parent and PTA Board Member

Brianna Gossett - Parent and Teacher

Relationship Building

Overall Rating: 2.86

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 2.71

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas.)	Apprentice

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 2.14

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council are invited to attend basic district training. No effort to include other parents on SBDM committees.	Novice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

Overall Rating: 2.83

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 3.33

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Distinguished

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Distinguished

Community Partnerships

Overall Rating: 3.33

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

As a school staff we are continuing to build the relationships with the parents and develop further community/business partnership to help meet the needs of all of our students.

Communication has improved, but we are continuing to look for ways to communicate with all stakeholders, especially in their home languages. Remind 101, Twitter, IC Portal, Blackboard All Calls, etc.

As a school staff we continue to look for ways to incorporate the parents into the decision making process beyond the decisions made in the Site Based Council meetings. Parent input is valued, but sometimes hard to acquire the information from all stakeholders.

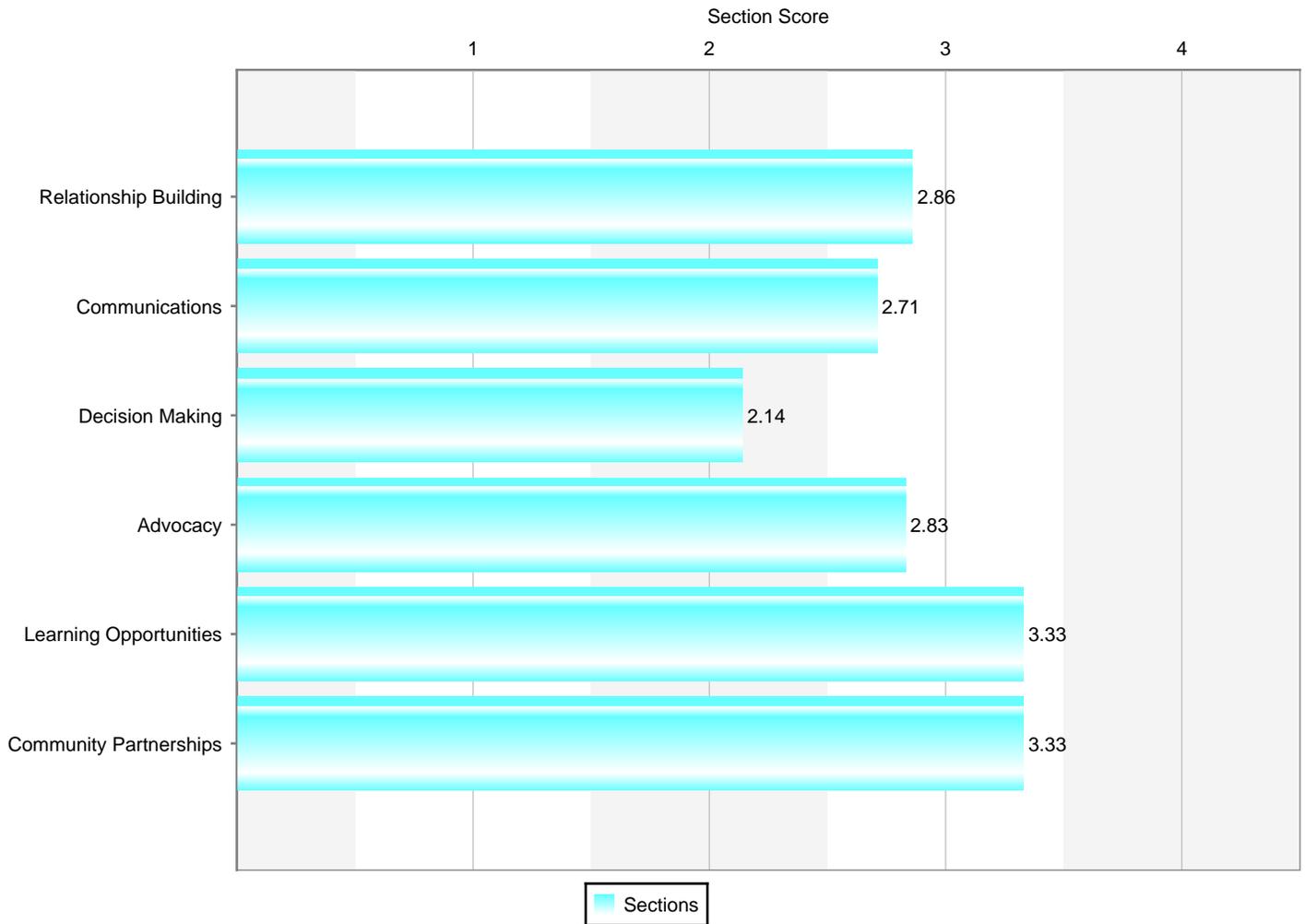
The advocacy for our students does not always come from a parent. The faculty and staff many times are the strongest advocates for the students. They continue to look for instructional interventions, mental health and health needs of the students and their families.

Continued opportunities are provided to parents with ways to help their child grow educationally and emotionally. New programs need to be investigated so the parents have new learning strategies as tools for their child's education. Incorporation of the ESL families in the programs needs to continue to be addressed in their home languages.

While we have developed multiple community partnerships, we need to look for new and different partnerships as the needs of our students, parents, and community change over time. The current partnerships can also be further developed to meet the needs as they change in the future.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Faculty meetings, team level meetings, administration meetings, Parent Teacher Association meetings, and Site Based Meetings were used to engage the stakeholders in the development of the improvement plan.

Stakeholders were all provided opportunities to help with the development of the plan in these meetings. We also used Team Leaders from each of the grade levels to develop the final plan in a day long professional development.

The attendees of the PTA and SBDM meetings were those selected to provide more input. Regularly scheduled meetings were held to ensure the maximum amount of stakeholders were in attendance

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

All certified staff have been included in the process of disaggregating the 2016 K-PREP data multiple times. Based on the data they analyzed they discussed next steps for the individual classrooms, grade levels, and individual students. The teachers are then able to provide feedback to be included in the School Improvement Plan to determine next steps in the instructional process for all students and student groups in the school.

Parent input has also been sought through data analysis of K-PREP scores as reviewed in Site Based Decision Making meetings. Parent Teacher Association members have also been included in making decisions for next steps with parental involvement. Collins' Family Resource Center Coordinator also participated in the development of activities to support our families and students.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan is being communicated to all stakeholders through SBDM meetings, grade level team meetings, and publicly posting it on our school website. The improvement plan will be reviewed on a regular monthly/bi-monthly basis with the Site Based Council in meetings to review progress. Teachers will be involved in the process of implementing the improvement plan and will help provide updates to the administration to include progress notes in the ASSIST system.

Phase I - Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

The questions we are trying to answer with our data are: What areas are our students showing increased achievement?, What area(s) do we need to focus on to increase academic achievement? How can we increase all students learning, including those students in the Non-Duplicated Gap Group, to reduce the achievement gap at Collins?

These questions were key areas for our data analysis process this year. SBDM,, Teachers, and administration worked together to analyze the results using the Kentucky Association of School Councils' "Studying you Scores" packet. Individual teachers also worked on disaggregating their students' scores to look for students falling into the bubble groups and what areas they need to address to meet the instructional gaps as identified using the K-PREP Performance Level Descriptors.

K-PREP Data shows:

Data indicates our school declined overall from 50.7 in 2015 to 49.7 in 2016. Our greatest student achievement came in the area of Social Studies. We also increased our overall writing scores from 7.8 to 14.7.

2016 K-PREP data indicates we dropped the achievement scores in the areas of Language Mechanics, Reading and Social Studies. We also have higher percentages of students in the Non-Duplicated Gap Group scoring lower than those students not in the gap group. Data also indicates our students' growth percentiles increase in reading and math, but are not keeping up with the growth percentiles of the district or state. This information allows us to conclude we are academically growing the students in reading and math, but not at a rate high enough to meet those of their peers at the district or state level.

What the state is defining as the GAP group is the majority of students enrolled at Collins.

*This is important then to realize that we have to look carefully and address the total population score because it is most reflective of the majority of our students.

Looking at individual students scores we have many students into bubble groups, which indicates the students could reach the next highest level if there was a focus to help the students secure the information they do not have secure looking at the K-PREP Performance Level Descriptors. It would increase our academic scores moving Novice to Apprentice, however the greatest move that has to take place is Apprentice to the Proficient/Distinguished levels in all content areas.

Novice Reduction strategies have been added to our plan this year to include additional professional development in the areas of differentiation of instruction in the classroom for all content areas. Content vocabulary development focus for the students in all content areas. Student data analysis results on summative assessments and next steps based on the data will be the focus of PLC's at grade levels. The Special Education teachers will implement a research based reading resource K-5th grade to meet the needs of students on their caseloads.

The data shows us that we need to have specific interventions and extensions in place to address our students' instructional needs. This is also indicated upon data analysis of the Lexia, STAR Reading, STAR Math, and STAR Early Literacy benchmark assessments and progress monitoring conducted throughout the school year. Advisory Team meetings are conducted every 6-8 weeks to review student progress and make the needed adjustments to individual students' instruction in the classroom and provide research based instructional
SY 2016-2017

strategies.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Our greatest content area of strength based on the K-PREP scores is Social Studies. All of the achievement scores remain below the state and district points.

To sustain the growth in the area of Social Studies instruction will focus more on the investigative process and move away from the memorization of facts.

Professional Development is being offered around differentiation strategies and analyzing student data to make immediate instructional changes. Advisory Team Meetings (ATM) are taking place every 6-8 weeks to look at the students reading development and implementation of research based strategies to assist in filling in achievement gaps or providing extension to the instruction.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

Collins has several areas in need of improvement. We are working on prioritizing what areas of need are the greatest and meeting the needs of the greatest areas first. We have identified the following needs in order from highest to lowest:

1. Development of reading and math strategies for all students. This will help students grow academically in all areas and assist the Gap group in continuing to close the achievement gap.
2. Horizontally and vertically align the content area of reading and math for consistency of instruction over the time students are at Collins through the implementation of the Ready Gen and Envision program.
3. Closing the achievement gap with our Non-duplicated Gap group of students, while realizing the majority of our students are identified in this group instructional professional development needs to be working on reaching all students' academic needs. This comes through using data to make appropriate decisions on what the next step are for individual students. Students will also conduct wrong answer analysis of all summative assessments.
4. Increase the rigor of our instructional practices to meet or exceed the growth and academic achievement of peers at the state and district levels.
5. Strengthen our questioning techniques in higher level questioning in the areas of reading and math.
6. Increase and strengthen instructional strategies to meet all students needs.
7. Mathematical practice standards and best practices will be developed with the teachers to incorporate into Envision Math. The implementation of Envision will help with vertically aligning K-5th grades.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Short Term Goals-

Reading and Math:

1. All Reading and Math summative assessments will be collaboratively formatting/modified into a K-PREP like format.
2. Teachers will use embedded summative assessment data to track student progress. Teachers will conduct assessment analysis sessions after each summative assessment to track student growth and areas of the standards where remediation is needed.
3. Research and develop a Wrong Answer Analysis protocol to be implemented for grades K-5.
4. Develop common definition of reading for stamina and create grade level reading stamina goals for students. Provide weekly instructional minutes to practice reading stamina in each classroom.

Reading and Math Long-Term Goal:

1. Teachers will provide effective feedback to students based on their work through the implementation of the five criteria for feedback.
2. Initial and follow-up professional development for implementation of Envision Math program.

Writing -

1. Writing across all content areas in the form of reflection-

Writing to Learn, Writing to Demonstrate Learning and Real

World Writing

2. Research and develop a school wide protocol for student responses to constructed response questions, including the implementation and use of writing non-negotiables. Common writing format filtered in K-5th grades through the Ready Gen program

GAP:

1. Training for teachers to look at data to make informed decisions based on the specific needs of the students based on assessment analysis.
2. Advisory Team Meetings set up for all grade levels, including special education, to review progress of students at least 4 times a year. Make instructional changes as needed based on data presented.

Special Education -

1. IEP goals and content alignment needs to be more congruent

(Example - use of leveled readers)

2. Implementation of instructional resources at the special education level specific to their needs. Reading resources to be implemented
3. Collaboration of teachers to support the implementation of grade level specific content and skill needs of the Individual child.

Curriculum Alignment, Use of Common Core Units

1. Addition of teacher input into unit at district level looked at closely
2. Level of use of by all staff
3. Level of use of assessment data to drive instruction
4. Clarity that lessons fit the standards and that the standards aren't altered to fit the lesson

Assessment

1. Formative assessment is frequent and used to drive instruction
2. Formative assessment feedback to the students to drive further instruction and mastery of learning

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3. Student self- reflection and evaluation to be a part of the process
4. Assessment being used/created fit the standards and measure the students' success and mastery of the standards

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Overview

Plan Name

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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 31.4 in 2016 to 53.6% by 2017.	Objectives: 1 Strategies: 7 Activities: 20	Organizational	\$196500
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 29.9% PD in 2015 to 51.5% PD in 2017 as measured by KPREP.	Objectives: 1 Strategies: 9 Activities: 19	Organizational	\$570694
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: 5	Academic	\$38000

Goal 1: Increase the averaged combined reading and math K-Prep scores for Collins Elementary School students from 31.4 in 2016 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 the process for all program reviews where results of all program reviews are reviewed and assurances made.	Academic Support Program	08/15/2016	06/30/2017	\$2500	General Fund, School Council Funds	Administration ; Coach ; Program Review Leads; Teaching Staff; District Level Support

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

Strategy 2:

Curriculum Assessment and Alignment - Curriculum Assessment and Alignment

Category:

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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. 5. Implementation of STEAM activities and Project Based Learning opportunities for all students.	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Administration ; Instructional Coach; Teachers; District Staff; Technology Support
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Activity - Enrichment/Intervention of Content	Activity Type	Begin Date	End Date	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 - Teacher as Leaders	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. System of mentorship 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.	Academic Support Program	08/15/2016	06/29/2018	\$3000	Grant Funds	Administration , Instructional Coaches, Teachers, District Staff,

Activity - Science Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Support and facilitate the understanding and implementation of the Next Generation Science Standards through study, model lessons, and embedded PD in collaboration with NKU, Thomas More and CINSAM at various grades and transition points for successful implementation and incorporation of STEM principles. Study and preparation for implementation of the Next Gen Science Standards. (Funding noted from DIP as Title II D) Development of plan for sharing information back to all teachers to be developed.	Academic Support Program	10/22/2014	06/30/2017	\$2000	Grant Funds	District Support Staff, Instructional Coach, Administration, Teacher Leaders, Teachers
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Activity - 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 Brigance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to refine, implement and support the required implementation of Brigance Kindergarten Readiness Screener to all incoming Kindergarten students. Analyze data from the screener to create and monitor a learning plan for next steps of instruction for Kindergarten students. Kindergarten Kamp will be offered to all incoming Kindergarten students, including parent sessions daily. Parent report meeting will also take place to review their child's individual student data and what next steps will be to support their child at home. Family Resource Center will also support family with needs for the development at home. Integration of Minds in Motion for students scoring below school readiness levels.	Academic Support Program	07/25/2016	06/30/2017	\$6000	District Funding, Grant Funds	District Level Staff, Administration, Instructional Coach, teachers, FRYSC Coordinators

Strategy 3:

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	06/30/2017	\$1000	Grant Funds	Administration, Instructional Coach, Team Leaders, Teachers

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Activity - Vertically Aligned Instruction and Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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.

Activity - Stamina Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop common definition of reading for stamina and create grade level reading stamina goals for students. Provide weekly instructional minutes to practice reading stamina in each classroom.	Academic Support Program	01/05/2017	05/25/2017	\$0	No Funding Required	Administration , Instructional Coach, Team Leaders

Strategy 4:

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

Strategy 5:

Collaboration to differentiate instruction based on student identified needs. - Collaboration led by administration and instructional coach.

Category: Continuous Improvement

Activity - Summative Assessment Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Teachers will use embedded summative assessment data to track student progress. Teachers will conduct assessment analysis sessions after each summative assessment to track student growth and areas of the standards where remediation is needed.	Academic Support Program	01/05/2017	06/29/2018	\$1000	District Funding	Administration , Instructional Coach, Team Leaders

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Activity - Assessment Formatting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2. All Reading and Math summative assessments will be collaboratively formatting/modified into a K-PREP like format.	Academic Support Program	01/05/2017	06/30/2017	\$500	District Funding	Administration , Instructional Coach, Teachers
Activity - Student Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3. Teachers will provide effective feedback to students based on their work through the implementation of the five criteria for feedback. 1 classroom during the spring semester per grade level, special education and special areas team to pilot.	Academic Support Program	01/05/2017	06/30/2017	\$0	No Funding Required	Administration , Instructional Coach, Team Leaders, Teachers
Activity - Wrong Answer Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research and develop a Wrong Answer Analysis protocol to be implemented for grades K-5.	Academic Support Program	01/05/2017	06/29/2018	\$500	District Funding	Administration , Instructional Coach, Teachers
Activity - Parent Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Positive Parenting and Family Literacy night offered through FRC. Assist parents in providing positive feedback to students at home.	Parent Involvement	09/29/2017	11/01/2017	\$1000	FRYSC	FRYSC, Team Leaders, Administration

Strategy 6:

Program Implementation Fidelity - Monitoring of fidelity of research based programming.

Category: Continuous Improvement

Activity - Envision Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Initial and follow-up professional development for implementation of Envision Math program.	Academic Support Program	05/26/2017	06/29/2018	\$90000	Text Books	Administration , Instructional Coach, Teachers
Activity - Monitor Program Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring the implementation through lesson plans, walk-through, PLC Data checks, flashbacks and on-going assessments.	Academic Support Program	08/10/2017	06/29/2018	\$0	No Funding Required	Administration , Instructional Coach

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Strategy 7:

Instructional Flashbacks - Flashbacks conducted in classrooms to spiral instruction and close achievement gaps.

Category: Continuous Improvement

Activity - Instructional Flashbacks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development and implementation of instructional flashback to spiral the instructional standards in the areas of reading and math.	Academic Support Program	08/15/2017	06/29/2018	\$2000	District Funding	Administration , Instructional Coach, Director of Elementary, 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 29.9% 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.

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
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<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	\$2300	State Funds, Title I Schoolwide	Administration ; District Personnel; Teachers; Support Staff, Kindergarten Teachers, Director of Elementary
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Activity - Special Education Transitions	Activity Type	Begin Date	End Date	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	Administration , ARC Chair, Teachers

Strategy 2:

Professional Development - Professional Development

Category:

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

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
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	Title I Schoolwide, FRYSC, State Funds	Administration , Teachers, Coaches, District Support and Staff, FYRSC Coordinators

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. Aligning all school wide procedures horizontally and vertically with reteaching of expectations to all faculty and staff.	Behavioral Support Program	01/05/2017	06/29/2018	\$45000	General Fund, No Funding Required	Administration , District Administration and Support Staff, Coach, Teachers, Behavior Intervention Teacher

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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
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, Other, State Funds	Administration , District Student Support Services and Learning Support Services, FRC

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
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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, Title I Schoolwide, Grant Funds	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	Grant Funds, Title I Schoolwide, FRYSC	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
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	School Council Funds, FRYSC	Administration , FYRSC Coordinators, District Support Staff, Counselors

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	District Funding, Title I Part A, School Council Funds	Administration , SBDM Committees, Teachers, Coach

Strategy 9:

School Safety - Safety of all Stakeholders.

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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
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

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
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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
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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
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

Strategy 3:

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 4:

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 PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Special Education PLC meetings monthly to analyze student work and instructional practices, including resources available.	Academic Support Program	02/28/2017	06/29/2018	\$25000	Other	Director of Special Education, Special Education Coach, Administration , Instructional Coach, Special Education Teachers
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Strategy 5:

Writing Response Protocol - Implementation of a school wide protocol for student responses.

Category: Continuous Improvement

Activity - Writing Response Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2. Research and develop a school wide protocol for student responses to constructed response questions, including the implementation and use of writing non-negotiables.	Academic Support Program	03/30/2017	08/07/2017	\$0	No Funding Required	Administration , Instructional Coach, Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Envision Professional Development	Initial and follow-up professional development for implementation of Envision Math program.	Academic Support Program	05/26/2017	06/29/2018	\$90000	Administration , Instructional Coach, Teachers
Total					\$90000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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
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
Student Feedback	3. Teachers will provide effective feedback to students based on their work through the implementation of the five criteria for feedback. 1 classroom during the spring semester per grade level, special education and special areas team to pilot.	Academic Support Program	01/05/2017	06/30/2017	\$0	Administration , Instructional Coach, Team Leaders, Teachers
PBIS	Continue training and support/monitoring for implementation of school-wide PBIS with district support. Aligning all school wide procedures horizontally and vertically with reteaching of expectations to all faculty and staff.	Behavioral Support Program	01/05/2017	06/29/2018	\$0	Administration , District Administration and Support Staff, Coach, Teachers, Behavior Intervention Teacher

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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
Monitor Program Implementation	Monitoring the implementation through lesson plans, walk-through, PLC Data checks, flashbacks and on-going assessments.	Academic Support Program	08/10/2017	06/29/2018	\$0	Administration , Instructional Coach
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
Common Planning - Collaboration	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	Administration , Teachers, District Support Staff, SBDM (Policy on Staff time), Coach and Team Leaders.
Writing Response Protocol	2. Research and develop a school wide protocol for student responses to constructed response questions, including the implementation and use of writing non-negotiables.	Academic Support Program	03/30/2017	08/07/2017	\$0	Administration , Instructional Coach, Teachers

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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. 5. Implementation of STEAM activities and Project Based Learning opportunities for all students.	Academic Support Program	08/15/2016	06/30/2017	\$0	Administration ; Instructional Coach; Teachers; District Staff; Technology Support
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.
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
Stamina Reading	Develop common definition of reading for stamina and create grade level reading stamina goals for students. Provide weekly instructional minutes to practice reading stamina in each classroom.	Academic Support Program	01/05/2017	05/25/2017	\$0	Administration , Instructional Coach, Team Leaders
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
Total					\$0	

FRYSC

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	FRYSC Coordinator, Administration, Guidance Counselors
Parent Literacy Night	Positive Parenting and Family Literacy night offered through FRC. Assist parents in providing positive feedback to students at home.	Parent Involvement	09/29/2017	11/01/2017	\$1000	FRYSC, Team Leaders, Administration
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	\$27000	Administration, FYRSC Coordinators, District Support Staff, 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 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
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					\$43449	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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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
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 Rtl process. 5. Offer an Open House Night for Parents of incoming Kindergarten students <p>Primary to Intermediate:</p> <ol style="list-style-type: none"> 1. Curriculum Night 2. Transition from non-graded primary to receiving grades for the work completed; spring of year 3. Parent Handbook explaining expectations, grading, homework etc. <p>From Elementary to Middle School:</p> <ol style="list-style-type: none"> 1. Transition Night for parents and students with the middle school 2. Spring Orientation for Parents 3. Spring School visit for students 4. Summer student orientation program at receiving middle school (Middle School Transition Nights, Open House, Jump Start at R.A. Jones) 5. Start The Change night offered to 5th grade parents as a 1 hour program on adolescent change addressing the development of executive functions, along with other changes during the teen years due to important modification in how the brain functions. 	Academic Support Program	07/01/2015	06/30/2017	\$1300	Administration ; District Personnel; Teachers; Support Staff, Kindergarten Teachers, Director of Elementary

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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
Total					\$16400	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Wrong Answer Analysis	Research and develop a Wrong Answer Analysis protocol to be implemented for grades K-5.	Academic Support Program	01/05/2017	06/29/2018	\$500	Administration, Instructional Coach, Teachers
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 Administration, Coaches, Teachers
Summative Assessment Data	1. Teachers will use embedded summative assessment data to track student progress. Teachers will conduct assessment analysis sessions after each summative assessment to track student growth and areas of the standards where remediation is needed.	Academic Support Program	01/05/2017	06/29/2018	\$1000	Administration, Instructional Coach, Team Leaders
Instructional Flashbacks	Professional development and implementation of instructional flashback to spiral the instructional standards in the areas of reading and math.	Academic Support Program	08/15/2017	06/29/2018	\$2000	Administration, Instructional Coach, Director of Elementary, Teachers

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Enrichment/Intervention of Content	<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	Administration, SBDM Committees, Teacher Leaders, Instructional Coach, District G/T Resource Personnel
Assessment Formatting	2. All Reading and Math summative assessments will be collaboratively formatting/modified into a K-PREP like format.	Academic Support Program	01/05/2017	06/30/2017	\$500	Administration, Instructional Coach, 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	\$51000	Administration, SBDM Committees, Teachers, Coach
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. Integration of Minds in Motion for students scoring below school readiness levels.	Academic Support Program	07/25/2016	06/30/2017	\$5000	District Level Staff, Administration, Instructional Coach, teachers, FRYSC Coordinators
Total					\$121000	

Title I Schoolwide

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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
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
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
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

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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 Rtl process. 5. Offer an Open House Night for Parents of incoming Kindergarten students <p>Primary to Intermediate:</p> <ol style="list-style-type: none"> 1. Curriculum Night 2. Transition from non-graded primary to receiving grades for the work completed; spring of year 3. Parent Handbook explaining expectations, grading, homework etc. <p>From Elementary to Middle School:</p> <ol style="list-style-type: none"> 1. Transition Night for parents and students with the middle school 2. Spring Orientation for Parents 3. Spring School visit for students 4. Summer student orientation program at receiving middle school (Middle School Transition Nights, Open House, Jump Start at R.A. Jones) 5. Start The Change night offered to 5th grade parents as a 1 hour program on adolescent change addressing the development of executive functions, along with other changes during the teen years due to important modification in how the brain functions. 	Academic Support Program	07/01/2015	06/30/2017	\$1000	Administration ; District Personnel; Teachers; Support Staff, Kindergarten Teachers, Director of Elementary
After School Learning	<p>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.</p>	Academic Support Program	10/01/2015	06/30/2016	\$25000	Administration , Teachers, Coaches, District Support and Staff, FYRSC Coordinators
Total					\$36000	

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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	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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
PBIS	Continue training and support/monitoring for implementation of school-wide PBIS with district support. Aligning all school wide procedures horizontally and vertically with reteaching of expectations to all faculty and staff.	Behavioral Support Program	01/05/2017	06/29/2018	\$45000	Administration, District Administration and Support Staff, Coach, Teachers, Behavior Intervention Teacher
Process for Program Review	Continue to support the process for all program reviews where results of all program reviews are reviewed and assurances made.	Academic Support Program	08/15/2016	06/30/2017	\$500	Administration; Coach; Program Review Leads; Teaching Staff; District Level Support

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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
Total					\$100500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Special Education PLC	Special Education PLC meetings monthly to analyze student work and instructional practices, including resources available.	Academic Support Program	02/28/2017	06/29/2018	\$25000	Director of Special Education, Special Education Coach, Administration , Instructional Coach, Special Education Teachers
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
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

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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
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
Total					\$76400	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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
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	Adminstration , Guidance Counselor, Catholic Charities and North Key Counselors

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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
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	06/30/2017	\$1000	Administration, Instructional Coach, Team Leaders, Teachers
Teacher as Leaders	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. System of mentorship 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.	Academic Support Program	08/15/2016	06/29/2018	\$3000	Administration, Instructional Coaches, Teachers, District Staff,

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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. Integration of Minds in Motion for students scoring below school readiness levels.	Academic Support Program	07/25/2016	06/30/2017	\$1000	District Level Staff, Administration, Instructional Coach, teachers, FRYSC Coordinators
Total					\$119500	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	\$15000	Administration, FYRSC Coordinators, District Support Staff, Counselors
Process for Program Review	Continue to support the process for all program reviews where results of all program reviews are reviewed and assurances made.	Academic Support Program	08/15/2016	06/30/2017	\$2000	Administration ; Coach ; Program Review Leads; Teaching Staff; District Level Support
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

Comprehensive School Improvement Plan

Hillard Collins Elementary School

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
Total					\$33000	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

Comprehensive School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	N/A		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	N/A		

Comprehensive School Improvement Plan

Hillard Collins Elementary School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

Comprehensive School Improvement Plan

Hillard Collins Elementary School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.boone.k12.ky.us/userfiles19my%20files/sbdm201615-16%20comprehensive%20school%20improvement%20plan.pdf?id=562188	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Comprehensive School Improvement Plan

Hillard Collins Elementary School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	N/A		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

Phase II - KDE Compliance and Accountability - Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Collins Elementary School students from 31.4 in 2016 to 53.6% by 2017.

Measurable Objective 1:

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

Strategy1:

Program Implementation Fidelity - Monitoring of fidelity of research based programming.

Category: Continuous Improvement

Research Cited:

Activity - Monitor Program Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitoring the implementation through lesson plans, walk-through, PLC Data checks, flashbacks and on-going assessments.	Academic Support Program	08/10/2017	06/29/2018	\$0 - No Funding Required	Administration, Instructional Coach

Activity - Envision Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Initial and follow-up professional development for implementation of Envision Math program.	Academic Support Program	05/26/2017	06/29/2018	\$90000 - Text Books	Administration, Instructional Coach, Teachers

Strategy2:

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

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Hillard Collins Elementary School

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

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	06/30/2017	\$1000 - Grant Funds	Administration, Instructional Coach, Team Leaders, Teachers

Activity - Stamina Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop common definition of reading for stamina and create grade level reading stamina goals for students. Provide weekly instructional minutes to practice reading stamina in each classroom.	Academic Support Program	01/05/2017	05/25/2017	\$0 - No Funding Required	Administration, Instructional Coach, Team Leaders

Strategy3:

Curriculum Assessment and Alignment - Curriculum Assessment and Alignment

Category:

Research Cited:

Comprehensive School Improvement Plan

Hillard Collins Elementary School

Activity - Teacher as Leaders	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. System of mentorship 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.	Academic Support Program	08/15/2016	06/29/2018	\$3000 - Grant Funds	Administration, Instructional Coaches, Teachers, District Staff,

Strategy4:

Collaboration to differentiate instruction based on student identified needs. - Collaboration led by administration and instructional coach.

Category: Continuous Improvement

Research Cited:

Activity - Assessment Formatting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Reading and Math summative assessments will be collaboratively formatting/modified into a K-PREP like format.	Academic Support Program	01/05/2017	06/29/2018	\$500 - District Funding	Administration, Instructional Coach, Teachers

Activity - Student Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3. Teachers will provide effective feedback to students based on their work through the implementation of the five criteria for feedback. 1 classroom during the spring semester per grade level, special education and special areas team to pilot.	Academic Support Program	01/05/2017	06/29/2018	\$0 - No Funding Required	Administration, Instructional Coach, Team Leaders, Teachers

Activity - Summative Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Teachers will use embedded summative assessment data to track student progress. Teachers will conduct assessment analysis sessions after each summative assessment to track student growth and areas of the standards where remediation is needed.	Academic Support Program	01/05/2017	06/29/2018	\$1000 - District Funding	Administration, Instructional Coach, Team Leaders

Activity - Wrong Answer Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research and develop a Wrong Answer Analysis protocol to be implemented for grades K-5.	Academic Support Program	01/05/2017	06/29/2018	\$500 - District Funding	Administration, Instructional Coach, Teachers

Comprehensive School Improvement Plan

Hillard Collins Elementary School

Activity - Parent Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Positive Parenting and Family Literacy night offered through FRC. Assist parents in providing positive feedback to students at home.	Parent Involvement	09/29/2017	11/01/2017	\$1000 - FRYSC	FRYSC, Team Leaders, Administration

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 29.9% PD in 2015 to 51.5% PD in 2017 as measured by KPREP.

Measurable Objective 1:

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

Strategy1:

Student Barriers to Learning - In School Attendance

Category: Continuous Improvement

Research Cited:

Activity - Meeting Family Physical, Social and Emotional Needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To reduce learning barriers for students, continue to provide services to meet families' physical, mental, social and emotional needs through programming with agencies and coordination with School Guidance Counselor in addition to adding another Counselor (through staff conversion, SBDM funding) 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	06/01/2018	\$15000 - School Council Funds \$27000 - FRYSC	Administration, FYRSC Coordinators, District Support Staff, Counselors

Strategy2:

Intervention Strategies - Intervention Strategies

Category: Continuous Improvement

Research Cited:

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. Aligning all school wide procedures horizontally and vertically with reteaching of expectations to all faculty and staff.	Behavioral Support Program	01/05/2017	06/29/2018	\$45000 - General Fund \$0 - No Funding Required	Administration, District Administration and Support Staff, Coach, Teachers, Behavior Intervention Teacher

Goal 3:

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

Comprehensive School Improvement Plan

Hillard Collins Elementary School

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:

Writing Response Protocol - Implementation of a school wide protocol for student responses.

Category: Continuous Improvement

Research Cited:

Activity - Writing Response Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2. Research and develop a school wide protocol for student responses to constructed response questions, including the implementation and use of writing non-negotiables.	Academic Support Program	03/30/2017	08/07/2017	\$0 - No Funding Required	Administration, Instructional Coach, Teachers

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Collins Elementary School students from 31.4 in 2016 to 53.6% by 2017.

Measurable Objective 1:

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

Strategy1:

Program Implementation Fidelity - Monitoring of fidelity of research based programming.

Category: Continuous Improvement

Research Cited:

Activity - Monitor Program Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitoring the implementation through lesson plans, walk-through, PLC Data checks, flashbacks and on-going assessments.	Academic Support Program	08/10/2017	06/29/2018	\$0 - No Funding Required	Administration, Instructional Coach

Comprehensive School Improvement Plan

Hillard Collins Elementary School

Activity - Envision Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Initial and follow-up professional development for implementation of Envision Math program.	Academic Support Program	05/26/2017	06/29/2018	\$90000 - Text Books	Administration, Instructional Coach, Teachers

Strategy2:

Collaboration to differentiate instruction based on student identified needs. - Collaboration led by administration and instructional coach.

Category: Continuous Improvement

Research Cited:

Activity - Assessment Formatting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Reading and Math summative assessments will be collaboratively formatting/modified into a K-PREP like format.	Academic Support Program	01/05/2017	06/29/2018	\$500 - District Funding	Administration, Instructional Coach, Teachers

Activity - Student Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3. Teachers will provide effective feedback to students based on their work through the implementation of the five criteria for feedback. 1 classroom during the spring semester per grade level, special education and special areas team to pilot.	Academic Support Program	01/05/2017	06/29/2018	\$0 - No Funding Required	Administration, Instructional Coach, Team Leaders, Teachers

Activity - Parent Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Positive Parenting and Family Literacy night offered through FRC. Assist parents in providing positive feedback to students at home.	Parent Involvement	09/29/2017	11/01/2017	\$1000 - FRYSC	FRYSC, Team Leaders, Administration

Activity - Wrong Answer Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research and develop a Wrong Answer Analysis protocol to be implemented for grades K-5.	Academic Support Program	01/05/2017	06/29/2018	\$500 - District Funding	Administration, Instructional Coach, Teachers

Activity - Summative Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Teachers will use embedded summative assessment data to track student progress. Teachers will conduct assessment analysis sessions after each summative assessment to track student growth and areas of the standards where remediation is needed.	Academic Support Program	01/05/2017	06/29/2018	\$1000 - District Funding	Administration, Instructional Coach, Team Leaders

Strategy3:

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Comprehensive School Improvement Plan

Hillard Collins Elementary School

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

Category: Continuous Improvement

Research Cited:

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.

Activity - Stamina Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop common definition of reading for stamina and create grade level reading stamina goals for students. Provide weekly instructional minutes to practice reading stamina in each classroom.	Academic Support Program	01/05/2017	05/25/2017	\$0 - No Funding Required	Administration, Instructional Coach, Team Leaders

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	06/30/2017	\$1000 - Grant Funds	Administration, Instructional Coach, Team Leaders, Teachers

Strategy4:

Curriculum Assessment and Alignment - Curriculum Assessment and Alignment

Category:

Research Cited:

Comprehensive School Improvement Plan

Hillard Collins Elementary School

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. Integration of Minds in Motion for students scoring below school readiness levels.	Academic Support Program	07/25/2016	06/30/2017	\$5000 - District Funding \$1000 - Grant Funds	District Level Staff, Administration, Instructional Coach, teachers, FRYSC Coordinators

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

Activity - 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 - Teacher as Leaders	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. System of mentorship 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.	Academic Support Program	08/15/2016	06/29/2018	\$3000 - Grant Funds	Administration, Instructional Coaches, Teachers, District Staff,

Comprehensive School Improvement Plan

Hillard Collins Elementary School

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>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:</p> <ol style="list-style-type: none"> analyze and evaluate thinking with multiple points of view to improve thinking identify real world problems and research/investigate possible solutions using flexibility, originality, elaboration, and fluency of thought work collaboratively with peers to become responsible, creative, independent lifelong learners. Project Based Learning and service learning will be embedded into units to emphasize the use of 21st Century Skills. Implementation of STEAM activities and Project Based Learning opportunities for all students. 	Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	Administration; Instructional Coach; Teachers; District Staff; Technology Support

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"> Pyramid of interventions for low achieving at-risk students Instructional strategies to enhance/accelerate learning in the classroom for the advanced learners (G/T) Strategies to address affective needs of learners Intentional scheduling to reflect core extension (intervention/extension) as a resource for class time instruction 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

Strategy5:

Program Review - Program Review

Category: Continuous Improvement

Research Cited:

Activity - Process for Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to support the process for all program reviews where results of all program reviews are reviewed and assurances made.	Academic Support Program	08/15/2016	06/30/2017	\$2000 - School Council Funds \$500 - General Fund	Administration; Coach ; Program Review Leads; Teaching Staff; District Level Support

Comprehensive School Improvement Plan

Hillard Collins Elementary School

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

Strategy6:

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	06/01/2017	08/01/2017	\$1000 - FRYSC	FRYSC Coordinator, Administration, Guidance Counselors

Strategy7:

Instructional Flashbacks - Flashbacks conducted in classrooms to spiral instruction and close achievement gaps.

Category: Continuous Improvement

Research Cited:

Activity - Instructional Flashbacks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development and implementation of instructional flashback to spiral the instructional standards in the areas of reading and math.	Academic Support Program	08/15/2017	06/29/2018	\$2000 - District Funding	Administration, Instructional Coach, Director of Elementary, 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 29.9% 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:

Addressing Diverse Needs - Addressing Diverse Needs

SY 2016-2017

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Comprehensive School Improvement Plan

Hillard Collins Elementary School

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	06/01/2018	\$100 - State Funds \$400 - Other \$51000 - Other \$3000 - Title I Schoolwide	Administration, District Student Support Services and Learning Support Services, FRC

Activity - Student Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One full time equivalent Guidance Counselor will be purchased to address and assist with student needs in the building with guidance and serve as a Admissions and Release Chairperson for the special education process. One North Key Counselor will be provided to meet students' mental health needs. One part time Catholic Charities counselor will also be purchased to meet students' mental health needs. All counselors will work with the families to meet needs outside of school.	Behavioral Support Program	08/13/2015	06/01/2018	\$45000 - General Fund \$25000 - Grant Funds	Administration, Guidance Counselor, Catholic Charities and North Key Counselors

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	06/01/2018	\$0 - Other	Administration, District Staff, Coaches, FRC Staff

Strategy2:

Rtl - Rtl

Category:

Research Cited:

Comprehensive School Improvement Plan

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Activity - RtI Reading/Writing/Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the RtI/tiered intervention process at all grade levels for targeted students included in sub-populations. Provide adequate materials, programming and staffing to meet these needs. (LEP, disabilities, F/R, African-American, Hispanic, Two or More Races). All students' progress to be monitored to ensure the implementation and effectiveness of such interventions. Allocation provided for additional staffing to support the RtI process.	Academic Support Program	08/13/2015	06/29/2018	\$168945 - Title I Part A \$51000 - District Funding \$8000 - School Council Funds	Administration, SBDM Committees, Teachers, Coach

Strategy3:

Other- Transition Years - Other- Transition Years

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

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

Parent Involvement and Leadership - Parent Involvement and Leadership

Category:

Research Cited:

Comprehensive School Improvement Plan

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	06/01/2018	\$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	06/01/2018	\$1500 - Title I Schoolwide \$10649 - FRYSC \$2000 - Grant Funds	Administration, Teachers, Coach, FRC Staff

Strategy5:

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

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

Strategy6:

Student Barriers to Learning - In School Attendance

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

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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	06/01/2018	\$15000 - School Council Funds \$27000 - FRYSC	Administration, FYRSC Coordinators, District Support Staff, Counselors

Strategy7:

Intervention Strategies - Intervention Strategies

Category: Continuous Improvement

Research Cited:

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. Aligning all school wide procedures horizontally and vertically with reteaching of expectations to all faculty and staff.	Behavioral Support Program	01/05/2017	06/29/2018	\$45000 - General Fund \$0 - No Funding Required	Administration, District Administration and Support Staff, Coach, Teachers, Behavior Intervention Teacher

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	08/04/2017	\$25000 - Title I Schoolwide \$15000 - State Funds \$1800 - FRYSC	Administration, Teachers, Coaches, District Support and Staff, FYRSC Coordinators

Strategy8:

Collaborative Instructional Model - Collaborative Instructional Model

Category:

Comprehensive School Improvement Plan

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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	12/20/2017	\$0 - Other	Director of Special Education, Special Education Coordinators, Director of Gifted and Talented Programming, Asst. Supt. for ELL support and needs, Teachers, Administration, Coaches

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

Strategy9:

School Safety - Safety of all Stakeholders.

Category: Management Systems

Research Cited:

Activity - School Safety Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evaluate and revised the developed safety plan for the school in collaboration with the Boone County Emergency Response and the Deputy Superintendent of Operational Services. The plan will be reviewed yearly with Emergency Response, Fire, Police and EMS. Lock-Down, Tornado, Fire and Earth quake drill will be practiced by all individuals in the building on regularly scheduled intervals.	Policy and Process	08/03/2015	06/29/2018	\$0 - No Funding Required	Administration, Emergency Response, Teachers, Classified Staff, and Deputy Superintendent of Operational Services

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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	06/01/2018	\$0 - No Funding Required	Administration, District Personnel, Boone County Emergency Response, Teachers and Classified staff.

Goal 3:

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

Measurable Objective 1:

A 50% decrease of 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:

Writing Response Protocol - Implementation of a school wide protocol for student responses.

Category: Continuous Improvement

Research Cited:

Activity - Writing Response Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2. Research and develop a school wide protocol for student responses to constructed response questions, including the implementation and use of writing non-negotiables.	Academic Support Program	03/30/2017	08/07/2017	\$0 - No Funding Required	Administration, Instructional Coach, Teachers

Strategy2:

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

Category: Continuous Improvement

Research Cited:

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

Strategy3:

Differentiation - Differentiation of reading and math.

Category: Continuous Improvement

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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

Strategy4:

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

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 PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education PLC meetings monthly to analyze student work and instructional practices, including resources available.	Academic Support Program	02/28/2017	06/29/2018	\$25000 - Other	Director of Special Education, Special Education Coach, Administration, Instructional Coach, Special Education Teachers

All children-were screened for kindergarten readiness. If yes, name the assessment.

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Collins Elementary School students from 31.4 in 2016 to 53.6% by 2017.

Measurable Objective 1:

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

Strategy1:

Curriculum Assessment and Alignment - Curriculum Assessment and Alignment

Category:

Research Cited:

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

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Collins Elementary School students from 31.4 in 2016 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:

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

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 29.9% PD in 2015 to 51.5% PD in 2017 as measured by KPREP.

Measurable Objective 1:

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

Strategy1:

Student Barriers to Learning - In School Attendance

Category: Continuous Improvement

Research Cited:

Activity - Meeting Family Physical, Social and Emotional Needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To reduce learning barriers for students, continue to provide services to meet families' physical, mental, social and emotional needs through programming with agencies and coordination with School Guidance Counselor in addition to adding another Counselor (through staff conversion, SBDM funding) 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	06/01/2018	\$15000 - School Council Funds \$27000 - FRYSC	Administration, FYRSC Coordinators, District Support Staff, Counselors

Strategy2:

Other- Transition Years - Other- Transition Years

Category: Continuous Improvement

Research Cited:

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Activity - Transtion Years	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Work with families and community members to ensure all children experience an effective transition to school entry from preschool to kindergarten, primary to intermediate levels, as well as elementary to middle school.</p> <p>From Preschool to Kindergarten:</p> <ol style="list-style-type: none"> 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. Assess all kindergartners at school entry with the common statewide screener. (BRIGANCE) Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments. Through the benchmark assessments given at the beginning of the year identify students needing additional reading interventions through the Rtl process. Offer an Open House Night for Parents of incoming Kindergarten students <p>Primary to Intermediate:</p> <ol style="list-style-type: none"> Curriculum Night Transition from non-graded primary to receiving grades for the work completed; spring of year Parent Handbook explaining expectations, grading, homework etc. <p>From Elementary to Middle School:</p> <ol style="list-style-type: none"> Transition Night for parents and students with the middle school Spring Orientation for Parents Spring School visit for students Summer student orientation program at receiving middle school (Middle School Transition Nights, Open House, Jump Start at R.A. Jones) 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

Narrative:

Brigance

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Collins Elementary School students from 31.4 in 2016 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.

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Strategy1:

Instructional Flashbacks - Flashbacks conducted in classrooms to spiral instruction and close achievement gaps.

Category: Continuous Improvement

Research Cited:

Activity - Instructional Flashbacks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development and implementation of instructional flashback to spiral the instructional standards in the areas of reading and math.	Academic Support Program	08/15/2017	06/29/2018	\$2000 - District Funding	Administration, Instructional Coach, Director of Elementary, Teachers

Strategy2:

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

Category: Continuous Improvement

Research Cited:

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.

Activity - Stamina Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop common definition of reading for stamina and create grade level reading stamina goals for students. Provide weekly instructional minutes to practice reading stamina in each classroom.	Academic Support Program	01/05/2017	05/25/2017	\$0 - No Funding Required	Administration, Instructional Coach, Team Leaders

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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	06/30/2017	\$1000 - Grant Funds	Administration, Instructional Coach, Team Leaders, Teachers

Strategy3:

Program Review - Program Review

Category: Continuous Improvement

Research Cited:

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

Activity - Process for Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to support the process for all program reviews where results of all program reviews are reviewed and assurances made.	Academic Support Program	08/15/2016	06/30/2017	\$500 - General Fund \$2000 - School Council Funds	Administration; Coach ; Program Review Leads; Teaching Staff; District Level Support

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	06/01/2017	08/01/2017	\$1000 - FRYSC	FRYSC Coordinator, Administration, Guidance Counselors

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Strategy5:

Collaboration to differentiate instruction based on student identified needs. - Collaboration led by administration and instructional coach.

Category: Continuous Improvement

Research Cited:

Activity - Summative Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Teachers will use embedded summative assessment data to track student progress. Teachers will conduct assessment analysis sessions after each summative assessment to track student growth and areas of the standards where remediation is needed.	Academic Support Program	01/05/2017	06/29/2018	\$1000 - District Funding	Administration, Instructional Coach, Team Leaders

Activity - Assessment Formatting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Reading and Math summative assessments will be collaboratively formatting/modified into a K-PREP like format.	Academic Support Program	01/05/2017	06/29/2018	\$500 - District Funding	Administration, Instructional Coach, Teachers

Activity - Student Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3. Teachers will provide effective feedback to students based on their work through the implementation of the five criteria for feedback. 1 classroom during the spring semester per grade level, special education and special areas team to pilot.	Academic Support Program	01/05/2017	06/29/2018	\$0 - No Funding Required	Administration, Instructional Coach, Team Leaders, Teachers

Activity - Parent Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Positive Parenting and Family Literacy night offered through FRC. Assist parents in providing positive feedback to students at home.	Parent Involvement	09/29/2017	11/01/2017	\$1000 - FRYSC	FRYSC, Team Leaders, Administration

Activity - Wrong Answer Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research and develop a Wrong Answer Analysis protocol to be implemented for grades K-5.	Academic Support Program	01/05/2017	06/29/2018	\$500 - District Funding	Administration, Instructional Coach, Teachers

Strategy6:

Program Implementation Fidelity - Monitoring of fidelity of research based programming.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

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Activity - Monitor Program Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitoring the implementation through lesson plans, walk-through, PLC Data checks, flashbacks and on-going assessments.	Academic Support Program	08/10/2017	06/29/2018	\$0 - No Funding Required	Administration, Instructional Coach

Activity - Envision Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Initial and follow-up professional development for implementation of Envision Math program.	Academic Support Program	05/26/2017	06/29/2018	\$90000 - Text Books	Administration, Instructional Coach, Teachers

Strategy7:

Curriculum Assessment and Alignment - Curriculum Assessment and Alignment

Category:

Research Cited:

Activity - Teacher as Leaders	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. System of mentorship 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.	Academic Support Program	08/15/2016	06/29/2018	\$3000 - Grant Funds	Administration, Instructional Coaches, Teachers, District Staff,

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. 5. Implementation of STEAM activities and Project Based Learning opportunities for all students.	Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	Administration; Instructional Coach; Teachers; District Staff; Technology Support

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

Activity - School Readiness and Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to refine, implement and support the required implementation of Brigance Kindergarten Readiness Screener to all incoming Kindergarten students. Analyze data from the screener to create and monitor a learning plan for next steps of instruction for Kindergarten students. Kindergarten Kamp will be offered to all incoming Kindergarten students, including parent sessions daily. Parent report meeting will also take place to review their child's individual student data and what next steps will be to support their child at home. Family Resource Center will also support family with needs for the development at home. Integration of Minds in Motion for students scoring below school readiness levels.	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 - Science Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and facilitate the understanding and implementation of the Next Generation Science Standards through study, model lessons, and embedded PD in collaboration with NKU, Thomas More and CINSAM at various grades and transition points for successful implementation and incorporation of STEM principles. Study and preparation for implementation of the Next Gen Science Standards. (Funding noted from DIP as Title II D) Development of plan for sharing information back to all teachers to be developed.	Academic Support Program	10/22/2014	06/30/2017	\$2000 - Grant Funds	District Support Staff, Instructional Coach, Administration, Teacher Leaders, Teachers

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Activity - 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

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 29.9% 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:

Addressing Diverse Needs - Addressing Diverse Needs

Category:

Research Cited:

Activity - Addressing Transient Needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>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.</p>	Academic Support Program	07/01/2015	06/01/2018	\$3000 - Title I Schoolwide \$100 - State Funds \$400 - Other \$51000 - Other	Administration, District Student Support Services and Learning Support Services, FRC

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Activity - Student Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One full time equivalent Guidance Counselor will be purchased to address and assist with student needs in the building with guidance and serve as a Admissions and Release Chairperson for the special education process. One North Key Counselor will be provided to meet students' mental health needs. One part time Catholic Charities counselor will also be purchased to meet students' mental health needs. All counselors will work with the families to meet needs outside of school.	Behavioral Support Program	08/13/2015	06/01/2018	\$25000 - Grant Funds \$45000 - General Fund	Adminstration, Guidance Counselor, Catholic Charities and North Key Counselors

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	06/01/2018	\$0 - Other	Administration, District Staff, Coaches, FRC Staff

Strategy2:

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	06/29/2018	\$51000 - District Funding \$168945 - Title I Part A \$8000 - School Council Funds	Administration, SBDM Committees, Teachers, Coach

Strategy3:

Collaborative Instructional Model - Collaborative Instructional Model

Category:

Research Cited:

Comprehensive School Improvement Plan

Hillard Collins Elementary School

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

Activity - Collaborative Instructional Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish protocol and procedures to expand the use of effective collaboration in all classrooms. Regular and special education teacher teams will have support and on-going training on effective collaboration and implement a monitoring system to assess continuous progress and guide instructional decisions for students with disabilities, ELL and G/T including, but not limited to, establishing a baseline as to where the school is in the use of effective collaboration, identifying the barriers to effective collaboration, and providing training and support on collaboration to meet the individual needs of students. Para-educators also need to be included in this training to enhance their instructional collaboration work.	Academic Support Program	01/05/2015	12/20/2017	\$0 - Other	Director of Special Education, Special Education Coordinators, Director of Gifted and Talented Programming, Asst. Supt. for ELL support and needs, Teachers, Administration, Coaches

Strategy4:

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

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Activity - 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

Strategy5:

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	06/01/2018	\$27000 - FRYSC \$15000 - School Council Funds	Administration, FYRSC Coordinators, District Support Staff, Counselors

Strategy6:

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	08/04/2017	\$15000 - State Funds \$25000 - Title I Schoolwide \$1800 - FRYSC	Administration, Teachers, Coaches, District Support and Staff, FYRSC Coordinators

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

Comprehensive School Improvement Plan

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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. Aligning all school wide procedures horizontally and vertically with reteaching of expectations to all faculty and staff.	Behavioral Support Program	01/05/2017	06/29/2018	\$45000 - General Fund \$0 - No Funding Required	Administration, District Administration and Support Staff, Coach, Teachers, Behavior Intervention Teacher

Strategy7:

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	06/01/2018	\$0 - No Funding Required	Administration, District Personnel, Boone County Emergency Response, Teachers and Classified staff.

Activity - School Safety Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evaluate and revised the developed safety plan for the school in collaboration with the Boone County Emergency Response and the Deputy Superintendent of Operational Services. The plan will be reviewed yearly with Emergency Response, Fire, Police and EMS. Lock-Down, Tornado, Fire and Earth quake drill will be practiced by all individuals in the building on regularly scheduled intervals.	Policy and Process	08/03/2015	06/29/2018	\$0 - No Funding Required	Administration, Emergency Response, Teachers, Classified Staff, and Deputy Superintendent of Operational Services

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	06/01/2018	\$500 - Title I Schoolwide \$500 - Grant Funds \$2000 - FRYSC	Administration, District Title I staff support, FRC mission and goals, Teachers

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Activity - Parent Involvement- learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning opportunities that involve adults, parents and/or child will be provided to enrich and support the child's instructional needs at school and at home.	Parent Involvement	08/13/2015	06/01/2018	\$2000 - Grant Funds \$10649 - FRYSC \$1500 - Title I Schoolwide	Administration, Teachers, Coach, FRC Staff

Strategy9:

Other- Transition Years - Other- Transition Years

Category: Continuous Improvement

Research Cited:

Activity - Transtion Years	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Work with families and community members to ensure all children experience an effective transition to school entry from preschool to kindergarten, primary to intermediate levels, as well as elementary to middle school.</p> <p>From Preschool to Kindergarten:</p> <ol style="list-style-type: none"> 1. Kindergarten Kamp will be offered to all incoming Kindergarten students during the summer to help with the transition to the full day program. Parents will also have 30 minutes each day of the Kindergarten Kamp to provide them with strategies in the areas of reading, math, and school readiness strategies presented by the Kindergarten teachers. 2. Assess all kindergartners at school entry with the common statewide screener. (BRIGANCE) 3. Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments. 4. Through the benchmark assessments given at the beginning of the year identify students needing additional reading interventions through the 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	\$1300 - State Funds \$1000 - Title I Schoolwide	Administration; District Personnel; Teachers; Support Staff, Kindergarten Teachers, Director of Elementary

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

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:

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

Category: Continuous Improvement

Research Cited:

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

Strategy2:

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

Category: Continuous Improvement

Research Cited:

Activity - Special Education PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education PLC meetings monthly to analyze student work and instructional practices, including resources available.	Academic Support Program	02/28/2017	06/29/2018	\$25000 - Other	Director of Special Education, Special Education Coach, Administration, Instructional Coach, Special Education Teachers

Strategy3:

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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

Strategy4:

Writing Response Protocol - Implementation of a school wide protocol for student responses.

Category: Continuous Improvement

Research Cited:

Activity - Writing Response Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2. Research and develop a school wide protocol for student responses to constructed response questions, including the implementation and use of writing non-negotiables.	Academic Support Program	03/30/2017	08/07/2017	\$0 - No Funding Required	Administration, Instructional Coach, Teachers

Strategy5:

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

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase achievement for all students in the Non-Duplicated Gap group at Collins Elementary School to increase the combined Reading and Math percent from 29.9% PD in 2015 to 51.5% PD in 2017 as measured by KPREP.

Measurable Objective 1:

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

Strategy1:

Student Barriers to Learning - In School Attendance

Category: Continuous Improvement

Research Cited:

Activity - Meeting Family Physical, Social and Emotional Needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To reduce learning barriers for students, continue to provide services to meet families' physical, mental, social and emotional needs through programming with agencies and coordination with School Guidance Counselor in addition to adding another Counselor (through staff conversion, SBDM funding funding) Social workers in the FRC, both a Coordinator and Assistant Coordinator. (FRC Funding -\$27,000 for staffing) Catholic Charities Counselor; Counselor provided by the district through North Key.	Parent Involvement	08/13/2015	06/01/2018	\$27000 - FRYSC \$15000 - School Council Funds	Administration, FYRSC Coordinators, District Support Staff, Counselors

Strategy2:

Other- Transition Years - Other- Transition Years

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

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

Strategy3:

Intervention Strategies - Intervention Strategies

Category: Continuous Improvement

Research Cited:

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Activity - After School Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue intensive before/after-school and summer acceleration program in ELA and math for the neediest academic students along with enrichment program offerings. This can include on and off campus learning opportunities. Mentoring opportunities for students will also be offered through the Whiz Kids program and Unite to Read program with 3rd grade students.	Academic Support Program	10/01/2015	08/04/2017	\$15000 - State Funds \$1800 - FRYSC \$25000 - Title I Schoolwide	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. Aligning all school wide procedures horizontally and vertically with reteaching of expectations to all faculty and staff.	Behavioral Support Program	01/05/2017	06/29/2018	\$0 - No Funding Required \$45000 - General Fund	Administration, District Administration and Support Staff, Coach, Teachers, Behavior Intervention Teacher

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

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	06/29/2018	\$168945 - Title I Part A \$8000 - School Council Funds \$51000 - District Funding	Administration, SBDM Committees, Teachers, Coach

Strategy5:

Professional Development - Professional Development

Category:

Research Cited:

Comprehensive School Improvement Plan

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

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

Activity - 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

Strategy6:

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	12/20/2017	\$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	Funding Amount & Source	Staff Responsible
Common planning will be provided for grade level teams along with special education and English Language Learner Teachers and Rtl staff to allow for teachers to analyze data, determine instructional needs and strategies, share and learn (PLC) receive professional development and varied other needs to ensure sound instructional practices for our students. Vertical Common planning time with all staff members will be planned using faculty meetings. (TELL Survey reflects that this is a need for more consistency and time)	Academic Support Program	08/13/2015	06/30/2017	\$0 - No Funding Required	Administration, Teachers, District Support Staff, SBDM (Policy on Staff time), Coach and Team Leaders.

Strategy7:

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	06/01/2018	\$100 - State Funds \$400 - Other \$3000 - Title I Schoolwide \$51000 - Other	Administration, District Student Support Services and Learning Support Services, FRC

Activity - Strategies Addressing Diverse Needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue and expand professional learning in research based strategies for students from diverse backgrounds including: Language and content objectives for ELLs; Meeting the needs of at-risk and transient students; Specific strategies for students with disabilities. Refinement and implementation of diversity and equity awareness include training for staff on cultural responsiveness to social norms as demographics in our data continually change. Continue to explore and implement research-based strategies for language acquisition with the district leadership.	Academic Support Program	08/13/2015	06/01/2018	\$0 - Other	Administration, District Staff, Coaches, FRC Staff

Activity - Student Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One full time equivalent Guidance Counselor will be purchased to address and assist with student needs in the building with guidance and serve as a Admissions and Release Chairperson for the special education process. One North Key Counselor will be provided to meet students' mental health needs. One part time Catholic Charities counselor will also be purchased to meet students' mental health needs. All counselors will work with the families to meet needs outside of school.	Behavioral Support Program	08/13/2015	06/01/2018	\$45000 - General Fund \$25000 - Grant Funds	Administration, Guidance Counselor, Catholic Charities and North Key Counselors

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Strategy8:

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	06/29/2018	\$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	06/01/2018	\$0 - No Funding Required	Administration, District Personnel, Boone County Emergency Response, Teachers and Classified staff.

Strategy9:

Parent Involvement and Leadership - Parent Involvement and Leadership

Category:

Research Cited:

Activity - Parent Involvement- learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning opportunities that involve adults, parents and/or child will be provided to enrich and support the child's instructional needs at school and at home.	Parent Involvement	08/13/2015	06/01/2018	\$2000 - Grant Funds \$1500 - Title I Schoolwide \$10649 - FRYSC	Administration, Teachers, Coach, FRC Staff

Activity - Parent Involvement and Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to work with resources to provide opportunities for family leadership and engagement. Included but not limited to: PTA, CIPL, SBDM Council, Volunteer Opportunities, Conferences and involvement with child's teacher. Development of a school wide Remind 101 or communication through the use of the school Blackboard program for the school to communicate with parents.	Parent Involvement	01/04/2016	06/01/2018	\$500 - Grant Funds \$2000 - FRYSC \$500 - Title I Schoolwide	Administration, District Title I staff support, FRC mission and goals, Teachers

Comprehensive School Improvement Plan

Hillard Collins Elementary School

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Collins Elementary School students from 31.4 in 2016 to 53.6% by 2017.

Measurable Objective 1:

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

Strategy1:

Program Review - Program Review

Category: Continuous Improvement

Research Cited:

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

Activity - Process for Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to support the process for all program reviews where results of all program reviews are reviewed and assurances made.	Academic Support Program	08/15/2016	06/30/2017	\$2000 - School Council Funds \$500 - General Fund	Administration; Coach ; Program Review Leads; Teaching Staff; District Level Support

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

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

Collins Elementary is a school serving 850 children Preschool- 5th Grades. The school is located in Boone County, in the city of Florence, Kentucky, a suburb of Cincinnati, Ohio and one of 14 elementary schools in Boone County. Of the 850 students enrolled, 85% are on free or reduced lunch, qualifying our school as full school Title 1. Collins is a very diverse school with 24% of the population of Hispanic/Latino origin and another 5% of the population of other cultures originating from outside of the United States. We have 17 different languages that are spoken fluently by many families and students. We have a high transient rate, but the school and adjoining communities have strengthened their resolve to develop educational opportunities that will increase all students' chances for successful achievement of district, state and national goals.

To meet the needs of our students we have 55 certified teachers all working within their certification, 100% Highly Qualified Classification with an average of about 10 years of teaching experience. Additional teachers are purchased to lower the number of teacher to student ratio and provide all day Kindergarten. To help meet the language needs in the building we have a blended language program. Students whose primary language is English receive Spanish instruction with a certified teacher along with work using the Rosetta Stone Technology. Students whose primary language is not English will have English Language Instruction with a certified teacher along with work using Rosetta Stone Technology.

Our school geographically is within the boundaries of the city of Florence with a portion of it in the zip code area of Walton, KY. Our families reside in privately owned homes, rental homes, many apartment complexes and some trailer parks which provides for self- owned units and rentals. Over the last three years our population has continued to increase with families moving into our school's district. Due to this increase we have added 4 additional mobile classrooms.

We work in partnership with Children Inc. to provide before school and after school care for our school aged children. We also partner with Catholic Charities and North Key to provide counseling services for the needs of our students, with no cost to their families. Through our collaborative partnership with Children Inc. we have been an School of Contribution for service learning projects our students take part in every year. The largest of the projects is our annual 5k run, Comets Color Run, where all proceeds are donated to a cause selected by our students.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

School Mission Statement

The mission of the staff and community of Collins Elementary School is

- * To foster academic growth for all students
- * To nurture a respect for others and an acceptance of differences in people
- * To develop the ability to accept responsibility for their own actions
- * To peacefully solve problems

Vision for Collins Elementary

The vision for Collins Elementary School for the 21st century is to provide the opportunity for faculty, staff, parents and community to develop, through communication, a sense of ownership, spirit, and pride in the school. Not only must students be prepared academically; they must be nurtured with a sense of cultural awareness which includes an appreciation of the arts, of tolerance, of diversity, healthy living, career studies and the community.

The mission and vision statements were developed by the Curriculum and Instruction SBDM Committee and then reviewed by the grade level teams before being adopted. The vision and mission statements were then published in different school documents for all stakeholders to have knowledge of them.

Collins is working with students by focusing on Positive Behavioral Interventions and Supports. The students' and staffs' foundation for this support is:

Respect
Responsible
Safe

Collins' Comets SOAR to success!

We can Show RESPECT
We are Organized and RESPONSIBLE
We are Always SAFE
We are Ready to LEARN

Students are actively involved in their learning through hands-on experiences, flexible-grouping, cooperative learning activities and experiences that promote intellectual, social, emotional and physical growth across the curriculum and grade levels. Students are challenged to excel at high levels and expand their learning. Many opportunities to explore real life experiences are offered and include: COSI, Living History Day, D.A.R.E., 4-H. In-house performance events including the Symphony, Playhouse in the Park, Madcap Puppets, Kids on the Block and Field trip experiences including: Cincinnati Zoo, Community Based Instruction, Cincinnati Museum of History, Frankfort, Florence City Building, Camp Carlisle and Taft Theater. We also offer extended school opportunities to our students, including transportation, to meet the students' academic needs.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Students have received some individual and group honors, opportunities and involvement opportunities in the last three years.

State Contest Results: Three students won state level awards in the Special Olympics Art Contest.

Awards & Recognitions: Collins was recognized in their commitment to Service Learning by being named a School of Distinction for the 7th year in a row through Children Inc. Students are formally recognized with NAESP Citizenship and Presidential Academic Awards. Student assemblies recognize students for achievement in academics, character skills, attendance and Accelerated Reading accomplishments.

Two teachers have been recognized for their outstanding teaching by receiving the Golden Apple Award sponsored by Scripps Howard in Northern Kentucky.

Collins Elementary has received the Target Community grant to help engage fathers through the Watch D.O.G.S. program. This program allows our fathers to come in and serve as role models to our students and engage in the learning going on in the building.

Our school has begun their 2nd year of implementation of the reading series, ReadyGen. The texts in the series are from actual reading books at the students level. There is a writing component to the program that also focuses heavily on responding to text and a component to be set up similar to writer's workshop. Teachers took part in a book study, The Next Steps in Guided Reading Focused Assessments and targeted lessons for Helping Every Student Become a Better Reader, and are now applying this work to the books implemented by the program.

In the area of math we have just adopted and ordered the district recommended math program, Envision. Teachers are currently receiving the materials and will receive training for implementation during the 17-18 school year. The teachers are using pieces of the program this year to familiarize themselves with the program and supplement the lessons they already have in place.

Additional research-based instructional strategies are being implemented to address: multiple intelligences, individual learning needs and styles along with tying student work to real-life experiences. Each week grade level teams plan, disaggregate data, analyze student work and develop strategies for student academic success focusing on reviewing, re-teaching and extending the students' learning. Teachers also are taking part in instructionally focused professional development focused on the Next Generation Science Standards, Science Framework, Understanding by Design for Primary and ELA development.

All students are formally assessed in reading and math a minimum of 3 times per year in grades K-5. Additionally, students indicating more intensive needs are assessed additionally to help lead the educational staff in determining individual learning needs and instructional practices needed for these students' success. A very extensive tiered Response to Intervention Program is in place for reading, math and behavior. To help facilitate the interventions needed in reading on a tier 1 level, all students in the building have begun using the Lexia Reading Program this year. Students whose learning is accelerated have their instructional needs met through flexible grouping and team teaching. English Language Learner educators are on staff to better meet the needs of our ELL students and their families. Volunteer programming also encourages parents and community members' active participation in the educational process such as: One to One Reading, Whiz Kids, National Junior and Senior Honor Societies, and Junior Achievement. Extended

school programming offers tutoring and enrichment in various areas such as: reading, writing, math, technology, physical activities, career
SY 2016-2017

awareness, and arts and humanities so that students are able to explore their many talents and reach their academic potential.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Collins allocates Title 1 funding to support a full day kindergarten program to our families. This allows our students to gain more base knowledge to better serve them in the Kentucky Academic Standards and provide instructional opportunities they have not taken part of before entering school as indicated through the Brigance Kindergarten Readiness assessment.

Tutoring opportunities along with enrichment opportunities are offered before and after school in the spring of the year along with a 3-4 week summer program. This program includes both remediation and extension in the academic content areas of reading and math along with enrichment in the areas of Arts, Humanities and Practical Living.

We offer a summer reading program that runs for one week off site at one of our school's apartment complexes for our students.

Extracurricular Activities: A variety of activities are and have been offered at Collins including: Academic Team, Future Problem Solving, Future Lego League, Intramural Girls' and Boys' basketball, cheer leading, Girls on the Run, Student Leadership Team Grades 3-5, Collins Caring Companion Programming, Student Technology Leadership Program, Safety Patrol, Energy Team. Clubs that have been included are: Chorus, Art, and Technology.

Evening activities are varied, but most are designed for the parent and the child to learn and enjoy learning together. We have regular Family Story Time nights, annual Education Game Nights, Born Learning Academies for Parents, Pumpkins with Kindergarten, ABC's of Parenting, annual school dances, and talent show.

Collins' staff is continually celebrating the students and their successes. Part of our Positive Behavior Intervention System has built in reinforcements for demonstrating their on-going work with respect, responsibility and safety. PTA is also helping to reinforce students through bi-monthly Student of the Month Awards given during the PTA meetings. We also quarterly celebrate reading with Accelerated Reader awards, Lexia Reading award certificates, life skill - Comet awards, recognizing perfect attendance and acknowledging and celebrating academic achievement with Honor Roll and Proficient and Distinguished state assessment levels.

Project -based learning with embedded Service Learning is a basis for good citizenship instruction that ties the students' on-going instruction with projects to support others through their service. Service projects have included but are not limited to Comets in the Community, Supporting our Troops in various ways, the local animal shelter, Jump Rope for Heart, and making blankets for the Women's' Crisis Center.