Kentucky Department of Education

District Application for School Improvement Funds
(Section 1003g)
Spring 2010

District: Boone County	Mailing Address: 8330 US 42 Florence, KY 40142
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Signature of the Superintendent: *Randolph J. Poe*	Date: June 8, 2010
The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.	

District Name	NCES ID #	Total Awarded
Boone County	2100510	$150,000

School(s) Name	NCES ID #	Tier III
Hillard Collins Elementary School	210051001608	X

B. DESCRIPTIVE INFORMATION

Section 1: Commitment to Serve

School Level Data:

NCLB Data/Kentucky Interim Performance Report Data for Reading and Mathematics

Collins -- % Proficient & Distinguished -- AMO				
	2009 AYP Goal	2009 Total Population	2009 Free & Reduced Lunch	2009 With Disability
Reading	67.04	65.3	56.91	28.26
Math	51.53	60.45	52.49	34.78

- An achievement gap exists between special needs students and regular education students.
- There is a difference of over 37 points in the reading scores between the total population and students with disabilities. Students with disbilities are not achieving at the same level or pace in reading as the general population with current instructional practices either through regular class instruction or special education instruction (resource services).
- There is a difference of over 25 points in the mathematics scores between the total population and students with disabilities. Students with disabilities are not achieving at the same level or pace in mathematics as the general population with current instructional practices.
- There is over an 8 point gap in reading between low SES students and the total population. Students from low SES circumstances are not achieving at the same level or pace in reading as the general population using current instructional practices.
- There is almost an 8 point gap in mathematics between low SES students and the total population. Students from low SES circumstances are not achieving at the same level or pace in mathematics as the general population using current instructional practices.
- Additional evidence from the recent release of the ITBS 2009 scores for the total population (3 - 5th grades) at Collins Eleemntary are as follows:

Grade/Score	Reading	Language	Mathematics
Grade 3 Avg. SS	187.8	183.7	182.7
National Stanine of Average SS	5	5	5
Percentile Rank of Avg. SS	54	45	44
Grade 4 Avg. SS	196.2	195.1	193.4
National Stanine of Average SS	5	5	4
Percentile Rank of Avg. SS	44	41	37
Grade 5 Avg. SS	212.8	202.7	207.0
National Stanine of Average SS	5	4	4
Percentile Rank of Avg. SS	48	35	39

- Because these scores represent the baseline data with regard to student/school improvement in year-to-year growth in basic skills, progress/decline cannot be noted from these scores. However, as baseline scores, the data reflects current developmental levels of each student's performance, and identifies the school's areas of relative strength and weakness in subject areas and will later be used to monitor year-to-year growth in the basic skills. It can be stated that mathematics scores reflect low-average skill development in mathematics at the 4th and 5th grade levels with percentile ranks indicating overall students scoring at the 37th percentile and 39th percentile respectively. In addition, language skills at the 5th grade level are reported to be at the 35th percentile indicating low-average skills development in language at that development level. A more detailed analysis of these scores including disaggregated data for students with disabilities and students identified as ELL or low SES is needed and will be conducted fall 2010 along with other KCCT data analysis at the school level for application in school improvement.

Root Causes:

1. Staff members instructing students with disabilities in both resource settings and in collaborative settings have varying and incomplete training and instructional methodology skills in content area instruction, most especially in the area of mathematics including differentiated instruction for students with disabilities. Teachers addressing instruction for students with disabilities need continued access to professional development to address unique methodology and rescources needed to instruct students with disabilities both within the regular classroom and in reources settings.

2. Specific vocabulary to be mastered at each grade level, in all core content areas to meet the state standards has not been clarified.
3. Students with disabilities at Collins Elementary present a large mobile and transient population. Because alignment of curriculum among Boone County Schools is incomplete, students with disabilites and low SES transfering among Boone County Schools may experience gaps in the instructional sequence. Alignment of curriculum among the Boone County elementary schools is necessary to address this gap or transient students.
4. Students with disabilities at Collins Elementary present a large mobile and transient population. There is inconsistent use of common assessments aligned to the curruriculum which would address awareness of learning and instruction gaps of these transient students. The use of common assessments aligned to the curriculum would assist staff in targting instruction for learning gaps in reading and mathematics for these transient students with disabilities.
5. There is inconsistent or incomplete use of formative assessment in reading and mathematics classes to target student readiness levels for instruction in reading and mathmatics for students with disabilities.
6. Stronger collaboration between regular class, special education teachers and ELL teachers is needed. Barriers of time and scheduling need to be addressed to implement stronger collaboration between regualr class and special education teachers to provide students with disabilities in reading and mathematics with more targeted instructionn in those core content areas.
7. Textbooks and other “common materials” in mathematics which have differentiated instructional opportunities for students with disabilities and students with instructional learning gaps are currently not available for staff and students at Collins.
8. Students with disabilities, ELL students and low SES have exhibited limited real-life experiences to make connections to core content expectations in both reading and mathematics. Instructional design including experiences, materials and technology need to incorporate hands-on and real-life skills aligned with the curriculum to meet the instructional needs of the students with disabilities.
9. Students with disabilities, ELL students and low SES have exhibited more limited vocabulary development which presents a barrier to learning in all content areas. Instructional design needs to target appropriate and specific vocabulary development skills for these students in the content areas including vocabulary of technology, mathematics and assessment.
10. Technology as both teaching and learning totals are minimally available for use in all classrooms at Collins on a consistent basis for instructional planning and application.
11. Staff professional development is needed for training in technology implementation and resource availability specific to instruction and learning for students with disabilities, those participating in RtI tiered interventions, Ell and students with instructional gaps. Teachers need continued training on, the use of data from Scantron (technology based assessment), on-going and targeted used of FastForWord (technology based language instruction) or FasttMath (technology based math fluency instruction). Staff is currently using such technology resouces throughout the building; however, the use of such technology resources to target and align instruction specific to students with disabilities, achievement gaps or low SES students has not be provided. Additional hardware technologies need to be added for this integration (ex.

Smartboards, Elmo etc.) to be embedded into everyday instruction for 21st century skill development in every classroom.

12. School does not have a consistent or systematic program to deal with behavioral disruptions and referrals that meets the needs of the student and their families and aligns with instructional design. Students exhibit multiple behavioral difficulties based on a wide-variety of social, economic, cultural and family causes. The numbers of behavioral referrals contribute to the low academic achievement of the school because they take away from instructional time on task, staff time and other student's learning. It is understood that the school cannot solve or undo background factors which bring students' behavioral difficulties to school. The FRC and multiple other community services have been made available to families to aleviate and/or deal with background factors which contribute to the causes of behavioral difficulties at school. However, the school does not have a consistent or systemic program to assist staff in understanding, dealing with and successfully assisting students with the behavioral difficulties with contribute to time away from and/or focus on instruction and learning.
13. Students are not familiar enough with the assessment format to be successful with the content and to make the connections with the content.
14. Teacher training on formative assessment is needed.
15. Teachers need to better understand how to analyze the data along with having time to do so.
16. Teacher training on aligning curriculum to new standards is anon-going need until alignment is embedded into curriculum and daily instruction.
17. Parent involvement for most parents is weak as indicated through participation rates, return rate for information sent/asked of parents, phone calls, etc. for academic involvement. The school offers a wide variety of services and trainings for parents, but consistent parent participation is lacking. Parent engagement in student learning, social and behavioral development has been identified as a need from staff and parent during the previous audit. The serivices provided have been aimed AT parents rather than WITH parents. There is a need for building leadership and social networking capacity among parents. There is a need for an open, non-threatening channel for parent voice in decision-making and training for the capacity of parents to be actively involved in developing such a system.

- Kentucky Interim Performance Report – other content areas

Collins -- % Proficient & Distinguished			
	2009 Total Population	2009 Free & Reduced Lunch	2009 With Disability
Science	66.29	52.73	33.33
Soc. St.	32.56	26.62	16.00
Writing	33.72	31.67	16.00

Based on the data listed above students with disabilities also face a 33 point gap in science achievement as well as scoring 50% less than the total population in both Social Studes and Writing. Reading and mathematic skills are critical to success in all of these content areas. The root causes listed above also apply here.

- **Non-cognitive Data**
    - 94.75% attendance rate (in 6 month YTD)
    - 659 students enrolled
    - 82 ELL students -- 12.4% of the population
    - 64 homeless students -- 9.7% of the population
    - 95 students with IEPs -- 14.4% of the population
    - 7students with 504 plans -- 1% of the population
    - 825 behavioral referrals including bus problems, unexcused absences, fights, disruptions
    - 330 students accounted for the 825 referrals -- 50% of the students
    - 20 students suspended -- 3% of the population
    - Average loss of student population during the school year – 18%
    - Average gain of new students during the school year – 22%

The non-cognitive data listed above indicate a diverse population of Collins Elementary presents a varied instructional audience. The attendance rate at Collins falls below the average attendance rate throughout the Boone County School District.

The behavioral referrals represent a large portion of the school population. Even with the support of two FRC employees, school behavioral interventionist, school psychologist and other outside supporting agencies, the behavioral referrals have escalated. The root cause for these behavioral issues are multiple: student transience, low SES, inconsistent school expectations, reactions to behavioral issues among other students, inconsistent classroom expectations, as well as limited communications between school, families and community regarding behavioral expectations and resulting outcomes. Behavioral disruptions draw resources away from instructional and learning time. Student and staff time is being devoted to behavioral concerns instead of instruction/learning. Students with disabilities represent a large portion of the students with behavioral concerns. Individual records reveal that students with disabilities and low test scores make up a larger portion of the behavioral referrals than the total population. Students themselves need additional support to understand and maintain behavioral expectations and control within the classroom, school and home.

In addition, stronger connections between home and school regarding the non-cognitive factors of attendance and behavioral expectations are needed. The school continues to offer multiple venues for parent involvement for learning about reading, writing, science and mathematics. However, there is a

need to more directly address attendance factors as well as support for consistent behavioral expectations and social skills.

Selection of improvement strategies were based upon multiple inputs including but not limited to information/data gained from:

- The district conducted a condensed version of the SISI audit at Collins Elementary School on November 9 &10, 2010. Teachers and administrators from other schools in the district, parents from Collins Elementary, and district office personnel participated in the audit. Feedback from this audit to school staff resulted in creation of an updated school improvement plan with implementation in January 2010 and continuous revisions through spring 2010.
- School stakeholders worked with the Assistant Superintendent for Learning Support Services and reviewed the audit report and all assessment data.
- SBDM survey was taken.
- Administrative meetings with school leadership and district leadership were held.
- PT3 (Parent and Teachers Talking Together) was conducted spring 2010
- Parent spring Title I meeting and survey results were analyzed.

It should be noted that changes based on the November, 2009 school audit were put into place in early 2010. The short period of time between implementation of suggested changes (Jan. 2010) and student state assessment (April, 2010) will most likely not be reflected in student scores for spring 2010. Change takes place over longer periods of time. It is anticipated that the implemented changes will be reflected in the 2010-2011 schools scores.

Based on the review, the following improvement strategies were selected:

For the 2009-2010 school year Title I and ARRA funds were allocated primarily for RtI (Response to Intervention) services for students below grade level in reading and/or mathematics. District general funds allocated additional personnel- behavioral strategist and school coach. Personnel, professional development, and support materials were purchased to fully prepare staff to address skill deficits through the RtI process.

Based on the suggestions from the November audit and recommendations from SBDM School Improvement, Title I school improvement funding was allocated for an intensive summer school program for students of greatest academic need in reading and math skill development. This recommendation was implemented based on the research on summer learning loss which more severely impacts students from low SES circumstances and students with disabilities. At the completion of this summer program, data will be reviewed to adjust instruction for those participating students for the 2010-2011 school year.

Through Title I school improvement funds an additional summer program will be offered in summer 2011, once again targeting students of greatest academic need in math and reading. Title I school improvement funding will also provide summer professional development training for teachers on the new Common Core Standards in ELA (English/Language Arts) and Mathematics working with the new standards to align school curriculum, resources, common assessment and technology with those standards. Results from these school improvements will be analyzed for effectiveness. In addition, the realignment of the curriculum/assessment with new standards will be an on-going process throughout the school year. The 2011 state assessment will provide feedback for the effectiveness of these improvement strategies which have already been put in place.

With the above stated school improvement plans already in progress, SIG 1003g funding is being requested for development in three areas for 2010-11:

1. Full staff training and follow-up on work with behavior issues including attending to students with extreme behaviors and development of executive functioning in students with behavior issues. As noted previously in the non-cognitive data section, the behavioral issues presented at Collins Elementary are detractors from the time and energy of academic instruction. Classroom teachers and multiple other support personnel are taking time away from academic instruction to deal with behavioral disruptions. A consistent school-wide program will be researched and implemented to address behavioral issues that will assist staff in more positively addressing those issues which detract from a positive classroom environment and positive school culture. With additional training using multiple resources (KYCID, Safe & Civil School, etc.), a systemic approach and additional resources, the staff will be able to be proactive in dealing with behavioral issues within the regular classroom implementation leaving more time and effort for academic instruction for these students. Instigation of a continuous RtI tiered approach school improvement strategies for behavioral issues will include ABS training for staff, skill streaming, executive functioning, etc. For students as one of multiple intervention strategies. Current staff will implement the program including use of District paid /.5 FTE behavioral strategists.

2. Training on Math in Focus approach to mathematics instruction beginning in the fall of 2010. Background: Considerable time and resources have been used in 2010 to develop personnel (10% of Title I funds and Title I ARRA funds and a large portion of special education funds) trainings to address **reading/language** instruction and provide reading/language development resources for students with disabilities and students from low SES. Results from these efforts have not yet been measured as many of the professional development trainings occurred in spring and summer 2010.

   SIG funding will be used to provide training directed for **mathematics** instruction using research-based approaches to move all students from understandings in early numeracy to concept-based instruction and application using a progression from visual to pictorial to abstract, ending with mastery to eliminate the achievement gap in mathematics. Based upon the 2009 KCCT results, the recent release of ITBS results (July, 2010), the work with new math

standards and subsequent curriculum alignment and common assessment, it was decided, that if allocated, SIG funds would be used for school-wide professional development for mathematics instruction based upon Math in Focus resources to begin as soon as SIG funds are released. The use of funds in this area would provide a balance for targeted academic instruction for students at risk in mathematics.

3. Training for the SBDM Council on council leadership and effectiveness as well as funding to attend the Fall 2010 KASC Conference. The School Council survey has revealed that the SBDM council members and subsequent new members need on-going training for effectiveness in planning, assessing and monitoring school improvement strategies.

Areas of focus for 2011-12 include:

1. Extensions to behavior training including school culture/climate development. After initial implementation in year 1 of professional development specific to behavioral training for regular classroom and special education teachers and staff, a review of progress will be conducted including data from behavioral RtI implementation, student referrals, and student outcomes. This information will be shared with staff to analyze any contributing factors to successful student behavioral improvements and any unidentified barriers to be addressed. Based on this data, year 2 of behavioral training will be instituted to include strengthening connections to behavioral interventions and academic instruction/interventions for the most at-risk students in tier 2 and tier 3. Additional training will be conducted for any staff new to the program or building to maintain consistency of behavioral approaches and interventions.
2. Extensions to **mathematics** training. Year 2 strategy for SIG funds will focus on review, revision and refinement of the initial year of mathematics training, instructional strategies, alignment with new standards, addressing common core assessments, horizontal and vertical alignment and staff will participate in on-going review of mathematic instruction and assessment using Math in Focus with attention to inclusion, differentiation, vocabulary development and pacing for students with disabilities and low SES. Staff will participate in a year-end review and analysis of student work and assessments focusing on students with disabilities and low SES in anticipation of refinement of instruction targeted th6ose populations in mathematics. In addition, training will include the integration of technology in instruction for mathematics as well as integration of student use of technology will be used for both RtI tiered interventions as well as extensions in application of higher order thinking skills.

3. Continued participation in the KASC annual conference for SBDM Council members.

4. Parent engagement activities with a focus on how to help their children with their reading and math skills, 21st Century technology skills for students, as well as connections to student learning and social/behavioral skill sets in support of elimination of the achievement gap.

5. Purchase of hardware and software to improve student achievement, student engagement, and quality instructional delivery and student 21st century skill sets. It is recognized that 21st century technology skills must be implemented as part of school improvement. Integration of

technology into instruction is needed for development of students who are college and career ready. In particular students with disabilities and students from low SES need to be able to work with technology as a learning tool for all content areas. Technology should also be used as active demonstrators of learning where students create demonstrations of learning and problem solving. Currently technology At Collins is being used as a learning tool in reading and language instruction in the RtI process for intervention. The purchase of hardware and appropriate software for instruction and to demonstrate learning is needed including "active white boards", airboards, "clicker systems", digital readers, digital writers, document cameras, etc. where student created presentations actively engage them in learning. In particular such technology will be integrated into instruction for students with disabilities and student from low SES to more fully engage them using multiple learning paths (visual, auditory, kinesthetic) to eliminate the achievement gap.

6. Training for staff in the active integration of these hands-on tools and software will also be needed. Staff will be trained to use technology for formative assessment, common assessment, performance based learning and assessment, engaging instructional design, multi-sensory learning and differentiated instruction.

Areas of focus for 2012-13

Refinement of 2011-12 goals and activities with feedback from assessments

1. Staff development on embedding the use of "lessons learned" from the previous two years of school improvement and development of any new staff members for continuous and sustained improvement.
2. Mathematics instruction including assessment refinement for formative assessment techniques, common assessments and skill targeting for learning gaps**.**
3. On-going support and refinement of behavioral program implementation
4. On-going support and monitoring of the use of technology as a tool for teaching and learning.
5. Parent engagement for building positive school culture and learning environment.

<u>Section 3: Actions</u>

- **Technology integration**
  1. Currently using Aims Web software to track student progress in the RtI reading program with benchmarking three times per year plus weekly probes and advisory meetings every 6-8 weeks
  2. Currently using computer-assisted instruction in reading for fluency, language development and comprehension concept development using Fast ForWord, Compass, Headsprout, Ticket to Read/Voyager Passport, and Accelerated Reader programs
  3. Currently using computer-assisted instruction in math for both fluency and concept development using Fastt Math and Compass.
  4. Currently using Scantron assessment in both reading and mathematics in the fall, mid-year, and in the spring to identify skill development levels and appropriate student interventions.

5. Purchases of Smart Boards, document cameras, clicker systems, air boards and other technology related hardware/software beginning in 2011-12 to improve student engagement and achievement in the classrooms
6. A technology usage/needs survey will be conducted to best determine where the integration of 21st century technology skills will be utilized. Students with disabilities are often drawn into several unique situations – speech and language instruction, behavioral intervention, collaborative and resource assistance in multiple academic areas. To best address both the needs of the students with disabilities when the school's ability to strategically place instructional technology, the school will conduct and audit to determine best use of strategies to increase academic achievement among all students. Based upon this information, a year long preparation plan will be developed for the purchase of additional technology, aligned with KETS plan, for the 2011-2012 school year using SIG funds.
7. Teachers will be trained/re-trained on usage and lesson implementation of current instructional technology programs for best use within curricular alignment that meets new standards and for on-going assessment. (Scantron, FasttMath, Fast Forward, etc.) Much of this training has occurred Summer 2010.

- **Family and community support/engagement**
    1. Parents at Collins elementary participated in PT3 (Parents and Teachers Talking Together) This opportunity permitted parents to have additional input on planning for the 2010-2011 school year, giving feedback to the staff and permitting new ideas and concerns to surface.
    2. Parent members of SBDM reviewed the SIG plan with the opportunity for input.
    3. For the 2010-2011 school year parents will be provided multiple opportunities for both school improvement involvement and learning opportunities such as connecting school to home vocabulary usage, setting and achieving goals, understanding and applying math at home, understanding new standards, etc. It is anticipated such activities will be based upon a survey of interest/need and conducted at times convenient to parents.
    4. The initial Title I school meeting will present to parents the changes provided by Title I, School Improvement funds, ARRA funds, district funds. Parents will have the opportunity for input.
    5. Parents will be encouraged to participate with the SBDM in discussions regarding allocation of funds and strategies for school improvement.
    6. Summer Bridge program – books to support content learning and address summer learning loss provided to all families
    7. Minimum of twice yearly Title I meetings
    8. Open house in the fall and spring for the community
    9. Ready-fest and Meet and Greet Parents and students in August 2010

10. Jumpstart kindergarten program in August 2010
11. Two fall parent/teacher conference nights in October 2010
12. Minimum of one family literacy night each quarter
13. Math game night in spring 2011
14. Developing branding and a year-long theme for the school – possibly "Building for Success"
15. Nurturing Fathers Program
16. Strengthening Families Program
17. Anti-bullying parent/Student Program
18. Possible "Born Learning" Academy for parents of children ages birth to 4.
19. English Instruction for ELL parents in cooperation with Public Library and receipt of grant for ELL English literacy for parents.

- **Personnel assignments**

1. Regular Title I allocations supported 3 full-time teachers and 4 full-time para-educators focused on reading and math instruction
2. Title I ARRA allocations supported 1 full-time teacher, two .5 teachers and 2 full-time para-educators and 2 part-time para-educators focused on reading and math instruction
3. Evaluations and walkthroughs have been and will continue to be used to identify teacher's professional growth needs
4. Instructional coach will be used to target staff professional development needs such as classroom management, targeted instructional work with reading specific skills, RtI, Math practices, curriculum alignment, assessment and data analysis (ex. Using CHAMPS, RtI model, assessment analysis for identification of on-going instructional needs, management and instruction, etc.)
5. Two staff members were identified for improvement and intensive professional work that was planned; however those teachers transferred to another school and will not be part of the school staff for the 2010-2011 school year.
6. Work to address RtI for reading to meet the needs of lower performing students has identified; additional support staff will be needed for full implementation. Additional staffing (NON- SIG funding) has been added to meet this need.
7. The school improvement process has identified and prioritized professional development needed to fully implement the school improvement plan. Professional development was planned and provided throughout the spring and summer 2010 to meet thee needs in addressing literacy instruction including Orton-Gillingham training, curriculum alignment, development of units of study based upon new standards, some staff attendance at the Behavior Institute.

8. Due to the addition of a new elementary school facility within the school district there has been considerable change in staffing across the district. Changes to staff have also occurred at Collins Elementary with transfers both to and from other schools (under district transfer policy guidelines) as well as the addition of staff members new to teaching or from outside the school district. Approximately 8 new staff members will join Collins this year. All staff members have been assigned based upon state certification for HQ, and placed at strategic grade level and classroom assignments based upon their strengths and needs of the students – i.e. new 1st grade teacher placed in grade level team with collaborative ELL and speech teacher. Other staff members have been shifted to different grade levels based upon the needs and numbers of students at those grade levels and the particular instructional strengths of each staff member. Additionally, the school coach hired through the use of SBDM funds was a Collins elementary teacher whose leadership capabilities were demonstrated through teaming and data analysis.

- **Redirected funds**
  1. District has redirected $3.2 m in construction funds for revitalization of the school facility to update accessibility of technology for all classrooms and create additional more user friendly technology labs. With the re-wiring of the building, these updates to the facility will permit the use of additional technology throughout the building including wireless capacities, overhead LED projectors, the capacity to use additional software to address reading and math interventions, more up-to-date technology accessibility for special education student and use of additional technology for staff who collaborate throughout the school building.
  2. District redirected funds over and above the allocation from general funds to provide an additional staff member for the school – an assistant principal to support instructional leadership for student learning through assistance with staff training, curriculum oversight, and parent engagement.
  3. District redirected funds for an instructional coach. The district continues to redirect funds from the general fund for the instructional coaching position at Collins. This position created in the 2009-2010 school year had tentative status due to lack of availability of funding. Dedicated to school improvement for Collin's Elementary the position has been retained. The position is intended to enable the school staff. Working in cooperation and collaboration with the school's leadership team, the coach works on multiple levels: bringing the results of data analysis to the classroom; helping the teachers to understand how the data can inform instruction and redirect assessment and intervention; creating targeted professional development aimed at the strengths and weaknesses of the individual classroom teacher and the needs of his/her students; works with the leadership team on implementation of the vision, mission and school improvement plan.

4. District Title II funds have been redirected to provide additional targeted professional development academies for staff on instructional strategies and development of assessments.
5. District redirected a portion of general funds to continue to provide a part-time behavioral strategist for the school. Based on through needs assessment, behavioral referral data and staff input, this position was created to analyze and respond to the behavioral concerns arising from students with disabilities. It was noted that there was not a consistent, research-based and replicable approach to working with students with behavioral concerns.
6. School Title I and SBDM funds were re-evaluated for usage for the purchase of school personnel. Funding previously purchasing additional classroom teachers will be used to purchase school personnel who will work with interventions for students based upon RtI progress and process in math.

- **Professional development**
    - Past and Current Professional Development. Using District, Title I, ARRA funding PD has been ongoing. Targeting the area of school improvement in reading instruction during the past year, teachers have received training on Orton Gillingham, Carbo Reading, Breakthrough to Literacy, and multiple other intervention programs for use in RtI to both meet the needs of current students at-risk in reading and as a proactive approach to derail at-risk reading behaviors. In addition, teachers have been involved with some mathematic PD including Michael Dugan math strategies. The school coaches have provided embedded professional development in reading, math, and behavior, assessment, enrichment skills, literacy development, language instruction, collaborative teaching, differentiation of instruction, vocabulary development and brain-based learning during the course of the school day targeting specific classrooms and grade levels for different (as-needed) professional development.

    - SIG funds will be used to direct professional development in these areas:
        - Mathematics – Staff will be trained with Math-in-Focus to develop a more hands-on, concrete to abstract approach to mathematics instruction as described previously.
        - Behavioral strategies – Staff will be trained on a strategic, systemic approach to behavioral interventions as previously described.
        - Leadership training for SBDM to develop continuous planning and monitoring strategies for school improvement.
- Other resources (NON-SIG funded)
    - Assistant Superintendent for Learning Support Services works with the school on a weekly basis
    - Title I District support

- Full-time, district-paid instructional coach

- External supports
  - Northern Kentucky University and Thomas More College will work collaboratively with the district to provide training on reading and math content in conjunction with the new Common Core Standards. Collaboration with NKY was established because NKU has the KY Math center personnel and resources. Since a focus of SIG funding will be mathematics instruction to target at-risk students, this was deemed an appropriate partnership. Thomas More College will be working with the school district on instruction refinement for implementation with the new national math standards. Work will be centered on both formative and summative assessment for increased understanding and targeting specific student needs.
    Collaborative work with NKU and Thomas More will be evaluated based on the end of the year review and subsequent student scores (2010 spring scores – Scantron, ITBS, State Assessments, Common Assessments, AIMSWeb)
  - Collaboration with the Northern Kentucky Cooperative for Educational Services to provide professional development on co-teaching and addressing the needs of students with disabilities will be part of the review of the RtI process for behavioral interventions, and systemic training for school improvement for the school staff. This collaboration will be evaluated based on the number and types of behavioral referrals for students in summer 2011.
  - Collaboration with NKU, Thomas More and the NKCES will provide additional perspective for the school improvement plan and implementation of that plan.

  Other (non-SIG) resources:

  The resources and collaborative partnerships listed below are on-going and sustainable efforts to assist the school in meeting the non-cognitive needs of the Collins learning community to include the families of the students. These efforts available directly at Collins address support for low SES families and others of need to reduce the barriers to learning outside of the school day.
  - Collaboration with HIPPY, Boone County Success by 6,Born Learning, all early childhood initiatives for families and pre-K children with the Born Learning initiative at Collins Elementary
  - Family Nurturing Center will offer programs on fatherhood, strengthening families, and the ABCs of parenting
  - Women's Crisis Center provides training and assistance to Collins families in crisis in support of student stability and learning.

  - Boone County Extension Agency works with the school to provide extended learning opportunities both during the school day and beyond.
  - Collaboration with the Boone County Public Library in English Instruction for ELL parents

- Review of practices and policies of the Board of Education and the SBDM Council
  - District office has reviewed all policies in conjunction with KSBA to determine if modifications are needed
  - Assistant Superintendent will work monthly with the Council to analyze each section of their responsibilities as outlined in the KASC review document

- Modifications of practices and policies to assure fidelity of implementation
  - Weekly meetings between the Assistant Superintendent for Learning Support Services and the building principal
    - The weekly and monthly meeting listed above reflects the district's commitment to assisting the leadership and administration at Collins Elementary. These professional learning practices present opportunities to leadership to reflect on the execution of best-practices within the learning environment at Collins. The meetings between school leadership and the Asst. Superintendent assist in the week-to-week analysis of school improvement at Collins including instruction, on-going assessment, alignment with standards, problem solving, personnel improvement, school-community relations, etc. The sessions include short-term and long-term improvement analysis. In addition, the Asst. Superintendent conducts impact checks with the SBDM to serve as a resource as that group aligns its responsibilities for decision-making duties with school improvement practices and needed changes at the school.

  - Implementation and impact check at every monthly SBDM meeting

Sustaining reforms beyond SIG funding

Since the bulk of the funds being requested are for professional development and technology, those skills and hardware/software will be embedded in instructional practices by the staff by the time the funds terminate. All of the strategies, purchases and improvements derived from SIG funding are sustainable. Using the SIG funds for professional development for math instruction and resources, behavioral professional development and alignment of interventions, and professional development in leadership improvement strategies for the SBDM council, it is anticipated that all changes will be embedded in the best practices of high quality instruction and learning at Collins Elementary. Planning for evaluation of the impact of these changes will

be a part of the professional development for SBDM and school leadership so that careful analysis of the change in math instructional outcomes and reduction in behavioral referrals will be carefully monitored for real school improvement. Data for student improvement in these areas will be analyzed on a continuous basis using formative assessment, common assessments, AIMs Web, Scantron, teacher feedback, instructional coach's feedback, performance events, as well as yearly state assessments. The data and feedback will serve to provide information needed to review and revise school improvement goals and strategies on a yearly basis.
The embedded use of technology throughout the school will be analyzed by lesson plan checkpoints, videos of best-practice usage, and cross-team peer analysis of technology use effectiveness.

In addition, though NOT funded by SIG funds (As noted above- reading improvement has been the primary focus of all previous improvement funding and strategies) analysis of reading improvement will be a primary concern for the school.

Section 4: Timeline

- **Anticipated 2010-11**
  - Summer 2010
    - Professional development training for teachers on the use of currently available instructional programs, technology based programs and reading strategies. (Orton-Gillingham Training, Brain based learning, Use of Scantron, Headsprout, Fastt Math, Fast ForWord, Carbo Reading, Reading Mastery, etc.) SBDM council training.
  - Fall 2010
    - Professional development training for Math in Focus (full day training with resources for entire staff includes follow-up support)
    - Professional development training - behavioral systems strategies ABS, development of RtI behavioral intervention, establishing base-line data for 2010
    - Acquire baseline data on all students for math – AimsWeb and Scantron with implementation of Math in Focus.
    - **Acquire 2010-2011 baseline data on all students for literacy – reading/LA/writing using Scantron, AIMSWeb, and/or common assessments.**
    - Staff review and analyze NCLB and KPR data results 2010
    - Make adjustments to SIP as needed (with the addition of SIG funding goals)
    - Establishing baseline data on technology usage for instruction and student use of technology for performance.
    - Implementation of new curriculum in reading/LA and mathematics based upon Common Core Standards

        - SBDM training – attendance at KASC conference for additional leadership training
        - Stakeholders meeting to review NCLB and KPR data results 2010
        - Parent involvement meetings to share school improvement plan, initiated trainings for literacy and math assistance, initiate feedback system for parent involvement.
    - Winter 2010-11
        - Mid-year progress monitoring/Intervention analysis through the use of Aims Web and Scantron math and reading scores. Adjustments to student interventions and placement as indicated through progress monitoring
        - Mid-year progress monitoring on students who participated in SES tutoring and ESS tutoring.
        - Implementation checkpoint for common assessments with staff
        - Implementation checkpoint for Math-In –Focus
        - PT3 for parent input
        - Parent Leadership training for staff and parents
    - Spring 2011
        - End of year progress monitoring and data analysis – AimsWeb and Scantron for reading and math for all students and sub-groups of students
        - End of the year analysis of technology usage –
            - Time and effort usage embedded in lesson plans with student outcomes.
            - Student usage – including usage by subgroups
            - Exemplars for teacher usage
            - Exemplars for student usage outcomes
        - End of the year analysis of behavioral referrals
        - Checkpoints for common assessment usage and alignment among staff
        - End of the year analysis of parent engagement using survey, staff feedback and parent input through PT3
        - Review of staff PD needs based on self-analysis, administration's feedback, student data.
        - End of Year analysis for SIP implementation by SBDM

    - All year 2010-11
        - ATMs – meetings every six weeks to review student progress through RtI process to determine course of action for individual students
        - Weekly meetings with Asst. Superintendent and school leadership teams targeting review of school data and addressing problems of practice:
            - KCCT results
            - Scantron scores – Fall, Winter, Spring
            - Analysis of summer program implementation and results for student learning
            - Analysis of student progress through AIMSWeb

        - Implementation/progress of Math in Focus
        - Implementation of revised curriculum, formative assessment, common assessments
        - Progress of behavioral system PD.
    - Impact check for addition of assistant principal, instructional coach and behavioral strategist – with Assistant Superintendent, SBDM
    - Monthly monitoring of SBDM with review of SIP and SIG plans
    - Implement interventions with weekly monitoring
    - Implementation of instructional strategies gained from summer PD with ongoing support/feedback and continued embedded PD from the school's instructional leadership, instructional coach and behavior strategist including:
        - One-to-One math strategies
        - Formative Assessment strategies
        - Orton-Gillingham literacy strategies
        - Marzano strategies – essential learning strategies
        - Classroom management and behavioral strategies
    - Implement new/revised units in alignment with Common Core Standards
    - Tiered interventions in reading and math for targeted students based upon RtI menu of options and placement from AMT.
    - Ongoing weekly probes and formative assessments for math and reading
    - Monthly updates to the SBDM Council for review
    - Review progress with advisory team every 6-8 weeks
    - Quarterly meeting with Superintendent and school administration on progress and program implementation progress
    - Weekly meeting with Asst. Superintendent to review school/student data monitoring on a weekly basis, problems of practice, personnel strategies
    - Monthly monitory of SBDM activity and inclusion of parent participation.
    - Job-embedded PD – instructional leaders, instructional coach, district personnel will conduct differentiated job embedded PD for individuals, teams and small groups of staff targeting staff strengths and weakness including: use of technology, Math improvement strategies, classroom management strategies, data analysis and usage for student improvement, use of AIMSWeb, use of Scantron, common assessments, Marzano instructional strategies, team work, communication with parents.

- **<u>2011-12</u>**
    - Summer 2011
        - Purchase appropriate technology hardware and software to improve student achievement and quality classroom instruction based upon data from 2011
        - Conduct summer intervention program for students of greatest academic need based upon 2010-2011 student data

    - Professional development training based on student data and analysis of staff need including behavior assistance programs for students at Tier 2 and Tier 3 assistance levels.
    - Professional development for Math-In Focus – review, analysis of best practices, refinement of practices including instructional, formative assessment practices.
    - Professional development for best use practices with technology for literacy and mathematics.
- Fall 2011
    - Acquire 2011-2012 baseline data on all students – AimsWeb and Scantron
    - Review and analyze NCLB and KPR data from spring 2011
    - Make adjustments to SIP as needed
    - Implementation of tiers 2 and 3 in intervention system for students with behavioral concerns
    - Professional development training for Math in Focus at targeted strategies and usage with differentiated instruction including special education faculty.
    - Professional development training for selected staff for development and implementation of Tier 2 & 3 behavioral strategies.
    - Acquire 2011 baseline data on all students for math – AimsWeb and Scantron with implementation of Math in Focus.
    - **Acquire 2011-2012 baseline data on all students for literacy – reading/LA/writing using Scantron, AIMSWeb, and/or common assessments.**
    - Staff review and analyze NCLB and KPR data results 2011
    - Make adjustments to SIP as needed (with the addition of SIG funding goals)
    - Professional development for best practices in the use of technology for student learning embedded into lesson planning.
    - Professional development for on-going use of new technology for staff.
    - Refinement of curriculum in reading/LA and mathematics in the 2nd year of implementation
    - SBDM training for new members– attendance at KASC conference for additional leadership training
    - Stakeholders meeting to review NCLB and KPR data results 2011
    - Parent involvement meetings to share school improvement plan, address progress, trainings for literacy and math assistance, how to address behavioral concerns, and on-going communication with school.
- Winter 2011-12
    - Mid-year progress monitoring/Intervention analysis through the use of Aims Web and Scantron math and reading scores. Adjustments to student interventions and placement as indicated through progress monitoring
    - Mid-year progress monitoring on students who participated in SES tutoring and ESS tutoring.
    - Mid-year progress monitoring for behavioral referrals and use of Tier 2 and Tier behavioral interventions.
    - Conduct implementation checkpoint for common assessments with staff

        - Conduct implementation checkpoint for use of curriculum units
        - Conduct implementation checkpoint for use of technology – staff usage in instruction and student usage
        - Conduct implementation checkpoint for Math-In –Focus – teacher best practices for use, and student assessment data for math
        - Conduct PT3 for Parent input/feedback
        - Conduct Parent Leadership training for staff and parents
    - Spring 2012
        - End of year progress monitoring and data analysis – AimsWeb and Scantron for reading and math for all students and sub-groups of students
        - Based upon data -revision of individual student goals in RtI for 2012-13
        - End of the year implementation check on SIP and SIG
        - End of the year data review on behavioral referrals – refinement of school-wide behavioral plan implementation, interventions,
        - Impact check for addition of assistant principal, instructional coach and behavioral strategist – with Assistant Superintendent, SBDM
        - End of the year analysis of technology usage/impact –
            - Time and effort usage
            - Embedded in lesson plans with student outcomes.
            - Student usage – including usage by subgroups
    - All year 2011-12
        - ATMs – meetings every six weeks to review student progress through RtI process to determine course of action for individual students
        - Weekly meetings with Asst. Superintendent and school leadership teams targeting review of school data and addressing problems of practice:
            - KCCT results
            - Scantron scores – Fall, Winter, Spring
            - Analysis of summer program implementation and results for student learning
            - Analysis of student progress through AIMSWeb
            - Implementation/progress of Math in Focus
            - Implementation of revised curriculum, formative assessment, common assessments
            - Progress of behavioral system PD.
        - Monthly monitoring of SBDM with review of SIP and SIG plans
        - Implement interventions with weekly monitoring
        - Implementation of instructional strategies gained from summer PD with ongoing support/feedback and continued embedded PD from the school's instructional leadership, instructional coach and behavior strategist including:
            - One-to-One math strategies
            - Math in Focus protocols/assessments
            - Use of technology and student data

        - Formative Assessment strategies
        - Orton-Gillingham literacy strategies
        - Marzano strategies – essential learning strategies
        - Classroom management and behavioral strategies
    - Implementation of RtI for behavioral interventions including Tier 2 & tier 3 interventions
    - Implement new/revised units in alignment with Common Core Standards
    - Tiered interventions in reading and math for targeted students based upon RtI menu of options and placement from AMT.
    - Ongoing weekly probes and formative assessments for math and reading
    - Monthly updates to the SBDM Council for review
    - Review progress with advisory team every 6-8 weeks
    - Quarterly meeting with Superintendent and school administration on student progress and program implementation progress
    - Weekly meeting with Asst. Superintendent to review school/student data monitoring on a weekly basis, problems of practice, personnel strategies
    - Monthly monitoring of SBDM activity and inclusion of parent participation.
    - Job-embedded PD – instructional leaders, instructional coach, district personnel will conduct differentiated job embedded PD for individuals, teams and small groups of staff targeting staff strengths and weakness including: use of technology, Math improvement strategies, classroom management strategies, data analysis and usage for student improvement, use of AIMSWeb, use of Scantron, common assessments, Marzano instructional strategies, team work, communication with parents

- **<u>2012-13</u>**
    - Summer 2012
        - Purchase of additional appropriate technology hardware and software to improve student achievement and quality classroom instruction.
        - Conduct summer intervention program for students of greatest academic need based upon 2012 student data
        - Differentiated professional development training based on student data and analysis of staff need including behavior assistance intervention, math literacy strategies, and reading strategies.
        - Third year implementation of professional development for Math-In Focus – review, analysis of best practices, refinement of practices including instructional, formative assessment practices.
        - Professional development for best use practices with technology in literacy and mathematics.
    - Fall 2012
        - Acquire 2012-2013 baseline data on all students using AimsWeb and Scantron

- **Acquire 2012-2013 baseline data on all students for literacy – reading/LA/writing using Scantron, AIMSWeb, and/or common assessments.**
- Review and analyze NCLB and KPR data from spring 2012
- Make adjustments to SIP based upon data disaggregation, parent input, revised school goals.
- Professional development for best practices in the use of technology for student learning embedded into lesson planning.
- Professional development for on-going use of new technology for staff.
- Refinement of curriculum in reading/LA and mathematics in the 2nd year of implementation
- SBDM training for new members– attendance at KASC conference for additional leadership training
- Stakeholders meeting to review NCLB and KPR data results 2012
- Parent involvement meetings to share school improvement plan, address progress, trainings for literacy and math assistance, how to address behavioral concerns, and on-going communication with school.

o Winter 2012-13
- Mid-year progress monitoring and Intervention analysis of students' data through the use of Aims Web and Scantron math and reading scores. Adjustments to student interventions and placement will be made as indicated through progress monitoring
- Mid-year progress monitoring and analysis of data from on students who participated in SES tutoring and ESS tutoring.
- Mid-year progress monitoring and analysis of data for behavioral referrals and use of Tier 2 and Tier behavioral interventions.
- Implementation checkpoint for common assessments with staff
- Implementation checkpoint for use of curriculum units
- Implementation checkpoint for use of technology – staff usage in instruction and student usage
- Implementation checkpoint for Math-In –Focus

o Spring 2012
- End of year progress monitoring and data analysis – AimsWeb and Scantron for reading and math for all students and sub-groups of students and based upon data -revision of student goals for 2012-13
- End of the year implementation check on SIP and SIG
- End of the year data review on behavioral referrals and refinement of school-wide behavioral plan implementation, interventions
- End of the year analysis of technology usage/impact
    - Time and effort usage
    - Embedded in lesson plans with student outcomes.
    - Student usage – including usage by subgroups

o All year 2012-13

- ATMs – meetings every six weeks to review student progress through RtI process to determine course of action for individual students
- Monthly updates to the SBDM Council for review
- Weekly meetings with Asst. Superintendent and school leadership teams targeting review of school data and addressing problems of practice:
    - KCCT results
    - Scantron scores – Fall, Winter, Spring
    - Analysis of summer program implementation and results for student learning
    - Analysis of student progress through AIMSWeb
    - Implementation/progress of Math in Focus
    - Implementation of revised curriculum, formative assessment, common assessments
    - Progress of behavioral system PD.
- Monthly monitoring of SBDM with review of SIP and SIG plans
- Implement interventions with weekly monitoring
- Implementation of instructional strategies gained from summer PD with ongoing support/feedback from the school's instructional leadership, instructional coach and behavior strategist
- Implementation of RtI for behavioral interventions including Tier 2 & tier 3 interventions
- Implement new/revised units in alignment with Common Core Standards
- Tiered interventions in reading and math for targeted students based upon RtI menu of options and placement from AMT.
- Ongoing weekly probes and formative assessments for math and reading
- Monthly updates to the SBDM Council for review
- Review progress with advisory team every 6-8 weeks
- Quarterly meeting with Superintendent and school administration using data on student progress, program implementation.
- Weekly meeting with Asst. Superintendent to review school/student data monitoring on a weekly basis, problems of practice, personnel strategies
- Monthly monitory of SBDM activity and inclusion of parent participation.
- Job-embedded PD – instructional leaders, instructional coach, district personnel will conduct differentiated job embedded PD for individuals, teams and small groups of staff targeting staff strengths and weakness including: use of technology, Math improvement strategies, classroom management strategies, data analysis and usage for student improvement, use of AIMSWeb, use of Scantron, common assessments, Marzano instructional strategies, team work, communication with parents

Section 6: Tier III Services

- District services (Non-SIG funding)
    - Weekly support and meetings with Assistant Superintendent
    - Full-time instructional coach provided by the district
    - Part-time behavioral strategist provided by the district
    - Parent engagement activities supported by the district, Title I and FYRC services
    - Benchmarking and Progress monitoring software – Scantron/AimsWeb

- Activities and strategies to be implemented
    - Viable curriculum
        - Training June 3-4, 2010 – Common Core Standards for ELA and Mathematics (Non SIG funding)
        - Summer work to develop units based on Common Core Standards (Non SIG funding)
        - Ongoing embedded PD from instructional coaches/school leadership for implementation of best practices for instruction with newly revised curriculum/standards (SIG Funding)
    - Effective differentiation and interventions
        - Use of RtI process for tiered intervention in reading which will also address continuation of successful interventions with students with disabilities and low SES student in reading. (Non SIG funding)
        - AimsWeb and associated assessments will continued to be used to assess and monitor student progress in reading including students with disabilities and low SES students in interventions. (Non SIG funding)
        - Compass (technology based individualized instruction) will continue to be used as a reading and math intervention program for students in tiered intervention process. Learning goals and paths will be set and monitored on an individual basis for successful completion and mastery of student goals. (Non SIG funding)
        - Flexible skill grouping will be used in reading and math instruction based on formative assessment data and standards. (Non SIG funding)
        - Collaborative instruction models used with delivery of special education and ELL services (Non SIG funding)
        - RtI – team meetings (every six (6) weeks) will continue to address monitoring, re-assessment, goals and services for students in intervention process including students with disabilities. (Non SIG funding) Instructional goals and available resources will be adjusted as needed to assist students in mastery of skills in reading and mathematics. RtI process will afford the staff a variety of resources which can be used to meet the needs of the individual student in the learning process. i.e. some students respond to technology

based instruction, others will need direct instruction using a multi-sensory approach (Orton-Gillingham), etc.
RtI process ATM meeting will monitor the use of those resources and instructional methodology per student for their instructional goals including alignment with student's IEP, LLP, or 504 plans.

- Building School Culture and Positive Behavioral Environment
    - Establishing committee to envision systematic behavioral expectations and strategies for staff to work within a tiered system.
    - Assisting staff with strategies for effective classroom organization and management for adherence to classroom rules and procedures
    - Development of appropriate communication tools for students
    - Development of opportunities for students to effectively practice positive behavioral outcomes.
    - Communication of high expectations for students and communication of expectations with parents and school community.
- Parent engagement
    - Creation of an action plan with parent groups and aligned to SIP goals (SIG funding)
    - PT3 sessions will be offered to parents to permit their input into the school improvement process (SIG funding)
    - Parent Leadership training will be offered to school community to afford parents the opportunity to participate as a leader within the parent community.
    - See other items listed previously in the application

- Plans for school-wide literacy and mathematics improvement
    - Professional development for mathematics instruction
        - Instigation of problem-based approach for mathematics instruction, differentiation of mathematics instruction, and interventions for mathematics achievement gaps after professional development for new math instruction model.
        - Professional development for whole staff in mathematics to address both resource and collaborative instruction of special education students in mathematics using a concrete-to-pictorial-to abstract progression for greater depth of instruction and mastery of math concepts.
        - Professional development for visualization strategies in mathematics including model drawing for students to move to mastery of more complex problems.
        - Professional development in mathematics for whole staff for number bond models to enhance the instruction for mental math, number sense, and computation.
        - Development and implementation of assessment practices which target learning and achievement gaps early in mathematics instruction.

- Literacy (Non-SIG funding)
  - On-going and refinement of implementation of RtI process to identify, intervene and remediate early literacy gaps in learning.
  - Implementation of the use of Orton-Gillingham (multi-sensory literacy approach) as a direct instruction approach for students with disabilities in reading.
  - Professional development for literacy instruction through embedded implementation of instructional/learning strategies in lesson plans including: assessing student performance, activating prior knowledge, building vocabulary, idea generation, focused learning, student decision making for learning, improving student writing, visualization strategies, memory building strategies, questioning, self-checking for understanding, etc. Such professional development will be classroom-based with assistance from school coaches.
- District facilitated the audit to help school determine goals and improvement plans and strategies
- Ongoing collaboration and support from the Assistant Superintendent
- Full-time instructional coach
- Quarterly review of progress with the Superintendent to determine additional support needed
- Previously mentioned professional development training, use of effective differentiation
- Ongoing research and development of the RtI math model and instructional strategies

Section 7: Tier III Annual Goals:

In an effort to more closely monitor the impact over three years of the SIG funds, it should be noted that SIG funds will contribute to only a portion of the following goals for school improvement. In particular, the three areas of goals focused on mathematics achievement, behavioral improvement, and leadership improvement will be SIG fund related. Other school improvement goals, goals focused on reading/literacy and writing will not be part of those goals funded with SIG funds. The reading/literacy goals will be funded through district, Title I and other sources.

2011 - 2013 Annual Goals

- Collins Elementary will meet the NCLB AYP goals for 2011, 2012, 2013.
- Collins Elementary School will achieve 80.23 percent proficiency or above on KCCT assessment for 2011 in Reading.
- Collins Elementary School will achieve 70.92 percent proficiency or above on KCCT assessment for 2011 in Mathematics.
- Collins Elementary School will achieve 86.82 percent proficiency or above on KCCT assessment for 2012 in Reading.
- Collins Elementary School will achieve 80.61 percent proficiency or above on KCCT assessment for 2012 in Mathematics.
- Collins Elementary School will achieve 93.41 percent proficiency or above on KCCT assessment for 2013 in Reading.

- Collins Elementary School will achieve 90.31 percent proficiency or above on KCCT assessment for 2013 in Mathematics.
- Compared to 2010 baseline data, Collins Elementary School will have a 30 percent reduction for behavioral referrals for 2011.
- Compared to 2010 baseline data, Collins Elementary School will have a 50 percent reduction for behavioral referrals for 2012.
- Compared to 2010 baseline data, Collins Elementary School will have a 90 percent reduction for behavioral referrals for 2013.

- Semester benchmarks and progress monitoring goals:
  - Benchmarking will compare each student's progress individually and school grade levels. AimsWeb reading and mathematics benchmarks will occur in Fall, Winter and Spring of each year. 2011, 2012, and 2013.
  - Using spring 2010 Aimsweb spring scores, indicating the percentage of students reaching or above target goals for Reading, as baseline data for Reading, Collins Elementary Students will continue to make progress as follows:

READING

Grade	Spring 2010	Spring 2011	Spring 2012	Spring 2013
1	28%	45	55	65
2	28%	45	55	65
3	41%	55	65	75
4	42%	55	65	75
5	41%	55	65	75

  - Using spring 2011 Aimsweb spring scores as a baseline for mathematics scores, indicating the percentage of students reaching or above target goals for mathematics, Collins Elementary Students will continue to make progress as follows:

MATHEMATICS

Grade	Spring 2011	Spring 2012	Spring 2013
1	50	60	70
2	50	60	70
3	50	60	70
4	50	60	70
5	50	60	70

  - Benchmarking with Scantron for both reading and mathematics will compare each student's progress individually, as sub-groups and school grade levels. Scantron reading and mathematics benchmarks will occur in Fall, Winter and Spring of each year- 2011, 2012, and 2013.

- For the spring 2011 School Year, on Scantron 70% of students will achieve standard scores meeting the inter-quartile or advanced range on the normed placement indicators of the Scantron Performance series for appropriate grade level for reading and mathematics.
- For the spring 2012 School Year, on Scantron 85% of students will achieve standard scores meeting the inter-quartile or advanced range on the norm placement indicators of the Scantron Performance series for appropriate grade level for reading and mathematics.
- For the spring 2013 School Year, on Scantron 100% of students will achieve standard scores meeting the inter-quartile or advanced range on the normed placement indicators of the Scantron Performance series for appropriate grade level for reading and mathematics.

- Weekly meetings with the Assistant Superintendent will include progress monitoring/review of:
  - Collaboration practices – schedules of collaborative classroom practices for special education teachers, ELL teachers, Behavioral interventionist
  - Use of technology embedded in lesson plans – types and frequency of technology used, student usage
  - Formative assessment practices – types and frequency, use of data from formative assessment, change in lesson practices from formative assessment
  - Curriculum alignment with standards – units and lessons aligned to new standards
  - Common assessment usage – on-going use and development of common assessments across grade levels and across district schools.
  - Behavioral referrals – numbers, types, response

- Monthly meetings with the SBDM Council to review data listed above
- Quarterly meetings between the school principal and the Superintendent to review data as listed above

- District support to reach goals
  - District Section 6 – District services above
- Stakeholder consultation
  - School audit, Nov. 2009 initiated major school improvement processes. That initial audit included parents, district level personnel, school administration peers.
  - On-going school improvement process included implementation of Parent community input using the PT3 (Parents and Teachers Talking Together) process to make recommendations to the SBDM and administration.
  - Staff school improvement committee reviewed and took the school audit results under consideration to develop school improvement plan in cooperation with SBDM council, administration, district personnel and parents, in the late spring 2010.
  - Title I spring informational meetings reviewed this process for the larger parent audience with the opportunity for further parent input on school goals and services.
  - Title I parent survey in the spring 2010 provided additional input.
  - Meetings with SBDM council were conducted to review data, monitor reports of progress and refine the school improvement goals and plan.

- District meetings with the Chief Academic Officer, Assistant Superintendent, Title I Supervisor and the school principal

C. BUDGET NARRATIVE

In addition to allocations from the general funds, Collins Elementary School also receives additional allocations in the form of staff. Collins Elementary also receives Title I funds, funds for FRC personnel, ELL instructional personnel. A portion of Title II funds are used to provide professional development targeting those areas outside the focus of the SIG funding including PD targeting differentiation, collaborative instruction, SIOP training for ELL instruction in the regular classroom,21st Century skills development and basic technology usage. In addition, other funding comes in the form of small grants – parent instruction in English held at Collins through the public library and parent involvement grants for early literacy instruction – Born Learning – through Success by Six. In addition, District Improvement funds have served to provide additional learning academies for staff.

2010-11

Description of Activity	**Amount Requested**
Professional development training for all teachers on behavior strategies >Trainer fee for initial professional development on understanding and development of behavioral expectations, classroom strategies for meeting behavioral expectations	**$ 1,000**
Training on Math in Focus Training for Math in Focus to include Professional development for problem-based approach to mathematics instruction to reduce the achievement gap for students with disabilities and low SES. Training will include multiple sessions for staff development, instructional materials for all grades including differentiated instructional materials and assessment for learning.	**$ 43,000**
SBDM council participation in the fall KASC conference 6 conference registrations @ $125 Hotel accommodations -- 6 rooms @ $150 Travel Substitute teachers – 3 teachers for 2 days @ $150/day	**$ 750** **$ 900** **$ 500** **$ 900**
Training on Council effectiveness – provided by the district	**$ 0**
Parent engagement activities – training for parents on home/school engagement in reading and mathematics, sessions on behavioral expectations (how to establish and maintain expectations in the home aligned with school/classroom standards. PT3 Sessions – Parents and Teachers Talking Together Materials	**$1400** **$ 1,550**
TOTAL for 2010-2011	**$ 50,000**

2011-12

Description of Activity	Amount Requested
Instructional hardware and software Purchase of hardware including active white boards(smart boards), projectors, digital readers, document cameras to improve student achievement and quality instruction. Purchase of software specific to the instructional needs of students with disabilities for literacy and mathematics. Purchases will be based upon an analysis of currently available technology usage, best practices to address differentiated instruction to meet the needs of students with disabilities, ELL and low SES.	**$ 25,000**
Additional staff training for applications in technology based instruction and assessment. Staff professional development to include substitute pay while trainings, for embedding best use strategies into everyday classroom practices, lesson planning, curriculum development and assessment practices with the use and outcomes of technology based learning and extensions using technology/software application.	**$ 10,000**
School Culture Assessment training **Training for selected staff members** on "School Culture Assessment Training" to work with school on school culture	**$ 1,000**
Parent engagement activities Trainings for parents on mathematics Trainings for parents on reading/writing Trainings for parents on behavioral/social development skills in children PT3 and parent Focus Group development to assess changes in school culture and input for school improvement. Parent Leadership Training	**$ 3,000**
Professional development for Tier 2 and Tier 3 interventions for behavioral difficulties. Follow up training for selected staff including administration and School Psychologists on **Tier 2 and Tier 3 interventions** for students with behavioral issues including attending to students with extreme behaviors.	**$ 2,000**
Training for the potential new members of SBDM Council on council leadership and effectiveness as well as funding to attend the **Fall 2011 KASC Conference**	**$ 4,000**
Review and continued focused training in mathematics instruction and assessment **A**ll staff will received training in mathematics instruction at appropriate implementation level with focus on elimination of achievement gap in mathematics. Training on math extension skills, technology usage in	**$ 5,000**

mathematics, assessment in mathematics, self-assessment strategies, visualization strategies, etc.	
TOTAL for 2011-12	**$50,000**

2012-13

Description of Activity	**Amount Requested**
Instructional hardware and software to improve student achievement and quality instruction – Purchase of additional technology/software to support instruction and learning for students with disabilities including adaptive technology.	**$ 25,000**
Additional staff training Training will be based upon results of student assessment data and other data (surveys, parent input, district audit) for work on achievement gaps/and/or strengthen programs which have been determined to provide success instruction for eliminating the achievement gap. To include trainer fees, materials, stipends	**$ 10,000**
Parent engagement activities Trainings for parents on mathematics Trainings for parents on reading/writing Trainings for parents on behavioral/social development skills in children PT3 and parent Focus Group development to assess changes in school culture and input for school improvement. Parent Leadership training	**$ 4,500**
Training for the potential new members of SBDM Council on council leadership and effectiveness as well as funding to attend the **Fall 2011 KASC Conference**	**$ 4,500**
Review and continued focused training in mathematics instruction and assessment **A**ll staff will received training in mathematics instruction at appropriate implementation level with focus on elimination of achievement gap in mathematics. Training on math extension skills, technology usage in mathematics, assessment in mathematics, self-assessment strategies, visualization strategies, etc.	**$ 6,000**
TOTAL FOR 2012-13	**$50,000**

The Boone County School District will not set-aside any SIG funds for district use. All funds will be used at the school level.

Proposed District Budget Summary
School Improvement Grants
2010-11 School Year

District: Boone County

MUNIS Code	Description	Amount
		$0

Proposed District Budget Summary
School Improvement Grants
2011-2012 School Year

District: Boone County

MUNIS Code	Description	Amount
		$0

Proposed District Budget Summary
School Improvement Grants
2012-2013 School Year

District: Boone County

MUNIS Code	Description	Amount
		$0

Proposed School Budget Summary
School Improvement Grants
2010-11 School Year

School: Hillard Collins Elementary School

MUNIS Code	Description	Amount
0120	Substitute teachers for SBDM members for KASC conference	$900
0335	Professional Devel. On Behavior Strategies for Teachers	$1,000
0335	Professional Development on Math in Focus program for entire faculty on-going training to raise math achievement targeting achievement gap for students with disabilities, low SES students and ELL students.	$43,000
338	6 KASC conference registrations for SBDM for additional training	$750
0580	Travel for SBDM Members for KASC conference; Hotel accommodations KASC conference for SBDM	$1400
892	Parent Engagement Activities to learn math and behavioral strategies	$2,950
	TOTAL	$50,000

Proposed School Budget Summary
School Improvement Grants
2011-12 School Year

School: Hillard Collins Elementary School

MUNIS Code	Description	Amount
0113	Staff Training based on review and analysis of 2011 assessment data (Math, Reading), stipends for after hours and summer attendance	$3000
0335	Staff training on development, analysis and use of assessment for math and literacy.	$1000
0335	Professional Development on School Culture Assessment Training to improve School Culture – an extension to behavioral training for school improvement	$1000
0335	Training for selected staff on Tier2 and Tier 3 interventions for student behavior	$1000
0335	Leadership Review and training for SBDM staff on school improvement strategies	$1200
0335	Review and continued training for Math in Focus for staff on depth of implementation of instructional strategies and protocol	$5000

0338	KASC conference registrations for SBDM for additional training for new members of SBDM Council on Council leadership and effectiveness - KASC conference Fall 2011	$900
0580	Travel for SBDM Members for KASC conference; Hotel accommodations KASC conference for SBDM	$1400
0643	Instructional materials for staff training based for implementation of technology for 21st century student skill development into lesson	$3000
0335	Trainer for implementation of technology for 21st century student skill development	$1000
0113	Stipend for teacher participation in training based for implementation of technology for 21st century student skill development into lesson planning	$2500
0735	Instructional technology Software to improve student achievement and quality instruction	$7,000
0734	Instructional technology Hardware to improve student achievement and quality instruction	$18,000
0892	Parent Engagement Activities for parents to participate in mathematics instruction and for understanding of school's behavioral support systems	$3000
0892	Parent Engagement Activities – PT3 for multiple groups of parents for parents to participate in the school improvement process.	$1000
	TOTAL	$50,000

Proposed School Budget Summary
School Improvement Grants
2012-13 School Year

School: Hillard Collins Elementary School

MUNIS Code	Description	Amount
0113	Additional Staff Training for continued development of common assessment including Stipends for after hours	$1000
0335	Leadership Review and training for SBDM staff on school improvement strategies and implementation	$1300
0321	Staff Training to address behavioral concerns for Tier 3 interventions for students.	$3000
0335	Training specific to third year of implementation of Math in Focus for staff on depth of implementation of instructional strategies and protocol including formative assessment techniques and intervention strategies.	$6000
0338	KASC conference registrations for SBDM for additional training for new members of SBDM Council on Council leadership and effectiveness - KASC conference Fall 2011	$1000
0580	Travel for SBDM Members for KASC conference; Hotel accommodations KASC conference for SBDM	$1700

0335	Additional Staff Training for development of literacy assessments extending to comprehension/ written expression in all content areas	$6000
0735	Instructional technology Software to improve student achievement and quality instruction	$7,000
0734	Instructional technology Hardware to improve student achievement and quality instruction	$18,000
0892	Parent Engagement Activities to learn math and parent tutorial strategies	$5000
	TOTAL	$50,000

D. ASSURANCES:

The Superintendent's signature on the front page of this application assures that the district will:

(1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements;
(2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the KDE) to hold accountable its Tier III schools that receive school improvement funds;
(3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the education management organization accountable for complying with the final requirements; and
(4) Report to the KDE the school-level data required under section III of the final requirements.

E. WAIVERS

The district wishes to implement the following waiver applied for by KDE:

√ Extending the period of availability of school improvement funds.