



KDE Title I Report

Tilden Hogge Elementary School

Rowan County

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Morehead, KY 40351

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Title I Schoolwide Diagnostic

DRAFT

Introduction

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

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Component 1: Comprehensive Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Did the school use various and multiple academic and non-academic data sources to develop the comprehensive needs assessment?	Yes	KPREP scores, parent and stakeholder surveys, benchmark assessments, and planning committee analysis and feedback.	

Label	Assurance	Response	Comment	Attachment
1.2	Did the analyzed data identify the school's priority needs?	Yes	Data analyzed helped us in developing our school improvement goals in reading, math, writing, social studies, kindergarten readiness, and communication with families.	

Label	Assurance	Response	Comment	Attachment
1.3	Are needs prioritized based on grade level, content level or the achievement level of subgroups?	Yes	Our school improvement plan includes collection of benchmark data to prioritize needs in all content areas, and plan for subgroups with projected data.	

Label	Assurance	Response	Comment	Attachment
1.4	Were specific achievement gap issues identified and prioritized as part of the comprehensive needs assessment process?	Yes	Free and reduced lunch, and student with disabilities will be prioritized needs as part of the comprehensive needs assessment.	

Label	Assurance	Response	Comment	Attachment
1.5	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that directly address the prioritized needs identified as part of the comprehensive needs assessment process?	Yes	All goals in the CSIP were developed based on student data and objectives, strategies, and activities are aligned to achieve those goals for all students.	

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

Increases the average combined reading and math KPREP scores for elementary students from 47.2% to 69.3% in 2019.

Measurable Objective 1:

demonstrate a proficiency and collaborate to increase the overall reading and math of Tilden Hogge Elementary from 47.2% to 57% by 05/12/2017 as measured by KPREP scores.

Strategy1:

Math Initiative - All K-5 teachers will fully develop and follow their grade level long range math plan that is developed with grade level common assessments. Teachers will develop summative assessments and design instruction around assessments that they will analyze in PLC meetings monthly.

Category: Learning Systems

Research Cited: Envisions is research based and aligned to Common Core Standards.

Activity - Data Team planning in PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze common classroom summative assessment data. Analysis of this data will include inferring why student have challenges, prioritizing needs, and strategizing ways to help students read mastery or enrich skills at their individual level.	Academic Support Program	08/01/2016	05/01/2017	\$0 - No Funding Required	Administration and teachers

Activity - 30-60-90 day plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
30-60-90 day plan to included developing a standards progression and systematic way to monitor individual student progress on standards progression.	Academic Support Program Direct Instruction	08/01/2016	05/19/2017	\$0 - No Funding Required	administration and teachers

Strategy2:

Literacy Initiatives - In order to identify reading deficits, teachers will use classroom common assessments, Fountas and Pinnell, DIBELS, MAP, and 95% group progress monitoring tools to identify reading intervention needs for all students.

Category: Integrated Methods for Learning

Research Cited: Rick Stiggins; Classroom Assessment for Student Learning and Assessment Balance and Quality

Shirley Clark: Active Learning through Formative Assessment

Dibels.org-Dynamic Measurement Group

Stephen Ventura's: Data Teams

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Jan Chappuis: Seven Strategies of Assessment for learning

Fountas and Pinnell Level Literacy Interventions

Small guided reading group research

Literacy Station research

Activity - Reading Standards Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use develop a long term reading plan with standards progression to align curriculum and common classroom assessments.	Direct Instruction	07/01/2016	05/01/2017	\$0 - General Fund	Kindergarten through 5th grade teachers, administration, and title I teacher

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small flexible RTI groups for interventions based on their reading deficits according to the universal screener DIBELS and diagnostic assessment PASI or PSI, MAP assessment data, and classroom common assessments.	Direct Instruction	08/01/2016	05/19/2017	\$80000 - Title I Part A	Regular Classroom Teachers, Special Education teachers, Principal, Title I Teacher, regular instructional assistants, MSUCorp member

Activity - Leveled Literacy Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K through 5th will use small group guided instruction. Students who are not understanding the skills the leveled literacy intervention will be used with to intervene.	Direct Instruction	08/01/2016	05/20/2017	\$3000 - State Funds \$3000 - Booster Fund	K through 5th grade classroom teachers, instructional assistants, administration, title I teacher.

Activity - 30-60-90 day plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM council approved school level 30-60-90 day plan to improve reading instruction for all students.	Direct Instruction Academic Support Program	11/01/2016	05/19/2017	\$0 - No Funding Required	administration, teachers

Strategy3:

Response to Intervention - A response to intervention procedure will be followed to address student needs and make the necessary adjustments to student instruction. All 3rd, 4th, and 5th grade students who perform as a novice on KPREP assessments in reading and math will have an RTI plan.

Category: Learning Systems

Research Cited: J. Wright (2014) Strategies for Struggling Learners in the Era of CCSS and RTI

J. Wright (2007) RTI Toolkit a Practical Guide for Schools

Fountas and Pinnell leveled literacy intervention

Jan Richardson Next Steps in Guided Reading

Sherry Parrish Number Talks

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Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the Brigance Universal Screener at the beginning of the year to assist with placement and instructional strategies.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	Kindergarten teachers, instructional assistants, guidance counselor and Principal.

Activity - RTI plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An RTI team will work collaboratively to design Tier II and Tier III intervention plans to address student needs based on data.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	Curriculum Specialist, Counselor, Teacher, Title I teacher, Special Education teacher, Principal, and Related Service Providers

Activity - RTI Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school level RTI team will review Academic/Behavioral student data and make appropriate decisions in regards to needed instruction.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	Title I teacher, curriculum resource teacher, Special education and regular education teachers, speech and language pathologist, and principal

Strategy4:

Professional Development - Teachers will implement small guided reading instruction, literacy stations, and close reading professional development presented by Smekens and attended by all K-5 teachers at THES.

Category: Continuous Improvement

Research Cited: Small guided instruction research

Literacy Station research

Activity - Teacher Training on Guided Reading Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will teach using small group guided reading instruction based on Jan Richardson resources and Smekens training.	Professional Learning	08/11/2016	05/19/2017	\$6000 - General Fund	Teachers, Principal, Title I teacher, curriculum specialist

Activity - Math standards instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and administration will collaborate in PLC, weekly, to develop a standards progression for each mathematical topic. Student achievement will be monitored in meeting, monthly, toward learning skills/knowledge for standards progression.	Professional Learning Academic Support Program	10/01/2016	05/19/2017	\$0 - Other	teachers, administration, title I teacher, curriculum specialist

Measurable Objective 2:

collaborate to increase kindergarten readiness 40% to 50% by August 2017 by 08/10/2017 as measured by Brigance assessment.

Strategy1:

Kindergarten Jumpstart - Jumpstart will be a summer program offered to all incoming kindergarten students to prepare them for their new school experience. This program will also educate families on expectations in all content and social areas.

Category: Early Learning

Research Cited:

Activity - parent involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer program to teacher students and families expectations of kindergarten students in academic and social areas.	Direct Instruction Parent Involvement Behavioral Support Program Academic Support Program	06/01/2016	08/31/2016	\$1000 - Other	administration and kindergarten teachers

Goal 2:

Increase achievement for all students at THES so that reading proficiency increases for non-duplicated gap group from 49.2% to 69.8% by 2019.

Measurable Objective 1:

demonstrate a proficiency and collaborate to increase the average reading poficiency rating for all students in the non-duplicated gap group from 49.2% to 57.7% by 05/19/2017 as measured by KPREP.

Strategy1:

RTI in reading for non-duplicated gap group - Regular Education and special education teachers will give the DIBELS reading universal screener to students with disabilities and students not meeting benchmark according to DIBELS data to help diagnose any reading deficits. A Phonics Screener Inventory(PSI) for students in grades 1-5 or a Phonological Awareness Screener Inventory (PASI) to K-1 students will be administered to help further diagnose after initial DIBELS screener to pinpoint the exact reading deficits. Students will then be grouped in small RTI flexible groups according to their reading deficits and receive reading interventions.

Category: Learning Systems

Research Cited: DIBELS is a research based screener find research on

<https://dibels.uoregon.edu/market/assessment/dibels/>

Activity - RTI Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular education teachers will plan for Tier II and Tier III intervention instruction for students who have been identified as having a need for intervention in reading, math, writing, behavior, speech and other deficit areas.	Academic Support Program	08/11/2016	05/19/2017	\$0 - District Funding	administration, teachers, instructional assistants

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Activity - RTI Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI team will monitor student progress in interventions and make decisions about making the necessary changes to tier plans to best address student needs.. Necessary adjustments to plans/intervention instruction will be based on data.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administration, teachers, related service providers, and title I instructional assistant

Activity - 30-60-90 plan to improve reading for all students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM council approved 30-60-90 day plan for development of four blocks and unit assessments to improve reading instruction at all grade levels.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administrators and teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring assessment is aligned to intervention instruction and will be administered to students receiving intervention instruction. A variety of assessments may be administered such as DIBELS, MAP, and CFA. Student progress will also be monitored using common formative assessments during Data Team Meetings.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administration, teachers, related service providers

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DIBELS , PSI and PASI for placing students in the small flexible RTI groups.	Academic Support Program	08/11/2016	05/01/2017	\$0 - No Funding Required	All teachers, guidance counselor, Curriculum Resource Teacher, and principal.

Activity - Data team planning in grade level PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze common classroom summative assessment data. Analysis of this data will include inferring why student have challenges, prioritizing needs, and strategizing ways to help students read mastery or enrich skills at their individual level.	Academic Support Program	08/11/2016	05/19/2017	\$0 - State Funds	administration, teachers, curriculum specialist

Strategy2:

Least Restrictive Environment - Teachers and administrators will adhere to current policies in place regarding the Least Restrictive Environment for Special Education students.

Category: Persistence to Graduation

Research Cited:

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Activity - LRE Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and staff will be trained in Least Restrictive environment and the placement of special education students within the classrooms.	Professional Learning	08/11/2016	05/19/2017	\$0 - No Funding Required	All teachers, staff and Special Education leaders

Activity - Least Restrictive Environment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers, counselors and administrators will adhere to current guidelines in regards to least restrictive environment.	Policy and Process	08/11/2016	05/19/2017	\$0 - No Funding Required	ARC chairs, ARC members

Goal 3:

In response to the stakeholder survey results Tilden Hogge Elementary administrators and teachers will increase communication about student expectations and progress with children's parents/guardians.

Measurable Objective 1:

collaborate to increase communication of students expectations and progress in all grade levels by 05/19/2017 as measured by logging parent contact with newsletters, phone calls/texts, or emails.

Strategy1:

Teacher Communication with Families - Teachers will prepare strategies for families to help students with at home based on student needs every two to three months based on assessment data.

Category: Stakeholder Engagement

Research Cited:

Activity - Assessment needs and progress communicated with families	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs will make a plan to communicate student expectations and progress to families more frequently than the quarterly grading period.	Parent Involvement	08/11/2016	05/19/2017	\$0 - No Funding Required	administration and teachers

Goal 4:

Student will increase their level of proficiency level in social studies from 36% to 68.9% by May of 2019.

Measurable Objective 1:

56% of All Students will demonstrate a proficiency on all social studies assessments in Social Studies by 05/19/2017 as measured by KPREP.

Strategy1:

Data Team Process - Teachers will analyze and strategies to plan social studies instruction based on classroom assessments an reteaching

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needs.

Category: Learning Systems

Research Cited:

Activity - Reteaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will reteach social studies standards not mastered by students based on summative assessments.	Academic Support Program	08/11/2016	05/19/2017	\$200 - General Fund	administration and teachers

Strategy2:

Vertical Alignment of Social Studies Content - Teachers and administrators will collaborate to develop vertical curriculum progression for social studies instruction for grades K through 5th grade.

Category: Learning Systems

Research Cited:

Activity - vertical alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC members will review progress of student mastery based on social studies summative assessments.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administration, teaches, curriculum coach

Goal 5:

Tilden Hogge Elementary will reduce the total number of students scoring at the novice level in the math and reading from 55% to no less than 27.5% as measured by KPREP data, by 2021.

Measurable Objective 1:

collaborate to reduce the number of novice scoring students in reading and math from 50% to 44.5% by 05/12/2017 as measured by KPREP.

Strategy1:

Curriculum Aligned with Common Assessments - Teachers will analyze reading and math standards and develop unit plans and grade level common assessments to improve instruction.

Category: Learning Systems

Research Cited:

Activity - Data Team Planning in PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use data team process to plan for students not mastering standards in all content area.	Academic Support Program	08/11/2016	05/19/2017		administration and teachers

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Activity - Kagan Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Kagan strategy training to increase student engagement in all content.	Academic Support Program	08/11/2016	05/19/2017		administration and teachers

Activity - Small Group Tier I instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use professional development trainings and resources to improve small group instruction in reading and math.	Academic Support Program	08/11/2016	05/19/2017		administration and teachers

Measurable Objective 2:

collaborate to reduce novice students in reading and math from 50% to 44.5% by 05/19/2017 as measured by KPREP combined reading and math for 3-5 grade students.

Strategy1:

Professional Development - All teachers will participate in professional development that deals with best practices in Writing and is aligned to Kentucky Common Core Standards.

Category: Continuous Improvement

Research Cited:

Activity - Small guided group instruction PD implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing PD will provide on-going professional development in the area of writing, and teachers will begin to implement those strategies into classroom instruction.	Professional Learning	08/11/2016	05/19/2017	\$0 - No Funding Required	All teachers, curriculum resource teachers, counselor, and principal

Activity - Mathematically minded online professional learning opportunities for K-5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Online models that support improved instruction for conceptual math instruction at grades K-5.	Professional Learning	09/01/2016	05/12/2017	\$250 - Other	teachers, administration

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to receive job embedded professional development and regular professional development to assist with ideas, strategies, and best practices of teaching writing to students.	Professional Learning	08/11/2016	05/19/2017	\$1000 - State Funds	All teachers and curriculum resources teacher

Goal 6:

Proficiency will increase for students in the non-duplicated gap group in math from 39.7% to 63.3% by 2019 as measured by KPREP.

Measurable Objective 1:

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49% of All Students will demonstrate a proficiency in achievement in Mathematics by 05/19/2017 as measured by students performance on KPREP.

Strategy1:

RTI - Students will be identified by diagnostic assessments and/or classroom assessments who need interventions and additional individual instruction to grade level knowledge and skills.

Category: Learning Systems

Research Cited: guided math instruction

number talks

conceptual math instruction

Activity - Progress monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor individual student progress to identify when students need interventions in math to stay at, or achieve, grade level.	Academic Support Program	08/11/2016	05/19/2017	\$1000 - Other	administration, teachers, curriculum coach

Goal 7:

THES administrators, teachers, and community will increase collaboration in order to improve areas of program review for all students.

Measurable Objective 1:

collaborate to increase program review areas for all students by 06/02/2017 as measured by Program Review Scoring Rubric.

Strategy1:

Long range curriculum plans in program review areas - Teachers of the areas of program review will develop plans for the school-wide programming for all students guided by program review scoring rubrics.

Category: Learning Systems

Research Cited:

Activity - Program Review Chair/Team meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specials teachers and chairs of program reviews will meet to analyze progress in program review areas and plan for instruction needs.	Academic Support Program	08/11/2016	06/09/2017	\$0 - No Funding Required	administration, teachers, curriculum coach

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Label	Assurance	Response	Comment	Attachment
2.1	Were the strategies selected based on best practices and scientific research?	Yes	Response to Intervention, small guided instructional groups, formative assessment, level literacy interventions, 95% group, diagnostic assessments in math, standards based assessments.	

Label	Assurance	Response	Comment	Attachment
2.2	Are all teachers and para-educators required to implement selected strategies?	Yes	95% group strategies, small guided group instruction, benchmark and diagnostic assessments, formative assessments	

Label	Assurance	Response	Comment	Attachment
2.3	Does the Title I Schoolwide programming align with state standards?	Yes	All instructional programming is aligned with state standards.	

Label	Assurance	Response	Comment	Attachment
2.4	Does the Title I Schoolwide programming allow for extended learning time?	Yes	Groups of students who have mastered content have time scheduled to extend learning while interventions are occurring at a differentiated level.	

Label	Assurance	Response	Comment	Attachment
2.5	Does the Title I Schoolwide programming provide high quality activities that will close achievement gaps between identified subgroups (i.e., male and female; students with and without disabilities; students with and without English proficiency; minority and non-minority students; and students eligible and not eligible for free or reduced lunch meals)?	Yes	Weekly teacher analysis formative and summative assessment data and plan for student identifies in gap groups. Benchmark assessments also guide intervention needs with gap population identified and prioritized.	

Label	Assurance	Response	Comment	Attachment
2.6	Are the achievement issues of students with special needs being specifically addressed?	Yes	Students with disabilities receive multiple layers of supports; tier I instruction, small group instruction, and specially designed instruction.	

Label	Assurance	Response	Comment	Attachment
2.7	Is the Title I Schoolwide plan being implemented as designed?	Yes	The Title I school wide plan has been and continues to be implemented, assessed, and revised to improve student achievement.	

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Label	Assurance	Response	Comment	Attachment
2.8	Were the strategies and activities effective in increasing student achievement?	Yes	Strategies used were not as effective in the past year as we wanted for our students. Therefore, Title I resources have been reorganized to include a Title I resource teacher to support all classrooms.	

Label	Assurance	Response	Comment	Attachment
2.9	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that directly address schoolwide reform and closing the achievement gap?	Yes	All goals, objectives, strategies, and activities will directly address our school wide reform and closing the achievement gap.	

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Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:

Increases the average combined reading and math KPREP scores for elementary students from 47.2% to 69.3% in 2019.

Measurable Objective 1:

collaborate to increase kindergarten readiness 40% to 50% by August 2017 by 08/10/2017 as measured by Brigance assessment.

Strategy1:

Kindergarten Jumpstart - Jumpstart will be a summer program offered to all incoming kindergarten students to prepare them for their new school experience. This program will also educate families on expectations in all content and social areas.

Category: Early Learning

Research Cited:

Activity - parent involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer program to teacher students and families expectations of kindergarten students in academic and social areas.	Direct Instruction Behavioral Support Program Academic Support Program Parent Involvement	06/01/2016	08/31/2016	\$1000 - Other	administration and kindergarten teachers

Measurable Objective 2:

demonstrate a proficiency and collaborate to increase the overall reading and math of Tilden Hogge Elementary from 47.2% to 57% by 05/12/2017 as measured by KPREP scores.

Strategy1:

Professional Development - Teachers will implement small guided reading instruction, literacy stations, and close reading professional development presented by Smekens and attended by all K-5 teachers at THES.

Category: Continuous Improvement

Research Cited: Small guided instruction research

Literacy Station research

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Activity - Math standards instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and administration will collaborate in PLC, weekly, to develop a standards progression for each mathematical topic. Student achievement will be monitored in meeting, monthly, toward learning skills/knowledge for standards progression.	Professional Learning Academic Support Program	10/01/2016	05/19/2017	\$0 - Other	teachers, administration, title I teacher, curriculum specialist

Activity - Teacher Training on Guided Reading Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will teach using small group guided reading instruction based on Jan Richardson resources and Smekens training.	Professional Learning	08/11/2016	05/19/2017	\$6000 - General Fund	Teachers, Principal, Title I teacher, curriculum specialist

Strategy2:

Response to Intervention - A response to intervention procedure will be followed to address student needs and make the necessary adjustments to student instruction. All 3rd, 4th, and 5th grade students who perform as a novice on KPREP assessments in reading and math will have an RTI plan.

Category: Learning Systems

Research Cited: J. Wright (2014) Strategies for Struggling Learners in the Era of CCSS and RTI

J. Wright (2007) RTI Toolkit a Practical Guide for Schools

Fountas and Pinnell leveled literacy intervention

Jan Richardson Next Steps in Guided Reading

Sherry Parrish Number Talks

Activity - RTI plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An RTI team will work collaboratively to design Tier II and Tier III intervention plans to address student needs based on data.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	Curriculum Specialist, Counselor, Teacher, Title I teacher, Special Education teacher, Principal, and Related Service Providers

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the Brigance Universal Screener at the beginning of the year to assist with placement and instructional strategies.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	Kindergarten teachers, instructional assistants, guidance counselor and Principal.

Activity - RTI Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school level RTI team will review Academic/Behavioral student data and make appropriate decisions in regards to needed instruction.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	Title I teacher, curriculum resource teacher, Special education and regular education teachers, speech and language pathologist, and principal

Strategy3:

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Math Initiative - All K-5 teachers will fully develop and follow their grade level long range math plan that is developed with grade level common assessments. Teachers will develop summative assessments and design instruction around assessments that they will analyze in PLC meetings monthly.

Category: Learning Systems

Research Cited: Envisions is research based and aligned to Common Core Standards.

Activity - 30-60-90 day plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
30-60-90 day plan to included developing a standards progression and systematic way to monitor individual student progress on standards progression.	Direct Instruction Academic Support Program	08/01/2016	05/19/2017	\$0 - No Funding Required	administration and teachers

Activity - Data Team planning in PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze common classroom summative assessment data. Analysis of this data will include inferring why student have challenges, prioritizing needs, and strategizing ways to help students read mastery or enrich skills at their individual level.	Academic Support Program	08/01/2016	05/01/2017	\$0 - No Funding Required	Administration and teachers

Strategy4:

Literacy Initiatives - In order to identify reading deficits, teachers will use classroom common assessments, Fountas and Pinnell, DIBELS, MAP, and 95% group progress monitoring tools to identify reading intervention needs for all students.

Category: Integrated Methods for Learning

Research Cited: Rick Stiggins; Classroom Assessment for Student Learning and Assessment Balance and Quality

Shirley Clark: Active Learning through Formative Assessment

Dibels.org-Dynamic Measurement Group

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Jan Chappuis: Seven Strategies of Assessment for learning

Fountas and Pinnell Level Literacy Inteventions

Small guided reading group research

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Activity - 30-60-90 day plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM council approved school level 30-60-90 day plan to improve reading instruction for all students.	Direct Instruction Academic Support Program	11/01/2016	05/19/2017	\$0 - No Funding Required	administration, teachers

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Activity - Leveled Literacy Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K through 5th will use small group guided instruction. Students who are not understanding the skills the leveled literacy intervention will be used with to intervene.	Direct Instruction	08/01/2016	05/20/2017	\$3000 - Booster Fund \$3000 - State Funds	K through 5th grade classroom teachers, instructional assistants, administration, title I teacher.

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small flexible RTI groups for interventions based on their reading deficits according to the universal screener DIBELS and diagnostic assessment PASI or PSI, MAP assessment data, and classroom common assessments.	Direct Instruction	08/01/2016	05/19/2017	\$80000 - Title I Part A	Regular Classroom Teachers, Special Education teachers, Principal, Title I Teacher, regular instructional assistants, MSUCorp member

Activity - Reading Standards Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use develop a long term reading plan with standards progression to align curriculum and common classroom assessments.	Direct Instruction	07/01/2016	05/01/2017	\$0 - General Fund	Kindergarten through 5th grade teachers, administration, and title I teacher

Goal 2:

Increase achievement for all students at THES so that reading proficiency increases for non-duplicated gap group from 49.2% to 69.8% by 2019.

Measurable Objective 1:

demonstrate a proficiency and collaborate to increase the average reading proficiency rating for all students in the non-duplicated gap group from 49.2% to 57.7% by 05/19/2017 as measured by KPREP.

Strategy1:

Least Restrictive Environment - Teachers and administrators will adhere to current policies in place regarding the Least Restrictive Environment for Special Education students.

Category: Persistence to Graduation

Research Cited:

Activity - LRE Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and staff will be trained in Least Restrictive environment and the placement of special education students within the classrooms.	Professional Learning	08/11/2016	05/19/2017	\$0 - No Funding Required	All teachers, staff and Special Education leaders

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Tilden Hogge Elementary School

Activity - Least Restrictive Environment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers, counselors and administrators will adhere to current guidelines in regards to least restrictive environment.	Policy and Process	08/11/2016	05/19/2017	\$0 - No Funding Required	ARC chairs, ARC members

Strategy2:

RTI in reading for non-duplicated gap group - Regular Education and special education teachers will give the DIBELS reading universal screener to students with disabilities and students not meeting benchmark according to DIBELS data to help diagnose any reading deficits. A Phonics Screener Inventory(PSI) for students in grades 1-5 or a Phonological Awareness Screener Inventory (PASI) to K-1 students will be administered to help further diagnose after initial DIBELS screener to pinpoint the exact reading deficits. Students will then be grouped in small RTI flexible groups according to their reading deficits and receive reading interventions.

Category: Learning Systems

Research Cited: DIBELS is a research based screener find research on

<https://dibels.uoregon.edu/market/assessment/dibels/>

Activity - 30-60-90 plan to improve reading for all students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM council approved 30-60-90 day plan for development of four blocks and unit assessments to improve reading instruction at all grade levels.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administrators and teachers

Activity - RTI Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI team will monitor student progress in interventions and make decisions about making the necessary changes to tier plans to best address student needs.. Necessary adjustments to plans/intervention instruction will be based on data.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administration, teachers, related service providers, and title I instructional assistant

Activity - Data team planning in grade level PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze common classroom summative assessment data. Analysis of this data will include inferring why student have challenges, prioritizing needs, and strategizing ways to help students read mastery or enrich skills at their individual level.	Academic Support Program	08/11/2016	05/19/2017	\$0 - State Funds	administration, teachers, curriculum specialist

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring assessment is aligned to intervention instruction and will be administered to students receiving intervention instruction. A variety of assessments may be administered such as DIBELS, MAP, and CFA. Student progress will also be monitored using common formative assessments during Data Team Meetings.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administration, teachers, related service providers

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Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DIBELS , PSI and PASI for placing students in the small flexible RTI groups.	Academic Support Program	08/11/2016	05/01/2017	\$0 - No Funding Required	All teachers, guidance counselor, Curriculum Resource Teacher, and principal.

Activity - RTI Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular education teachers will plan for Tier II and Tier III intervention instruction for students who have been identified as having a need for intervention in reading, math, writing, behavior, speech and other deficit areas.	Academic Support Program	08/11/2016	05/19/2017	\$0 - District Funding	administration, teachers, instructional assistants

Goal 3:

In response to the stakeholder survey results Tilden Hogge Elementary administrators and teachers will increase communication about student expectations and progress with children's parents/guardians.

Measurable Objective 1:

collaborate to increase communication of students expectations and progress in all grade levels by 05/19/2017 as measured by logging parent contact with newsletters, phone calls/texts, or emails.

Strategy1:

Teacher Communication with Families - Teachers will prepare strategies for families to help students with at home based on student needs every two to three months based on assessment data.

Category: Stakeholder Engagement

Research Cited:

Activity - Assessment needs and progress communicated with families	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs will make a plan to communicate student expectations and progress to families more frequently than the quarterly grading period.	Parent Involvement	08/11/2016	05/19/2017	\$0 - No Funding Required	administration and teachers

Goal 4:

Tilden Hogge Elementary will reduce the total number of students scoring at the novice level in the math and reading from 55% to no less than 27.5% as measured by KPREP data, by 2021.

Measurable Objective 1:

collaborate to reduce novice students in reading and math from 50% to 44.5% by 05/19/2017 as measured by KPREP combined reading and math for 3-5 grade students.

Strategy1:

Professional Development - All teachers will participate in professional development that deals with best practices in Writing and is aligned to Kentucky Common Core Standards.

Category: Continuous Improvement

Research Cited:

Activity - Mathematicallyminded online professional learning opprotunities for K-5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Online models that support improved instruction for conceptual math instruction at grades K-5.	Professional Learning	09/01/2016	05/12/2017	\$250 - Other	teachers, administration

Activity - Small guided group instruction PD implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing PD will provide on-going professional development in the area of writing, and teachers will begin to implement those strategies into classroom instruction.	Professional Learning	08/11/2016	05/19/2017	\$0 - No Funding Required	All teachers, curriculum resource teachers, counselor, and principal

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to recieve job embedded professional development and regular professional development to assist with ideas, strategies, and best practices of teaching writing to students.	Professional Learning	08/11/2016	05/19/2017	\$1000 - State Funds	All teachers and curriculum resources teacher

Measurable Objective 2:

collaborate to reduce the number of novice scoring students in reading and math from 50% to 44.5% by 05/12/2017 as measured by KPREP.

Strategy1:

Curriculum Aligned with Common Assessments - Teachers will analyze reading and math standards and develop unit plans and grade level common assessments to improve instruction.

Category: Learning Systems

Research Cited:

Activity - Kagan Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Kagan strategy training to increase student engagement in all content.	Academic Support Program	08/11/2016	05/19/2017		administration and teachers

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Activity - Data Team Planning in PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use data team process to plan for students not mastering standards in all content area.	Academic Support Program	08/11/2016	05/19/2017		administration and teachers

Activity - Small Group Tier I instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use professional development trainings and resources to improve small group instruction in reading and math.	Academic Support Program	08/11/2016	05/19/2017		administration and teachers

Goal 5:

Student will increase their level of proficiency level in social studies from 36% to 68.9% by May of 2019.

Measurable Objective 1:

56% of All Students will demonstrate a proficiency on all social studies assessments in Social Studies by 05/19/2017 as measured by KPREP.

Strategy1:

Vertical Alignment of Social Studies Content - Teachers and administrators will collaborate to develop vertical curriculum progression for social studies instruction for grades K through 5th grade.

Category: Learning Systems

Research Cited:

Activity - vertical alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC members will review progress of student mastery based on social studies summative assessments.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administration, teaches, curriculum coach

Strategy2:

Data Team Process - Teachers will analyze and strategies to plan social studies instruction based on classroom assessments an reteaching needs.

Category: Learning Systems

Research Cited:

Activity - Reteaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will reteach social studies standards not mastered by students based on summative assessments.	Academic Support Program	08/11/2016	05/19/2017	\$200 - General Fund	administration and teachers

Goal 6:

Proficiency will increase for students in the non-duplicated gap group in math from 39.7% to 63.3% by 2019 as measured by KPREP.

Measurable Objective 1:

49% of All Students will demonstrate a proficiency in achievement in Mathematics by 05/19/2017 as measured by students performance on KPREP.

Strategy1:

RTI - Students will be identified by diagnostic assessments and/or classroom assessments who need interventions and additional individual instruction to grade level knowledge and skills.

Category: Learning Systems

Research Cited: guided math instruction

number talks

conceptual math instruction

Activity - Progress monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor individual student progress to identify when students need interventions in math to stay at, or achieve, grade level.	Academic Support Program	08/11/2016	05/19/2017	\$1000 - Other	administration, teachers, curriculum coach

Goal 7:

THES administrators, teachers, and community will increase collaboration in order to improve areas of program review for all students.

Measurable Objective 1:

collaborate to increase program review areas for all students by 06/02/2017 as measured by Program Review Scoring Rubric.

Strategy1:

Long range curriculum plans in program review areas - Teachers of the areas of program review will develop plans for the school-wide programming for all students guided by program review scoring rubrics.

Category: Learning Systems

Research Cited:

Activity - Program Review Chair/Team meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specials teachers and chairs of program reviews will meet to analyze progress in program review areas and plan for instruction needs.	Academic Support Program	08/11/2016	06/09/2017	\$0 - No Funding Required	administration, teachers, curriculum coach

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Label	Assurance	Response	Comment	Attachment
3.1	Do all of the teachers and para-educators assigned to the school meet the definition for highly qualified?	Yes	Tilden Hogge Elementary has highly qualified certified personnel in all teaching and para-educator positions.	

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

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

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

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

Highly Qualified Professional Development for Principals, Teachers, and Paraeducators

Goal 1:

Increases the average combined reading and math KPREP scores for elementary students from 47.2% to 69.3% in 2019.

Measurable Objective 1:

collaborate to increase kindergarten readiness 40% to 50% by August 2017 by 08/10/2017 as measured by Brigance assessment.

Strategy1:

Kindergarten Jumpstart - Jumpstart will be a summer program offered to all incoming kindergarten students to prepare them for their new school experience. This program will also educate families on expectations in all content and social areas.

Category: Early Learning

Research Cited:

Activity - parent involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer program to teacher students and families expectations of kindergarten students in academic and social areas.	Parent Involvement Behavioral Support Program Direct Instruction Academic Support Program	06/01/2016	08/31/2016	\$1000 - Other	administration and kindergarten teachers

Measurable Objective 2:

demonstrate a proficiency and collaborate to increase the overall reading and math of Tilden Hogge Elementary from 47.2% to 57% by 05/12/2017 as measured by KPREP scores.

Strategy1:

Response to Intervention - A response to intervention procedure will be followed to address student needs and make the necessary adjustments to student instruction. All 3rd, 4th, and 5th grade students who perform as a novice on KPREP assessments in reading and math will have an RTI plan.

Category: Learning Systems

Research Cited: J. Wright (2014) Strategies for Struggling Learners in the Era of CCSS and RTI

J. Wright (2007) RTI Toolkit a Practical Guide for Schools

Fountas and Pinnell leveled literacy intervention

KDE Title I Report

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Jan Richardson Next Steps in Guided Reading

Sherry Parrish Number Talks

Activity - RTI Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school level RTI team will review Academic/Behavioral student data and make appropriate decisions in regards to needed instruction.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	Title I teacher, curriculum resource teacher, Special education and regular education teachers, speech and language pathologist, and principal

Activity - RTI plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An RTI team will work collaboratively to design Tier II and Tier III intervention plans to address student needs based on data.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	Curriculum Specialist, Counselor, Teacher, Title I teacher, Special Education teacher, Principal, and Related Service Providers

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the Brigance Universal Screener at the beginning of the year to assist with placement and instructional strategies.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	Kindergarten teachers, instructional assistants, guidance counselor and Principal.

Strategy2:

Professional Development - Teachers will implement small guided reading instruction, literacy stations, and close reading professional development presented by Smekens and attended by all K-5 teachers at THES.

Category: Continuous Improvement

Research Cited: Small guided instruction research

Literacy Station research

Activity - Teacher Training on Guided Reading Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will teach using small group guided reading instruction based on Jan Richardson resources and Smekens training.	Professional Learning	08/11/2016	05/19/2017	\$6000 - General Fund	Teachers, Principal, Title I teacher, curriculum specialist

Activity - Math standards instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and administration will collaborate in PLC, weekly, to develop a standards progression for each mathematical topic. Student achievement will be monitored in meeting, monthly, toward learning skills/knowledge for standards progression.	Professional Learning Academic Support Program	10/01/2016	05/19/2017	\$0 - Other	teachers, administration, title I teacher, curriculum specialist

Strategy3:

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Literacy Initiatives - In order to identify reading deficits, teachers will use classroom common assessments, Fountas and Pinnell, DIBELS, MAP, and 95% group progress monitoring tools to identify reading intervention needs for all students.

Category: Integrated Methods for Learning

Research Cited: Rick Stiggins; Classroom Assessment for Student Learning and Assessment Balance and Quality

Shirley Clark: Active Learning through Formative Assessment

Dibels.org-Dynamic Measurement Group

Stephen Ventura's: Data Teams

Jan Chappuis: Seven Strategies of Assessment for learning

Fountas and Pinnell Level Literacy Interventions

Small guided reading group research

Literacy Station research

Activity - Leveled Literacy Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K through 5th will use small group guided instruction. Students who are not understanding the skills the leveled literacy intervention will be used with to intervene.	Direct Instruction	08/01/2016	05/20/2017	\$3000 - State Funds \$3000 - Booster Fund	K through 5th grade classroom teachers, instructional assistants, administration, title I teacher.

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small flexible RTI groups for interventions based on their reading deficits according to the universal screener DIBELS and diagnostic assessment PASI or PSI, MAP assessment data, and classroom common assessments.	Direct Instruction	08/01/2016	05/19/2017	\$80000 - Title I Part A	Regular Classroom Teachers, Special Education teachers, Principal, Title I Teacher, regular instructional assistants, MSUCorp member

Activity - 30-60-90 day plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM council approved school level 30-60-90 day plan to improve reading instruction for all students.	Direct Instruction Academic Support Program	11/01/2016	05/19/2017	\$0 - No Funding Required	administration, teachers

Activity - Reading Standards Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use develop a long term reading plan with standards progression to align curriculum and common classroom assessments.	Direct Instruction	07/01/2016	05/01/2017	\$0 - General Fund	Kindergarten through 5th grade teachers, administration, and title I teacher

Strategy4:

Math Initiative - All K-5 teachers will fully develop and follow their grade level long range math plan that is developed with grade level common assessments. Teachers will develop summative assessments and design instruction around assessments that they will analyze in SY 2016-2017

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PLC meetings monthly.

Category: Learning Systems

Research Cited: Envisions is research based and aligned to Common Core Standards.

Activity - Data Team planning in PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze common classroom summative assessment data. Analysis of this data will include inferring why student have challenges, prioritizing needs, and strategizing ways to help students read mastery or enrich skills at their individual level.	Academic Support Program	08/01/2016	05/01/2017	\$0 - No Funding Required	Administration and teachers

Activity - 30-60-90 day plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
30-60-90 day plan to included developing a standards progression and systematic way to monitor individual student progress on standards progression.	Academic Support Program Direct Instruction	08/01/2016	05/19/2017	\$0 - No Funding Required	administration and teachers

Goal 2:

Increase achievement for all students at THES so that reading proficiency increases for non-duplicated gap group from 49.2% to 69.8% by 2019.

Measurable Objective 1:

demonstrate a proficiency and collaborate to increase the average reading poficiency rating for all students in the non-duplicated gap group from 49.2% to 57.7% by 05/19/2017 as measured by KPREP.

Strategy1:

RTI in reading for non-duplicated gap group - Regular Education and special education teachers will give the DIBELS reading universal screener to students with disabilities and students not meeting benchmark according to DIBELS data to help diagnose any reading deficits. A Phonics Screener Inventory(PSI) for students in grades 1-5 or a Phonological Awareness Screener Inventory (PASI) to K-1 students will be administered to help further diagnose after initial DIBELS screener to pinpoint the exact reading deficits. Students will then be grouped in small RTI flexible groups according to their reading deficits and receive reading interventions.

Category: Learning Systems

Research Cited: DIBELS is a research based screener find research on

<https://dibels.uoregon.edu/market/assessment/dibels/>

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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring assessment is aligned to intervention instruction and will be administered to students receiving intervention instruction. A variety of assessments may be administered such as DIBELS, MAP, and CFA. Student progress will also be monitored using common formative assessments during Data Team Meetings.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administration, teachers, related service providers

Activity - RTI Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular education teachers will plan for Tier II and Tier III intervention instruction for students who have been identified as having a need for intervention in reading, math, writing, behavior, speech and other deficit areas.	Academic Support Program	08/11/2016	05/19/2017	\$0 - District Funding	administration, teachers, instructional assistants

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DIBELS, PSI and PASI for placing students in the small flexible RTI groups.	Academic Support Program	08/11/2016	05/01/2017	\$0 - No Funding Required	All teachers, guidance counselor, Curriculum Resource Teacher, and principal.

Activity - RTI Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI team will monitor student progress in interventions and make decisions about making the necessary changes to tier plans to best address student needs. Necessary adjustments to plans/intervention instruction will be based on data.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administration, teachers, related service providers, and title I instructional assistant

Activity - Data team planning in grade level PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze common classroom summative assessment data. Analysis of this data will include inferring why student have challenges, prioritizing needs, and strategizing ways to help students read mastery or enrich skills at their individual level.	Academic Support Program	08/11/2016	05/19/2017	\$0 - State Funds	administration, teachers, curriculum specialist

Activity - 30-60-90 plan to improve reading for all students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM council approved 30-60-90 day plan for development of four blocks and unit assessments to improve reading instruction at all grade levels.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administrators and teachers

Strategy2:

Least Restrictive Environment - Teachers and administrators will adhere to current policies in place regarding the Least Restrictive Environment for Special Education students.

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Category: Persistence to Graduation

Research Cited:

Activity - LRE Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and staff will be trained in Least Restrictive environment and the placement of special education students within the classrooms.	Professional Learning	08/11/2016	05/19/2017	\$0 - No Funding Required	All teachers, staff and Special Education leaders

Activity - Least Restrictive Environment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers, counselors and administrators will adhere to current guidelines in regards to least restrictive environment.	Policy and Process	08/11/2016	05/19/2017	\$0 - No Funding Required	ARC chairs, ARC members

Goal 3:

Kindergarten readiness will increase from 50% ready to 60% ready by the 2015-2016 school year.

Measurable Objective 1:

A 10% increase of Kindergarten grade students will demonstrate a proficiency on questions asked from the kindergarten readiness screener in Practical Living by 08/28/2015 as measured by for 60% of kindergarteners being labeled ready according to the Brigance screener..

Strategy1:

Publication for Families - Tilden Hogge Elementary will publish developmental stages and milestones that are critical for kindergarten readiness.

Category: Early Learning

Research Cited:

Activity - Outreach by School to Families	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tilden Hogge Elementary will seek our children ages birth to 4 years old that lives in their school district. Families in THE school district with babies and children will receive the publication documenting stages and milestones in preparing children for kindergarten.	Parent Involvement	01/01/2015	08/01/2016	\$1000 - District Funding	Administration, teachers, FRYC, and district personnel

Goal 4:

Tilden Hogge Elementary will reduce the total number of students scoring at the novice level in the math and reading from 55% to no less than 27.5% as measured by KPREP data, by 2021.

Measurable Objective 1:

collaborate to reduce novice students in reading and math from 50% to 44.5% by 05/19/2017 as measured by KPREP combined reading and

math for 3-5 grade students.

Strategy1:

Professional Development - All teachers will participate in professional development that deals with best practices in Writing and is aligned to Kentucky Common Core Standards.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to receive job embedded professional development and regular professional development to assist with ideas, strategies, and best practices of teaching writing to students.	Professional Learning	08/11/2016	05/19/2017	\$1000 - State Funds	All teachers and curriculum resources teacher

Activity - Small guided group instruction PD implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing PD will provide on-going professional development in the area of writing, and teachers will begin to implement those strategies into classroom instruction.	Professional Learning	08/11/2016	05/19/2017	\$0 - No Funding Required	All teachers, curriculum resource teachers, counselor, and principal

Activity - Mathematically minded online professional learning opportunities for K-5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Online models that support improved instruction for conceptual math instruction at grades K-5.	Professional Learning	09/01/2016	05/12/2017	\$250 - Other	teachers, administration

Measurable Objective 2:

collaborate to reduce the number of novice scoring students in reading and math from 50% to 44.5% by 05/12/2017 as measured by KPREP.

Strategy1:

Curriculum Aligned with Common Assessments - Teachers will analyze reading and math standards and develop unit plans and grade level common assessments to improve instruction.

Category: Learning Systems

Research Cited:

Activity - Small Group Tier I instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use professional development trainings and resources to improve small group instruction in reading and math.	Academic Support Program	08/11/2016	05/19/2017		administration and teachers

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Activity - Kagan Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Kagan strategy training to increase student engagement in all content.	Academic Support Program	08/11/2016	05/19/2017		administration and teachers

Activity - Data Team Planning in PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use data team process to plan for students not mastering standards in all content area.	Academic Support Program	08/11/2016	05/19/2017		administration and teachers

Goal 5:

Student will increase their level of proficiency level in social studies from 36% to 68.9% by May of 2019.

Measurable Objective 1:

56% of All Students will demonstrate a proficiency on all social studies assessments in Social Studies by 05/19/2017 as measured by KPREP.

Strategy1:

Vertical Alignment of Social Studies Content - Teachers and administrators will collaborate to develop vertical curriculum progression for social studies instruction for grades K through 5th grade.

Category: Learning Systems

Research Cited:

Activity - vertical alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC members will review progress of student mastery based on social studies summative assessments.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administration, teaches, curriculum coach

Strategy2:

Data Team Process - Teachers will analyze and strategies to plan social studies instruction based on classroom assessments an reteaching needs.

Category: Learning Systems

Research Cited:

Activity - Reteaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will reteach social studies standards not mastered by students based on summative assessments.	Academic Support Program	08/11/2016	05/19/2017	\$200 - General Fund	administration and teachers

Goal 6:

Proficiency will increase for students in the non-duplicated gap group in math from 39.7% to 63.3% by 2019 as measured by KPREP.

Measurable Objective 1:

49% of All Students will demonstrate a proficiency in achievement in Mathematics by 05/19/2017 as measured by students performance on KPREP.

Strategy1:

RTI - Students will be identified by diagnostic assessments and/or classroom assessments who need interventions and additional individual instruction to grade level knowledge and skills.

Category: Learning Systems

Research Cited: guided math instruction

number talks

conceptual math instruction

Activity - Progress monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor individual student progress to identify when students need interventions in math to stay at, or achieve, grade level.	Academic Support Program	08/11/2016	05/19/2017	\$1000 - Other	administration, teachers, curriculum coach

Label	Assurance	Response	Comment	Attachment
4.1	Does the school plan and implement school-specific professional development activities?	Yes	Our school plan included professional development in KAGAN strategies, PBIS, nurtured heart approach, program review, tandards based unit development/assessments, small guided reading group instruction, leveled literacy intervention, response to intervention, and 95% group instruction.	

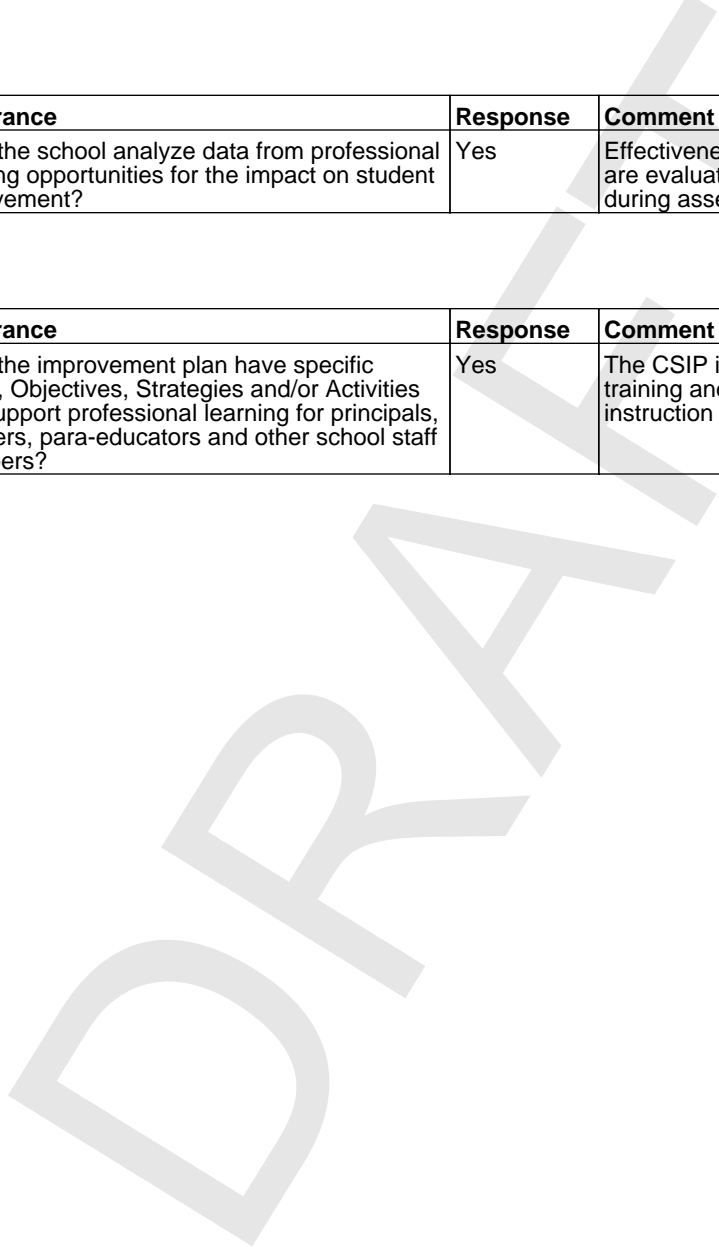
Label	Assurance	Response	Comment	Attachment
4.2	Does the school use data from the comprehensive needs assessment as part of the professional development planning process?	Yes	T.H.E.S. uses the CSIP to plan all professional development for school level personnel.	

Label	Assurance	Response	Comment	Attachment
4.3	Are all professional learning opportunities of high quality?	Yes	Trainers who lead professional learning opportunities receive training prior to presentation.	

Label	Assurance	Response	Comment	Attachment
4.4	Are all staff members, both certified and classified, included as part of the planning process for professional learning?	Yes	We use contract hours to training all faculty and staff to ensure quality instruction. All paraprofessionals have the opportunity to serve on the PD committee when committee sign ups take place in August.	

Label	Assurance	Response	Comment	Attachment
4.5	Does the school analyze data from professional learning opportunities for the impact on student achievement?	Yes	Effectiveness of PD opportunities are evaluated for effectiveness during assessment analysis.	

Label	Assurance	Response	Comment	Attachment
4.6	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support professional learning for principals, teachers, para-educators and other school staff members?	Yes	The CSIP included professional training and planning for instruction by all faculty.	



Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

Increases the average combined reading and math KPREP scores for elementary students from 47.2% to 69.3% in 2019.

Measurable Objective 1:

collaborate to increase kindergarten readiness 40% to 50% by August 2017 by 08/10/2017 as measured by Brigance assessment.

Strategy1:

Kindergarten Jumpstart - Jumpstart will be a summer program offered to all incoming kindergarten students to prepare them for their new school experience. This program will also educate families on expectations in all content and social areas.

Category: Early Learning

Research Cited:

Activity - parent involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer program to teacher students and families expectations of kindergarten students in academic and social areas.	Academic Support Program Parent Involvement Direct Instruction Behavioral Support Program	06/01/2016	08/31/2016	\$1000 - Other	administration and kindergarten teachers

Measurable Objective 2:

demonstrate a proficiency and collaborate to increase the overall reading and math of Tilden Hogge Elementary from 47.2% to 57% by 05/12/2017 as measured by KPREP scores.

Strategy1:

Response to Intervention - A response to intervention procedure will be followed to address student needs and make the necessary adjustments to student instruction. All 3rd, 4th, and 5th grade students who perform as a novice on KPREP assessments in reading and math will have an RTI plan.

Category: Learning Systems

Research Cited: J. Wright (2014) Strategies for Struggling Learners in the Era of CCSS and RTI

J. Wright (2007) RTI Toolkit a Practical Guide for Schools

Fountas and Pinnell leveled literacy intervention

Jan Richardson Next Steps in Guided Reading

KDE Title I Report

Tilden Hogge Elementary School

Sherry Parrish Number Talks

Activity - RTI Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school level RTI team will review Academic/Behavioral student data and make appropriate decisions in regards to needed instruction.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	Title I teacher, curriculum resource teacher, Special education and regular education teachers, speech and language pathologist, and principal

Activity - RTI plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An RTI team will work collaboratively to design Tier II and Tier III intervention plans to address student needs based on data.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	Curriculum Specialist, Counselor, Teacher, Title I teacher, Special Education teacher, Principal, and Related Service Providers

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the Brigance Universal Screener at the beginning of the year to assist with placement and instructional strategies.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	Kindergarten teachers, instructional assistants, guidance counselor and Principal.

Strategy2:

Professional Development - Teachers will implement small guided reading instruction, literacy stations, and close reading professional development presented by Smekens and attended by all K-5 teachers at THES.

Category: Continuous Improvement

Research Cited: Small guided instruction research

Literacy Station research

Activity - Math standards instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and administration will collaborate in PLC, weekly, to develop a standards progression for each mathematical topic. Student achievement will be monitored in meeting, monthly, toward learning skills/knowledge for standards progression.	Academic Support Program Professional Learning	10/01/2016	05/19/2017	\$0 - Other	teachers, administration, title I teacher, curriculum specialist

Activity - Teacher Training on Guided Reading Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will teach using small group guided reading instruction based on Jan Richardson resources and Smekens training.	Professional Learning	08/11/2016	05/19/2017	\$6000 - General Fund	Teachers, Principal, Title I teacher, curriculum specialist

Strategy3:

Literacy Initiatives - In order to identify reading deficits, teachers will use classroom common assessments, Fountas and Pinnell, DIBELS,

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MAP, and 95% group progress monitoring tools to identify reading intervention needs for all students.

Category: Integrated Methods for Learning

Research Cited: Rick Stiggins; Classroom Assessment for Student Learning and Assessment Balance and Quality

Shirley Clark: Active Learning through Formative Assessment

Dibels.org-Dynamic Measurement Group

Stephen Ventura's: Data Teams

Jan Chappuis: Seven Strategies of Assessment for learning

Fountas and Pinnell Level Literacy Interventions

Small guided reading group research

Literacy Station research

Activity - Reading Standards Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use develop a long term reading plan with standards progression to align curriculum and common classroom assessments.	Direct Instruction	07/01/2016	05/01/2017	\$0 - General Fund	Kindergarten through 5th grade teachers, administration, and title I teacher

Activity - Leveled Literacy Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K through 5th will use small group guided instruction. Students who are not understanding the skills the leveled literacy intervention will be used with to intervene.	Direct Instruction	08/01/2016	05/20/2017	\$3000 - State Funds \$3000 - Booster Fund	K through 5th grade classroom teachers, instructional assistants, administration, title I teacher.

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small flexible RTI groups for interventions based on their reading deficits according to the universal screener DIBELS and diagnostic assessment PASI or PSI, MAP assessment data, and classroom common assessments.	Direct Instruction	08/01/2016	05/19/2017	\$80000 - Title I Part A	Regular Classroom Teachers, Special Education teachers, Principal, Title I Teacher, regular instructional assistants, MSUCorp member

Activity - 30-60-90 day plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM council approved school level 30-60-90 day plan to improve reading instruction for all students.	Academic Support Program Direct Instruction	11/01/2016	05/19/2017	\$0 - No Funding Required	administration, teachers

Strategy4:

Math Initiative - All K-5 teachers will fully develop and follow their grade level long range math plan that is developed with grade level common assessments. Teachers will develop summative assessments and design instruction around assessments that they will analyze in PLC meetings monthly.

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Category: Learning Systems

Research Cited: Envisions is research based and aligned to Common Core Standards.

Activity - 30-60-90 day plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
30-60-90 day plan to included developing a standards progression and systematic way to monitor individual student progress on standards progression.	Direct Instruction Academic Support Program	08/01/2016	05/19/2017	\$0 - No Funding Required	administration and teachers

Activity - Data Team planning in PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze common classroom summative assessment data. Analysis of this data will include inferring why student have challenges, prioritizing needs, and strategizing ways to help students read mastery or enrich skills at their individual level.	Academic Support Program	08/01/2016	05/01/2017	\$0 - No Funding Required	Administration and teachers

Goal 2:

Increase achievement for all students at THES so that reading proficiency increases for non-duplicated gap group from 49.2% to 69.8% by 2019.

Measurable Objective 1:

demonstrate a proficiency and collaborate to increase the average reading poficiency rating for all students in the non-duplicated gap group from 49.2% to 57.7% by 05/19/2017 as measured by KPREP.

Strategy1:

RTI in reading for non-duplicated gap group - Regular Education and special education teachers will give the DIBELS reading universal screener to students with disabilities and students not meeting benchmark according to DIBELS data to help diagnose any reading deficits. A Phonics Screener Inventory(PSI) for students in grades 1-5 or a Phonological Awareness Screener Inventory (PASI) to K-1 students will be administered to help further diagnose after initial DIBELS screener to pinpoint the exact reading deficits. Students will then be grouped in small RTI flexible groups according to their reading deficits and receive reading interventions.

Category: Learning Systems

Research Cited: DIBELS is a research based screener find research on

<https://dibels.uoregon.edu/market/assessment/dibels/>

Activity - Data team planning in grade level PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze common classroom summative assessment data. Analysis of this data will include inferring why student have challenges, prioritizing needs, and strategizing ways to help students read mastery or enrich skills at their individual level.	Academic Support Program	08/11/2016	05/19/2017	\$0 - State Funds	administration, teachers, curriculum specialist

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Activity - 30-60-90 plan to improve reading for all students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM council approved 30-60-90 day plan for development of four blocks and unit assessments to improve reading instruction at all grade levels.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administrators and teachers

Activity - RTI Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI team will monitor student progress in interventions and make decisions about making the necessary changes to tier plans to best address student needs.. Necessary adjustments to plans/intervention instruction will be based on data.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administration, teachers, related service providers, and title I instructional assistant

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DIBELS , PSI and PASI for placing students in the small flexible RTI groups.	Academic Support Program	08/11/2016	05/01/2017	\$0 - No Funding Required	All teachers, guidance counselor, Curriculum Resource Teacher, and principal.

Activity - RTI Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular education teachers will plan for Tier II and Tier III intervention instruction for students who have been identified as having a need for intervention in reading, math, writing, behavior, speech and other deficit areas.	Academic Support Program	08/11/2016	05/19/2017	\$0 - District Funding	administration, teachers, instructional assistants

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring assessment is aligned to intervention instruction and will be administered to students receiving intervention instruction. A variety of assessments may be administered such as DIBELS, MAP, and CFA. Student progress will also be monitored using common formative assessments during Data Team Meetings.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administration, teachers, related service providers

Strategy2:

Least Restrictive Environment - Teachers and administrators will adhere to current policies in place regarding the Least Restrictive Environment for Special Education students.

Category: Persistence to Graduation

Research Cited:

KDE Title I Report

Tilden Hogge Elementary School

Activity - Least Restrictive Environment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers, counselors and administrators will adhere to current guidelines in regards to least restrictive environment.	Policy and Process	08/11/2016	05/19/2017	\$0 - No Funding Required	ARC chairs, ARC members

Activity - LRE Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and staff will be trained in Least Restrictive environment and the placement of special education students within the classrooms.	Professional Learning	08/11/2016	05/19/2017	\$0 - No Funding Required	All teachers, staff and Special Education leaders

Goal 3:

In response to the stakeholder survey results Tilden Hogge Elementary administrators and teachers will increase communication about student expectations and progress with children's parents/guardians.

Measurable Objective 1:

collaborate to increase communication of students expectations and progress in all grade levels by 05/19/2017 as measured by logging parent contact with newsletters, phone calls/texts, or emails.

Strategy1:

Teacher Communication with Families - Teachers will prepare strategies for families to help students with at home based on student needs every two to three months based on assessment data.

Category: Stakeholder Engagement

Research Cited:

Activity - Assessment needs and progress communicated with families	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs will make a plan to communicate student expectations and progress to families more frequently than the quarterly grading period.	Parent Involvement	08/11/2016	05/19/2017	\$0 - No Funding Required	administration and teachers

Goal 4:

Tilden Hogge Elementary will reduce the total number of students scoring at the novice level in the math and reading from 55% to no less than 27.5% as measured by KPREP data, by 2021.

Measurable Objective 1:

collaborate to reduce novice students in reading and math from 50% to 44.5% by 05/19/2017 as measured by KPREP combined reading and math for 3-5 grade students.

Strategy1:

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Tilden Hogge Elementary School

Professional Development - All teachers will participate in professional development that deals with best practices in Writing and is aligned to Kentucky Common Core Standards.

Category: Continuous Improvement

Research Cited:

Activity - Small guided group instruction PD implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing PD will provide on-going professional development in the area of writing, and teachers will begin to implement those strategies into classroom instruction.	Professional Learning	08/11/2016	05/19/2017	\$0 - No Funding Required	All teachers, curriculum resource teachers, counselor, and principal

Activity - Mathematically minded online professional learning opportunities for K-5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Online models that support improved instruction for conceptual math instruction at grades K-5.	Professional Learning	09/01/2016	05/12/2017	\$250 - Other	teachers, administration

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to receive job embedded professional development and regular professional development to assist with ideas, strategies, and best practices of teaching writing to students.	Professional Learning	08/11/2016	05/19/2017	\$1000 - State Funds	All teachers and curriculum resources teacher

Measurable Objective 2:

collaborate to reduce the number of novice scoring students in reading and math from 50% to 44.5% by 05/12/2017 as measured by KPREP.

Strategy1:

Curriculum Aligned with Common Assessments - Teachers will analyze reading and math standards and develop unit plans and grade level common assessments to improve instruction.

Category: Learning Systems

Research Cited:

Activity - Data Team Planning in PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use data team process to plan for students not mastering standards in all content area.	Academic Support Program	08/11/2016	05/19/2017		administration and teachers

Activity - Small Group Tier I instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use professional development trainings and resources to improve small group instruction in reading and math.	Academic Support Program	08/11/2016	05/19/2017		administration and teachers

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Tilden Hogge Elementary School

Activity - Kagan Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Kagan strategy training to increase student engagement in all content.	Academic Support Program	08/11/2016	05/19/2017		administration and teachers

Goal 5:

Student will increase their level of proficiency level in social studies from 36% to 68.9% by May of 2019.

Measurable Objective 1:

56% of All Students will demonstrate a proficiency on all social studies assessments in Social Studies by 05/19/2017 as measured by KPREP.

Strategy1:

Vertical Alignment of Social Studies Content - Teachers and administrators will collaborate to develop vertical curriculum progression for social studies instruction for grades K through 5th grade.

Category: Learning Systems

Research Cited:

Activity - vertical alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC members will review progress of student mastery based on social studies summative assessments.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administration, teaches, curriculum coach

Strategy2:

Data Team Process - Teachers will analyze and strategies to plan social studies instruction based on classroom assessments an reteaching needs.

Category: Learning Systems

Research Cited:

Activity - Reteaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will reteach social studies standards not mastered by students based on summative assessments.	Academic Support Program	08/11/2016	05/19/2017	\$200 - General Fund	administration and teachers

Goal 6:

Proficiency will increase for students in the non-duplicated gap group in math from 39.7% to 63.3% by 2019 as measured by KPREP.

Measurable Objective 1:

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Tilden Hogge Elementary School

49% of All Students will demonstrate a proficiency in achievement in Mathematics by 05/19/2017 as measured by students performance on KPREP.

Strategy1:

RTI - Students will be identified by diagnostic assessments and/or classroom assessments who need interventions and additional individual instruction to grade level knowledge and skills.

Category: Learning Systems

Research Cited: guided math instruction

number talks

conceptual math instruction

Activity - Progress monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor individual student progress to identify when students need interventions in math to stay at, or achieve, grade level.	Academic Support Program	08/11/2016	05/19/2017	\$1000 - Other	administration, teachers, curriculum coach

Goal 7:

THES administrators, teachers, and community will increase collaboration in order to improve areas of program review for all students.

Measurable Objective 1:

collaborate to increase program review areas for all students by 06/02/2017 as measured by Program Review Scoring Rubric.

Strategy1:

Long range curriculum plans in program review areas - Teachers of the areas of program review will develop plans for the school-wide programming for all students guided by program review scoring rubrics.

Category: Learning Systems

Research Cited:

Activity - Program Review Chair/Team meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specials teachers and chairs of program reviews will meet to analyze progress in program review areas and plan for instruction needs.	Academic Support Program	08/11/2016	06/09/2017	\$0 - No Funding Required	administration, teachers, curriculum coach

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Tilden Hogge Elementary School

Label	Assurance	Response	Comment	Attachment
5.1	Does the school actively recruit highly qualified teacher candidates for teacher vacancies?	Yes	THES does not interview or hire teachers who are not highly qualified for any vacancy.	

Label	Assurance	Response	Comment	Attachment
5.2	Does the school utilize specific strategies and methods to retain highly qualified teachers?	Yes	Celebration of teachers, recongitions	

Label	Assurance	Response	Comment	Attachment
5.3	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the recruitment and retention of highly qualified teachers?	Yes	supporting teachers, reflecting on their assessments, plan for recognition and celebrations	

DRAFT

Component 6: Parent Involvement

Parent Involvement

Goal 1:

Increases the average combined reading and math KPREP scores for elementary students from 47.2% to 69.3% in 2019.

Measurable Objective 1:

collaborate to increase kindergarten readiness 40% to 50% by August 2017 by 08/10/2017 as measured by Brigance assessment.

Strategy1:

Kindergarten Jumpstart - Jumpstart will be a summer program offered to all incoming kindergarten students to prepare them for their new school experience. This program will also educate families on expectations in all content and social areas.

Category: Early Learning

Research Cited:

Activity - parent involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer program to teacher students and families expectations of kindergarten students in academic and social areas.	Behavioral Support Program Direct Instruction Academic Support Program Parent Involvement	06/01/2016	08/31/2016	\$1000 - Other	administration and kindergarten teachers

Measurable Objective 2:

demonstrate a proficiency and collaborate to increase the overall reading and math of Tilden Hogge Elementary from 47.2% to 57% by 05/12/2017 as measured by KPREP scores.

Strategy1:

Professional Development - Teachers will implement small guided reading instruction, literacy stations, and close reading professional development presented by Smekens and attended by all K-5 teachers at THES.

Category: Continuous Improvement

Research Cited: Small guided instruction research

Literacy Station research

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Tilden Hogge Elementary School

Activity - Teacher Training on Guided Reading Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will teach using small group guided reading instruction based on Jan Richardson resources and Smekens training.	Professional Learning	08/11/2016	05/19/2017	\$6000 - General Fund	Teachers, Principal, Title I teacher, curriculum specialist

Activity - Math standards instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and administration will collaborate in PLC, weekly, to develop a standards progression for each mathematical topic. Student achievement will be monitored in meeting, monthly, toward learning skills/knowledge for standards progression.	Academic Support Program Professional Learning	10/01/2016	05/19/2017	\$0 - Other	teachers, administration, title I teacher, curriculum specialist

Strategy2:

Math Initiative - All K-5 teachers will fully develop and follow their grade level long range math plan that is developed with grade level common assessments. Teachers will develop summative assessments and design instruction around assessments that they will analyze in PLC meetings monthly.

Category: Learning Systems

Research Cited: Envisions is research based and aligned to Common Core Standards.

Activity - Data Team planning in PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze common classroom summative assessment data. Analysis of this data will include inferring why student have challenges, prioritizing needs, and strategizing ways to help students read mastery or enrich skills at their individual level.	Academic Support Program	08/01/2016	05/01/2017	\$0 - No Funding Required	Administration and teachers

Activity - 30-60-90 day plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
30-60-90 day plan to included developing a standards progression and systematic way to monitor individual student progress on standards progression.	Academic Support Program Direct Instruction	08/01/2016	05/19/2017	\$0 - No Funding Required	administration and teachers

Strategy3:

Literacy Initiatives - In order to identify reading deficits, teachers will use classroom common assessments, Fountas and Pinnell, DIBELS, MAP, and 95% group progress monitoring tools to identify reading intervention needs for all students.

Category: Integrated Methods for Learning

Research Cited: Rick Stiggins; Classroom Assessment for Student Learning and Assessment Balance and Quality

Shirley Clark: Active Learning through Formative Assessment

Dibels.org-Dynamic Measurement Group

Stephen Ventura's: Data Teams

Jan Chappuis: Seven Strategies of Assessment for learning

Fountas and Pinnell Level Literacy Interventions

Small guided reading group research

KDE Title I Report

Tilden Hogge Elementary School

Literacy Station research

Activity - Leveled Literacy Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K through 5th will use small group guided instruction. Students who are not understanding the skills the leveled literacy intervention will be used with to intervene.	Direct Instruction	08/01/2016	05/20/2017	\$3000 - State Funds \$3000 - Booster Fund	K through 5th grade classroom teachers, instructional assistants, administration, title I teacher.

Activity - Reading Standards Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use develop a long term reading plan with standards progression to align curriculum and common classroom assessments.	Direct Instruction	07/01/2016	05/01/2017	\$0 - General Fund	Kindergarten through 5th grade teachers, administration, and title I teacher

Activity - 30-60-90 day plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM council approved school level 30-60-90 day plan to improve reading instruction for all students.	Direct Instruction Academic Support Program	11/01/2016	05/19/2017	\$0 - No Funding Required	administration, teachers

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small flexible RTI groups for interventions based on their reading deficits according to the universal screener DIBELS and diagnostic assessment PASI or PSI, MAP assessment data, and classroom common assessments.	Direct Instruction	08/01/2016	05/19/2017	\$80000 - Title I Part A	Regular Classroom Teachers, Special Education teachers, Principal, Title I Teacher, regular instructional assistants, MSUCorp member

Strategy4:

Response to Intervention - A response to intervention procedure will be followed to address student needs and make the necessary adjustments to student instruction. All 3rd, 4th, and 5th grade students who perform as a novice on KPREP assessments in reading and math will have an RTI plan.

Category: Learning Systems

Research Cited: J. Wright (2014) Strategies for Struggling Learners in the Era of CCSS and RTI

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Fountas and Pinnell leveled literacy intervention

Jan Richardson Next Steps in Guided Reading

Sherry Parrish Number Talks

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Activity - RTI Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school level RTI team will review Academic/Behavioral student data and make appropriate decisions in regards to needed instruction.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	Title I teacher, curriculum resource teacher, Special education and regular education teachers, speech and language pathologist, and principal

Activity - RTI plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An RTI team will work collaboratively to design Tier II and Tier III intervention plans to address student needs based on data.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	Curriculum Specialist, Counselor, Teacher, Title I teacher, Special Education teacher, Principal, and Related Service Providers

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the Brigance Universal Screener at the beginning of the year to assist with placement and instructional strategies.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	Kindergarten teachers, instructional assistants, guidance counselor and Principal.

Goal 2:

Increase achievement for all students at THES so that reading proficiency increases for non-duplicated gap group from 49.2% to 69.8% by 2019.

Measurable Objective 1:

demonstrate a proficiency and collaborate to increase the average reading proficiency rating for all students in the non-duplicated gap group from 49.2% to 57.7% by 05/19/2017 as measured by KPREP.

Strategy1:

RTI in reading for non-duplicated gap group - Regular Education and special education teachers will give the DIBELS reading universal screener to students with disabilities and students not meeting benchmark according to DIBELS data to help diagnose any reading deficits. A Phonics Screener Inventory (PSI) for students in grades 1-5 or a Phonological Awareness Screener Inventory (PASI) to K-1 students will be administered to help further diagnose after initial DIBELS screener to pinpoint the exact reading deficits. Students will then be grouped in small RTI flexible groups according to their reading deficits and receive reading interventions.

Category: Learning Systems

Research Cited: DIBELS is a research based screener find research on

<https://dibels.uoregon.edu/market/assessment/dibels/>

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Tilden Hogge Elementary School

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring assessment is aligned to intervention instruction and will be administered to students receiving intervention instruction. A variety of assessments may be administered such as DIBELS, MAP, and CFA. Student progress will also be monitored using common formative assessments during Data Team Meetings.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administration, teachers, related service providers

Activity - RTI Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular education teachers will plan for Tier II and Tier III intervention instruction for students who have been identified as having a need for intervention in reading, math, writing, behavior, speech and other deficit areas.	Academic Support Program	08/11/2016	05/19/2017	\$0 - District Funding	administration, teachers, instructional assistants

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DIBELS , PSI and PASI for placing students in the small flexible RTI groups.	Academic Support Program	08/11/2016	05/01/2017	\$0 - No Funding Required	All teachers, guidance counselor, Curriculum Resource Teacher, and principal.

Activity - RTI Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI team will monitor student progress in interventions and make decisions about making the necessary changes to tier plans to best address student needs.. Necessary adjustments to plans/intervention instruction will be based on data.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administration, teachers, related service providers, and title I instructional assistant

Activity - Data team planning in grade level PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze common classroom summative assessment data. Analysis of this data will include inferring why student have challenges, prioritizing needs, and strategizing ways to help students read mastery or enrich skills at their individual level.	Academic Support Program	08/11/2016	05/19/2017	\$0 - State Funds	administration, teachers, curriculum specialist

Activity - 30-60-90 plan to improve reading for all students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM council approved 30-60-90 day plan for development of four blocks and unit assessments to improve reading instruction at all grade levels.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administrators and teachers

Strategy2:

Least Restrictive Environment - Teachers and administrators will adhere to current policies in place regarding the Least Restrictive Environment for Special Education students.

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Category: Persistence to Graduation

Research Cited:

Activity - LRE Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and staff will be trained in Least Restrictive environment and the placement of special education students within the classrooms.	Professional Learning	08/11/2016	05/19/2017	\$0 - No Funding Required	All teachers, staff and Special Education leaders

Activity - Least Restrictive Environment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers, counselors and administrators will adhere to current guidelines in regards to least restrictive environment.	Policy and Process	08/11/2016	05/19/2017	\$0 - No Funding Required	ARC chairs, ARC members

Goal 3:

In response to the stakeholder survey results Tilden Hogge Elementary administrators and teachers will increase communication about student expectations and progress with children's parents/guardians.

Measurable Objective 1:

collaborate to increase communication of students expectations and progress in all grade levels by 05/19/2017 as measured by logging parent contact with newsletters, phone calls/texts, or emails.

Strategy1:

Teacher Communication with Families - Teachers will prepare strategies for families to help students with at home based on student needs every two to three months based on assessment data.

Category: Stakeholder Engagement

Research Cited:

Activity - Assessment needs and progress communicated with families	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs will make a plan to communicate student expectations and progress to families more frequently than the quarterly grading period.	Parent Involvement	08/11/2016	05/19/2017	\$0 - No Funding Required	administration and teachers

Goal 4:

Tilden Hogge Elementary will reduce the total number of students scoring at the novice level in the math and reading from 55% to no less than 27.5% as measured by KPREP data, by 2021.

Measurable Objective 1:

collaborate to reduce novice students in reading and math from 50% to 44.5% by 05/19/2017 as measured by KPREP combined reading and

math for 3-5 grade students.

Strategy1:

Professional Development - All teachers will participate in professional development that deals with best practices in Writing and is aligned to Kentucky Common Core Standards.

Category: Continuous Improvement

Research Cited:

Activity - Mathematically minded online professional learning opportunities for K-5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Online models that support improved instruction for conceptual math instruction at grades K-5.	Professional Learning	09/01/2016	05/12/2017	\$250 - Other	teachers, administration

Activity - Small guided group instruction PD implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing PD will provide on-going professional development in the area of writing, and teachers will begin to implement those strategies into classroom instruction.	Professional Learning	08/11/2016	05/19/2017	\$0 - No Funding Required	All teachers, curriculum resource teachers, counselor, and principal

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to receive job embedded professional development and regular professional development to assist with ideas, strategies, and best practices of teaching writing to students.	Professional Learning	08/11/2016	05/19/2017	\$1000 - State Funds	All teachers and curriculum resources teacher

Measurable Objective 2:

collaborate to reduce the number of novice scoring students in reading and math from 50% to 44.5% by 05/12/2017 as measured by KPREP.

Strategy1:

Curriculum Aligned with Common Assessments - Teachers will analyze reading and math standards and develop unit plans and grade level common assessments to improve instruction.

Category: Learning Systems

Research Cited:

Activity - Data Team Planning in PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use data team process to plan for students not mastering standards in all content area.	Academic Support Program	08/11/2016	05/19/2017		administration and teachers

KDE Title I Report

Tilden Hogge Elementary School

Activity - Small Group Tier I instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use professional development trainings and resources to improve small group instruction in reading and math.	Academic Support Program	08/11/2016	05/19/2017		administration and teachers

Activity - Kagan Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Kagan strategy training to increase student engagement in all content.	Academic Support Program	08/11/2016	05/19/2017		administration and teachers

Goal 5:

Student will increase their level of proficiency level in social studies from 36% to 68.9% by May of 2019.

Measurable Objective 1:

56% of All Students will demonstrate a proficiency on all social studies assessments in Social Studies by 05/19/2017 as measured by KPREP.

Strategy1:

Data Team Process - Teachers will analyze and strategies to plan social studies instruction based on classroom assessments an reteaching needs.

Category: Learning Systems

Research Cited:

Activity - Reteaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will reteach social studies standards not mastered by students based on summative assessments.	Academic Support Program	08/11/2016	05/19/2017	\$200 - General Fund	administration and teachers

Strategy2:

Vertical Alignment of Social Studies Content - Teachers and administrators will collaborate to develop vertical curriculum progression for social studies instruction for grades K through 5th grade.

Category: Learning Systems

Research Cited:

Activity - vertical alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC members will review progress of student mastery based on social studies summative assessments.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administration, teaches, curriculum coach

Goal 6:

Proficiency will increase for students in the non-duplicated gap group in math from 39.7% to 63.3% by 2019 as measured by KPREP.

Measurable Objective 1:

49% of All Students will demonstrate a proficiency in achievement in Mathematics by 05/19/2017 as measured by students performance on KPREP.

Strategy1:

RTI - Students will be identified by diagnostic assessments and/or classroom assessments who need interventions and additional individual instruction to grade level knowledge and skills.

Category: Learning Systems

Research Cited: guided math instruction

number talks

conceptual math instruction

Activity - Progress monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor individual student progress to identify when students need interventions in math to stay at, or achieve, grade level.	Academic Support Program	08/11/2016	05/19/2017	\$1000 - Other	administration, teachers, curriculum coach

Goal 7:

THES administrators, teachers, and community will increase collaboration in order to improve areas of program review for all students.

Measurable Objective 1:

collaborate to increase program review areas for all students by 06/02/2017 as measured by Program Review Scoring Rubric.

Strategy1:

Long range curriculum plans in program review areas - Teachers of the areas of program review will develop plans for the school-wide programming for all students guided by program review scoring rubrics.

Category: Learning Systems

Research Cited:

Activity - Program Review Chair/Team meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specials teachers and chairs of program reviews will meet to analyze progress in program review areas and plan for instruction needs.	Academic Support Program	08/11/2016	06/09/2017	\$0 - No Funding Required	administration, teachers, curriculum coach

Label	Assurance	Response	Comment	Attachment
6.1	Does the school plan and implement specific activities to increase parental participation?	Yes	Communication from school to home about expectations and grading will be improved.	

Label	Assurance	Response	Comment	Attachment
6.2	Have parents been provided opportunities to be included in their child's educational programming?	Yes	During special planning meetings and family nights parents have an opportunities to be included in their child's education.	

Label	Assurance	Response	Comment	Attachment
6.3	Have parents been included in the development of the school's parent involvement policy and compact?	Yes	Parents are invited to review, revise, and commit to the parent involvement policy and compact multiple times a year.	

Label	Assurance	Response	Comment	Attachment
6.4	Have parents been included in the development and the evaluation of the parent involvement programming at the school?	Yes	Parent elected SBDM council, parent committee members, and parent teacher committee members are involved.	

Label	Assurance	Response	Comment	Attachment
6.5	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the school parental involvement plan?	Yes	Communication from school to home will improve through more thorough explanation of expectations and grades.	

Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:

Increases the average combined reading and math KPREP scores for elementary students from 47.2% to 69.3% in 2019.

Measurable Objective 1:

collaborate to increase kindergarten readiness 40% to 50% by August 2017 by 08/10/2017 as measured by Brigance assessment.

Strategy1:

Kindergarten Jumpstart - Jumpstart will be a summer program offered to all incoming kindergarten students to prepare them for their new school experience. This program will also educate families on expectations in all content and social areas.

Category: Early Learning

Research Cited:

Activity - parent involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer program to teacher students and families expectations of kindergarten students in academic and social areas.	Direct Instruction Academic Support Program Behavioral Support Program Parent Involvement	06/01/2016	08/31/2016	\$1000 - Other	administration and kindergarten teachers

Measurable Objective 2:

demonstrate a proficiency and collaborate to increase the overall reading and math of Tilden Hogge Elementary from 47.2% to 57% by 05/12/2017 as measured by KPREP scores.

Strategy1:

Literacy Initiatives - In order to identify reading deficits, teachers will use classroom common assessments, Fountas and Pinnell, DIBELS, MAP, and 95% group progress monitoring tools to identify reading intervention needs for all students.

Category: Integrated Methods for Learning

Research Cited: Rick Stiggins; Classroom Assessment for Student Learning and Assessment Balance and Quality

Shirley Clark: Active Learning through Formative Assessment

Dibels.org-Dynamic Measurement Group

Stephen Ventura's: Data Teams

Jan Chappuis: Seven Strategies of Assessment for learning

KDE Title I Report

Tilden Hogge Elementary School

Fountas and Pinnell Level Literacy Interventions

Small guided reading group research

Literacy Station research

Activity - 30-60-90 day plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM council approved school level 30-60-90 day plan to improve reading instruction for all students.	Academic Support Program Direct Instruction	11/01/2016	05/19/2017	\$0 - No Funding Required	administration, teachers

Activity - Reading Standards Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use develop a long term reading plan with standards progression to align curriculum and common classroom assessments.	Direct Instruction	07/01/2016	05/01/2017	\$0 - General Fund	Kindergarten through 5th grade teachers, administration, and title I teacher

Activity - Leveled Literacy Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K through 5th will use small group guided instruction. Students who are not understanding the skills the leveled literacy intervention will be used with to intervene.	Direct Instruction	08/01/2016	05/20/2017	\$3000 - Booster Fund \$3000 - State Funds	K through 5th grade classroom teachers, instructional assistants, administration, title I teacher.

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small flexible RTI groups for interventions based on their reading deficits according to the universal screener DIBELS and diagnostic assessment PASI or PSI, MAP assessment data, and classroom common assessments.	Direct Instruction	08/01/2016	05/19/2017	\$80000 - Title I Part A	Regular Classroom Teachers, Special Education teachers, Principal, Title I Teacher, regular instructional assistants, MSUCorp member

Strategy2:

Professional Development - Teachers will implement small guided reading instruction, literacy stations, and close reading professional development presented by Smekens and attended by all K-5 teachers at THES.

Category: Continuous Improvement

Research Cited: Small guided instruction research

Literacy Station research

KDE Title I Report

Tilden Hogge Elementary School

Activity - Math standards instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and administration will collaborate in PLC, weekly, to develop a standards progression for each mathematical topic. Student achievement will be monitored in meeting, monthly, toward learning skills/knowledge for standards progression.	Academic Support Program Professional Learning	10/01/2016	05/19/2017	\$0 - Other	teachers, administration, title I teacher, curriculum specialist

Activity - Teacher Training on Guided Reading Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will teach using small group guided reading instruction based on Jan Richardson resources and Smekens training.	Professional Learning	08/11/2016	05/19/2017	\$6000 - General Fund	Teachers, Principal, Title I teacher, curriculum specialist

Strategy3:

Response to Intervention - A response to intervention procedure will be followed to address student needs and make the necessary adjustments to student instruction. All 3rd, 4th, and 5th grade students who perform as a novice on KPREP assessments in reading and math will have an RTI plan.

Category: Learning Systems

Research Cited: J. Wright (2014) Strategies for Struggling Learners in the Era of CCSS and RTI

J. Wright (2007) RTI Toolkit a Practical Guide for Schools

Fountas and Pinnell leveled literacy intervention

Jan Richardson Next Steps in Guided Reading

Sherry Parrish Number Talks

Activity - RTI plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An RTI team will work collaboratively to design Tier II and Tier III intervention plans to address student needs based on data.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	Curriculum Specialist, Counselor, Teacher, Title I teacher, Special Education teacher, Principal, and Related Service Providers

Activity - RTI Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school level RTI team will review Academic/Behavioral student data and make appropriate decisions in regards to needed instruction.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	Title I teacher, curriculum resource teacher, Special education and regular education teachers, speech and language pathologist, and principal

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the Brigance Universal Screener at the beginning of the year to assist with placement and instructional strategies.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	Kindergarten teachers, instructional assistants, guidance counselor and Principal.

Strategy4:

KDE Title I Report

Tilden Hogge Elementary School

Math Initiative - All K-5 teachers will fully develop and follow their grade level long range math plan that is developed with grade level common assessments. Teachers will develop summative assessments and design instruction around assessments that they will analyze in PLC meetings monthly.

Category: Learning Systems

Research Cited: Envisions is research based and aligned to Common Core Standards.

Activity - Data Team planning in PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze common classroom summative assessment data. Analysis of this data will include inferring why student have challenges, prioritizing needs, and strategizing ways to help students read mastery or enrich skills at their individual level.	Academic Support Program	08/01/2016	05/01/2017	\$0 - No Funding Required	Administration and teachers

Activity - 30-60-90 day plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
30-60-90 day plan to included developing a standards progression and systematic way to monitor individual student progress on standards progression.	Direct Instruction Academic Support Program	08/01/2016	05/19/2017	\$0 - No Funding Required	administration and teachers

Goal 2:

Increase achievement for all students at THES so that reading proficiency increases for non-duplicated gap group from 49.2% to 69.8% by 2019.

Measurable Objective 1:

demonstrate a proficiency and collaborate to increase the average reading poficiency rating for all students in the non-duplicated gap group from 49.2% to 57.7% by 05/19/2017 as measured by KPREP.

Strategy1:

Least Restrictive Environment - Teachers and administrators will adhere to to current policies in place regarding the Least Restrictive Environment for Special Education students.

Category: Persistence to Graduation

Research Cited:

Activity - LRE Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and staff will be trained in Least Restrictive environment and the placement of special education students within the classrooms.	Professional Learning	08/11/2016	05/19/2017	\$0 - No Funding Required	All teachers, staff and Special Education leaders

KDE Title I Report

Tilden Hogge Elementary School

Activity - Least Restrictive Environment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers, counselors and administrators will adhere to current guidelines in regards to least restrictive environment.	Policy and Process	08/11/2016	05/19/2017	\$0 - No Funding Required	ARC chairs, ARC members

Strategy2:

RTI in reading for non-duplicated gap group - Regular Education and special education teachers will give the DIBELS reading universal screener to students with disabilities and students not meeting benchmark according to DIBELS data to help diagnose any reading deficits. A Phonics Screener Inventory (PSI) for students in grades 1-5 or a Phonological Awareness Screener Inventory (PASI) to K-1 students will be administered to help further diagnose after initial DIBELS screener to pinpoint the exact reading deficits. Students will then be grouped in small RTI flexible groups according to their reading deficits and receive reading interventions.

Category: Learning Systems

Research Cited: DIBELS is a research based screener find research on

<https://dibels.uoregon.edu/market/assessment/dibels/>

Activity - RTI Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular education teachers will plan for Tier II and Tier III intervention instruction for students who have been identified as having a need for intervention in reading, math, writing, behavior, speech and other deficit areas.	Academic Support Program	08/11/2016	05/19/2017	\$0 - District Funding	administration, teachers, instructional assistants

Activity - 30-60-90 plan to improve reading for all students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM council approved 30-60-90 day plan for development of four blocks and unit assessments to improve reading instruction at all grade levels.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administrators and teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring assessment is aligned to intervention instruction and will be administered to students receiving intervention instruction. A variety of assessments may be administered such as DIBELS, MAP, and CFA. Student progress will also be monitored using common formative assessments during Data Team Meetings.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administration, teachers, related service providers

Activity - Data team planning in grade level PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze common classroom summative assessment data. Analysis of this data will include inferring why student have challenges, prioritizing needs, and strategizing ways to help students read mastery or enrich skills at their individual level.	Academic Support Program	08/11/2016	05/19/2017	\$0 - State Funds	administration, teachers, curriculum specialist

KDE Title I Report

Tilden Hogge Elementary School

Activity - RTI Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI team will monitor student progress in interventions and make decisions about making the necessary changes to tier plans to best address student needs.. Necessary adjustments to plans/intervention instruction will be based on data.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administration, teachers, related service providers, and title I instructional assistant

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DIBELS , PSI and PASI for placing students in the small flexible RTI groups.	Academic Support Program	08/11/2016	05/01/2017	\$0 - No Funding Required	All teachers, guidance counselor, Curriculum Resource Teacher, and principal.

Goal 3:

In response to the stakeholder survey results Tilden Hogge Elementary administrators and teachers will increase communication about student expectations and progress with children's parents/guardians.

Measurable Objective 1:

collaborate to increase communication of students expectations and progress in all grade levels by 05/19/2017 as measured by logging parent contact with newsletters, phone calls/texts, or emails.

Strategy1:

Teacher Communication with Families - Teachers will prepare strategies for families to help students with at home based on student needs every two to three months based on assessment data.

Category: Stakeholder Engagement

Research Cited:

Activity - Assessment needs and progress communicated with families	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs will make a plan to communicate student expectations and progress to families more frequently than the quarterly grading period.	Parent Involvement	08/11/2016	05/19/2017	\$0 - No Funding Required	administration and teachers

Goal 4:

Tilden Hogge Elementary will reduce the total number of students scoring at the novice level in the math and reading from 55% to no less than 27.5% as measured by KPREP data, by 2021.

Measurable Objective 1:

collaborate to reduce novice students in reading and math from 50% to 44.5% by 05/19/2017 as measured by KPREP combined reading and math for 3-5 grade students.

KDE Title I Report

Tilden Hogge Elementary School

Strategy1:

Professional Development - All teachers will participate in professional development that deals with best practices in Writing and is aligned to Kentucky Common Core Standards.

Category: Continuous Improvement

Research Cited:

Activity - Mathematically minded online professional learning opportunities for K-5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Online models that support improved instruction for conceptual math instruction at grades K-5.	Professional Learning	09/01/2016	05/12/2017	\$250 - Other	teachers, administration

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to receive job embedded professional development and regular professional development to assist with ideas, strategies, and best practices of teaching writing to students.	Professional Learning	08/11/2016	05/19/2017	\$1000 - State Funds	All teachers and curriculum resources teacher

Activity - Small guided group instruction PD implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing PD will provide on-going professional development in the area of writing, and teachers will begin to implement those strategies into classroom instruction.	Professional Learning	08/11/2016	05/19/2017	\$0 - No Funding Required	All teachers, curriculum resource teachers, counselor, and principal

Measurable Objective 2:

collaborate to reduce the number of novice scoring students in reading and math from 50% to 44.5% by 05/12/2017 as measured by KPREP.

Strategy1:

Curriculum Aligned with Common Assessments - Teachers will analyze reading and math standards and develop unit plans and grade level common assessments to improve instruction.

Category: Learning Systems

Research Cited:

Activity - Small Group Tier I instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use professional development trainings and resources to improve small group instruction in reading and math.	Academic Support Program	08/11/2016	05/19/2017		administration and teachers

KDE Title I Report

Tilden Hogge Elementary School

Activity - Kagan Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Kagan strategy training to increase student engagement in all content.	Academic Support Program	08/11/2016	05/19/2017		administration and teachers

Activity - Data Team Planning in PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use data team process to plan for students not mastering standards in all content area.	Academic Support Program	08/11/2016	05/19/2017		administration and teachers

Goal 5:

Student will increase their level of proficiency level in social studies from 36% to 68.9% by May of 2019.

Measurable Objective 1:

56% of All Students will demonstrate a proficiency on all social studies assessments in Social Studies by 05/19/2017 as measured by KPREP.

Strategy1:

Data Team Process - Teachers will analyze and strategies to plan social studies instruction based on classroom assessments an reteaching needs.

Category: Learning Systems

Research Cited:

Activity - Reteaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will reteach social studies standards not mastered by students based on summative assessments.	Academic Support Program	08/11/2016	05/19/2017	\$200 - General Fund	administration and teachers

Strategy2:

Vertical Alignment of Social Studies Content - Teachers and administrators will collaborate to develop vertical curriculum progression for social studies instruction for grades K through 5th grade.

Category: Learning Systems

Research Cited:

Activity - vertical alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC members will review progress of student mastery based on social studies summative assessments.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administration, teaches, curriculum coach

Goal 6:

Proficiency will increase for students in the non-duplicated gap group in math from 39.7% to 63.3% by 2019 as measured by KPREP.

Measurable Objective 1:

49% of All Students will demonstrate a proficiency in achievement in Mathematics by 05/19/2017 as measured by students performance on KPREP.

Strategy1:

RTI - Students will be identified by diagnostic assessments and/or classroom assessments who need interventions and additional individual instruction to grade level knowledge and skills.

Category: Learning Systems

Research Cited: guided math instruction

number talks

conceptual math instruction

Activity - Progress monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor individual student progress to identify when students need interventions in math to stay at, or achieve, grade level.	Academic Support Program	08/11/2016	05/19/2017	\$1000 - Other	administration, teachers, curriculum coach

Goal 7:

THES administrators, teachers, and community will increase collaboration in order to improve areas of program review for all students.

Measurable Objective 1:

collaborate to increase program review areas for all students by 06/02/2017 as measured by Program Review Scoring Rubric.

Strategy1:

Long range curriculum plans in program review areas - Teachers of the areas of program review will develop plans for the school-wide programming for all students guided by program review scoring rubrics.

Category: Learning Systems

Research Cited:

Activity - Program Review Chair/Team meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specials teachers and chairs of program reviews will meet to analyze progress in program review areas and plan for instruction needs.	Academic Support Program	08/11/2016	06/09/2017	\$0 - No Funding Required	administration, teachers, curriculum coach

Label	Assurance	Response	Comment	Attachment
7.1	Does the school plan and implement specific activities to emotionally and academically ease students' transition from early childhood programs to elementary school programs?	Yes	We provide a jumpstart program for incoming kindergarten students.	

Label	Assurance	Response	Comment	Attachment
7.2	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the transitions from early childhood programs to elementary school programs?	Yes	Our jumpstart program helps children transition easier by allow them to experience their new school without other students. During his time parents are educated on expectations of kindergarten, socially and academically.	

DRAFT

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

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

Goal 1:

Increases the average combined reading and math KPREP scores for elementary students from 47.2% to 69.3% in 2019.

Measurable Objective 1:

collaborate to increase kindergarten readiness 40% to 50% by August 2017 by 08/10/2017 as measured by Brigance assessment.

Strategy1:

Kindergarten Jumpstart - Jumpstart will be a summer program offered to all incoming kindergarten students to prepare them for their new school experience. This program will also educate families on expectations in all content and social areas.

Category: Early Learning

Research Cited:

Activity - parent involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer program to teacher students and families expectations of kindergarten students in academic and social areas.	Direct Instruction Academic Support Program Behavioral Support Program Parent Involvement	06/01/2016	08/31/2016	\$1000 - Other	administration and kindergarten teachers

Measurable Objective 2:

demonstrate a proficiency and collaborate to increase the overall reading and math of Tilden Hogge Elementary from 47.2% to 57% by 05/12/2017 as measured by KPREP scores.

Strategy1:

Professional Development - Teachers will implement small guided reading instruction, literacy stations, and close reading professional development presented by Smekens and attended by all K-5 teachers at THES.

Category: Continuous Improvement

Research Cited: Small guided instruction research

Literacy Station research

KDE Title I Report

Tilden Hogge Elementary School

Activity - Math standards instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and administration will collaborate in PLC, weekly, to develop a standards progression for each mathematical topic. Student achievement will be monitored in meeting, monthly, toward learning skills/knowledge for standards progression.	Professional Learning Academic Support Program	10/01/2016	05/19/2017	\$0 - Other	teachers, administration, title I teacher, curriculum specialist

Activity - Teacher Training on Guided Reading Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will teach using small group guided reading instruction based on Jan Richardson resources and Smekens training.	Professional Learning	08/11/2016	05/19/2017	\$6000 - General Fund	Teachers, Principal, Title I teacher, curriculum specialist

Strategy2:

Literacy Initiatives - In order to identify reading deficits, teachers will use classroom common assessments, Fountas and Pinnell, DIBELS, MAP, and 95% group progress monitoring tools to identify reading intervention needs for all students.

Category: Integrated Methods for Learning

Research Cited: Rick Stiggins; Classroom Assessment for Student Learning and Assessment Balance and Quality

Shirley Clark: Active Learning through Formative Assessment

Dibels.org-Dynamic Measurement Group

Stephen Ventura's: Data Teams

Jan Chappuis: Seven Strategies of Assessment for learning

Fountas and Pinnell Level Literacy Interventions

Small guided reading group research

Literacy Station research

Activity - Reading Standards Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use develop a long term reading plan with standards progression to align curriculum and common classroom assessments.	Direct Instruction	07/01/2016	05/01/2017	\$0 - General Fund	Kindergarten through 5th grade teachers, administration, and title I teacher

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small flexible RTI groups for interventions based on their reading deficits according to the universal screener DIBELS and diagnostic assessment PASI or PSI, MAP assessment data, and classroom common assessments.	Direct Instruction	08/01/2016	05/19/2017	\$80000 - Title I Part A	Regular Classroom Teachers, Special Education teachers, Principal, Title I Teacher, regular instructional assistants, MSUCorp member

KDE Title I Report

Tilden Hogge Elementary School

Activity - Leveled Literacy Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K through 5th will use small group guided instruction. Students who are not understanding the skills the leveled literacy intervention will be used with to intervene.	Direct Instruction	08/01/2016	05/20/2017	\$3000 - Booster Fund \$3000 - State Funds	K through 5th grade classroom teachers, instructional assistants, administration, title I teacher.

Activity - 30-60-90 day plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM council approved school level 30-60-90 day plan to improve reading instruction for all students.	Direct Instruction Academic Support Program	11/01/2016	05/19/2017	\$0 - No Funding Required	administration, teachers

Strategy3:

Math Initiative - All K-5 teachers will fully develop and follow their grade level long range math plan that is developed with grade level common assessments. Teachers will develop summative assessments and design instruction around assessments that they will analyze in PLC meetings monthly.

Category: Learning Systems

Research Cited: Envisions is research based and aligned to Common Core Standards.

Activity - Data Team planning in PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze common classroom summative assessment data. Analysis of this data will include inferring why student have challenges, prioritizing needs, and strategizing ways to help students read mastery or enrich skills at their individual level.	Academic Support Program	08/01/2016	05/01/2017	\$0 - No Funding Required	Administration and teachers

Activity - 30-60-90 day plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
30-60-90 day plan to included developing a standards progression and systematic way to monitor individual student progress on standards progression.	Direct Instruction Academic Support Program	08/01/2016	05/19/2017	\$0 - No Funding Required	administration and teachers

Strategy4:

Response to Intervention - A response to intervention procedure will be followed to address student needs and make the necessary adjustments to student instruction. All 3rd, 4th, and 5th grade students who perform as a novice on KPREP assessments in reading and math will have an RTI plan.

Category: Learning Systems

Research Cited: J. Wright (2014) Strategies for Struggling Learners in the Era of CCSS and RTI

J. Wright (2007) RTI Toolkit a Practical Guide for Schools

Fountas and Pinnell leveled literacy intervention

Jan Richardson Next Steps in Guided Reading

Sherry Parrish Number Talks

KDE Title I Report

Tilden Hogge Elementary School

Activity - RTI Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school level RTI team will review Academic/Behavioral student data and make appropriate decisions in regards to needed instruction.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	Title I teacher, curriculum resource teacher, Special education and regular education teachers, speech and language pathologist, and principal

Activity - RTI plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An RTI team will work collaboratively to design Tier II and Tier III intervention plans to address student needs based on data.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	Curriculum Specialist, Counselor, Teacher, Title I teacher, Special Education teacher, Principal, and Related Service Providers

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the Brigance Universal Screener at the beginning of the year to assist with placement and instructional strategies.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	Kindergarten teachers, instructional assistants, guidance counselor and Principal.

Goal 2:

Increase achievement for all students at THES so that reading proficiency increases for non-duplicated gap group from 49.2% to 69.8% by 2019.

Measurable Objective 1:

demonstrate a proficiency and collaborate to increase the average reading proficiency rating for all students in the non-duplicated gap group from 49.2% to 57.7% by 05/19/2017 as measured by KPREP.

Strategy1:

RTI in reading for non-duplicated gap group - Regular Education and special education teachers will give the DIBELS reading universal screener to students with disabilities and students not meeting benchmark according to DIBELS data to help diagnose any reading deficits. A Phonics Screener Inventory (PSI) for students in grades 1-5 or a Phonological Awareness Screener Inventory (PASI) to K-1 students will be administered to help further diagnose after initial DIBELS screener to pinpoint the exact reading deficits. Students will then be grouped in small RTI flexible groups according to their reading deficits and receive reading interventions.

Category: Learning Systems

Research Cited: DIBELS is a research based screener find research on

<https://dibels.uoregon.edu/market/assessment/dibels/>

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Activity - Data team planning in grade level PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze common classroom summative assessment data. Analysis of this data will include inferring why student have challenges, prioritizing needs, and strategizing ways to help students read mastery or enrich skills at their individual level.	Academic Support Program	08/11/2016	05/19/2017	\$0 - State Funds	administration, teachers, curriculum specialist

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring assessment is aligned to intervention instruction and will be administered to students receiving intervention instruction. A variety of assessments may be administered such as DIBELS, MAP, and CFA. Student progress will also be monitored using common formative assessments during Data Team Meetings.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administration, teachers, related service providers

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DIBELS , PSI and PASI for placing students in the small flexible RTI groups.	Academic Support Program	08/11/2016	05/01/2017	\$0 - No Funding Required	All teachers, guidance counselor, Curriculum Resource Teacher, and principal.

Activity - RTI Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular education teachers will plan for Tier II and Tier III intervention instruction for students who have been identified as having a need for intervention in reading, math, writing, behavior, speech and other deficit areas.	Academic Support Program	08/11/2016	05/19/2017	\$0 - District Funding	administration, teachers, instructional assistants

Activity - 30-60-90 plan to improve reading for all students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM council approved 30-60-90 day plan for development of four blocks and unit assessments to improve reading instruction at all grade levels.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administrators and teachers

Activity - RTI Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI team will monitor student progress in interventions and make decisions about making the necessary changes to tier plans to best address student needs.. Necessary adjustments to plans/intervention instruction will be based on data.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administration, teachers, related service providers, and title I instructional assistant

Strategy2:

Least Restrictive Environment - Teachers and administrators will adhere to to current policies in place regarding the Least Restrictive Environment for Special Education students.

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Tilden Hogge Elementary School

Category: Persistence to Graduation

Research Cited:

Activity - LRE Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and staff will be trained in Least Restrictive environment and the placement of special education students within the classrooms.	Professional Learning	08/11/2016	05/19/2017	\$0 - No Funding Required	All teachers, staff and Special Education leaders

Activity - Least Restrictive Environment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers, counselors and administrators will adhere to current guidelines in regards to least restrictive environment.	Policy and Process	08/11/2016	05/19/2017	\$0 - No Funding Required	ARC chairs, ARC members

Goal 3:

Kindergarten readiness will increase from 50% ready to 60% ready by the 2015-2016 school year.

Measurable Objective 1:

A 10% increase of Kindergarten grade students will demonstrate a proficiency on questions asked from the kindergarten readiness screener in Practical Living by 08/28/2015 as measured by for 60% of kindergarteners being labeled ready according to the Brigance screener..

Strategy1:

Publication for Families - Tilden Hogge Elementary will publish developmental stages and milestones that are critical for kindergarten readiness.

Category: Early Learning

Research Cited:

Activity - Outreach by School to Families	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tilden Hogge Elementary will seek our children ages birth to 4 years old that lives in their school district. Families in THE school district with babies and children will receive the publication documenting stages and milestones in preparing children for kindergarten.	Parent Involvement	01/01/2015	08/01/2016	\$1000 - District Funding	Administration, teachers, FRYC, and district personnel

Goal 4:

In response to the stakeholder survey results Tilden Hogge Elementary administrators and teachers will increase communication about student expectations and progress with children's parents/guardians.

Measurable Objective 1:

collaborate to increase communication of students expectations and progress in all grade levels by 05/19/2017 as measured by logging

parent contact with newsletters, phone calls/texts, or emails.

Strategy1:

Teacher Communication with Families - Teachers will prepare strategies for families to help students with at home based on student needs every two to three months based on assessment data.

Category: Stakeholder Engagement

Research Cited:

Activity - Assessment needs and progress communicated with families	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs will make a plan to communicate student expectations and progress to families more frequently than the quarterly grading period.	Parent Involvement	08/11/2016	05/19/2017	\$0 - No Funding Required	administration and teachers

Goal 5:

Tilden Hogge Elementary will reduce the total number of students scoring at the novice level in the math and reading from 55% to no less than 27.5% as measured by KPREP data, by 2021.

Measurable Objective 1:

collaborate to reduce novice students in reading and math from 50% to 44.5% by 05/19/2017 as measured by KPREP combined reading and math for 3-5 grade students.

Strategy1:

Professional Development - All teachers will participate in professional development that deals with best practices in Writing and is aligned to Kentucky Common Core Standards.

Category: Continuous Improvement

Research Cited:

Activity - Small guided group instruction PD implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing PD will provide on-going professional development in the area of writing, and teachers will begin to implement those strategies into classroom instruction.	Professional Learning	08/11/2016	05/19/2017	\$0 - No Funding Required	All teachers, curriculum resource teachers, counselor, and principal

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to receive job embedded professional development and regular professional development to assist with ideas, strategies, and best practices of teaching writing to students.	Professional Learning	08/11/2016	05/19/2017	\$1000 - State Funds	All teachers and curriculum resources teacher

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Tilden Hogge Elementary School

Activity - Mathematically minded online professional learning opportunities for K-5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Online models that support improved instruction for conceptual math instruction at grades K-5.	Professional Learning	09/01/2016	05/12/2017	\$250 - Other	teachers, administration

Measurable Objective 2:

collaborate to reduce the number of novice scoring students in reading and math from 50% to 44.5% by 05/12/2017 as measured by KPREP.

Strategy1:

Curriculum Aligned with Common Assessments - Teachers will analyze reading and math standards and develop unit plans and grade level common assessments to improve instruction.

Category: Learning Systems

Research Cited:

Activity - Data Team Planning in PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use data team process to plan for students not mastering standards in all content area.	Academic Support Program	08/11/2016	05/19/2017		administration and teachers

Activity - Kagan Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Kagan strategy training to increase student engagement in all content.	Academic Support Program	08/11/2016	05/19/2017		administration and teachers

Activity - Small Group Tier I instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use professional development trainings and resources to improve small group instruction in reading and math.	Academic Support Program	08/11/2016	05/19/2017		administration and teachers

Goal 6:

Student will increase their level of proficiency level in social studies from 36% to 68.9% by May of 2019.

Measurable Objective 1:

56% of All Students will demonstrate a proficiency on all social studies assessments in Social Studies by 05/19/2017 as measured by KPREP.

Strategy1:

Vertical Alignment of Social Studies Content - Teachers and administrators will collaborate to develop vertical curriculum progression for

KDE Title I Report

Tilden Hogge Elementary School

social studies instruction for grades K through 5th grade.

Category: Learning Systems

Research Cited:

Activity - vertical alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC members will review progress of student mastery based on social studies summative assessments.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administration, teaches, curriculum coach

Strategy2:

Data Team Process - Teachers will analyze and strategies to plan social studies instruction based on classroom assessments an reteaching needs.

Category: Learning Systems

Research Cited:

Activity - Reteaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will reteach social studies standards not mastered by students based on summative assessments.	Academic Support Program	08/11/2016	05/19/2017	\$200 - General Fund	administration and teachers

Goal 7:

Proficiency will increase for students in the non-duplicated gap group in math from 39.7% to 63.3% by 2019 as measured by KPREP.

Measurable Objective 1:

49% of All Students will demonstrate a proficiency in achievement in Mathematics by 05/19/2017 as measured by students performance on KPREP.

Strategy1:

RTI - Students will be identified by diagnostic assessments and/or classroom assessments who need interventions and additional individual instruction to grade level knowledge and skills.

Category: Learning Systems

Research Cited: guided math instruction

number talks

conceptual math instruction

Activity - Progress monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor individual student progress to identify when students need interventions in math to stay at, or achieve, grade level.	Academic Support Program	08/11/2016	05/19/2017	\$1000 - Other	administration, teachers, curriculum coach

Goal 8:

THES administrators, teachers, and community will increase collaboration in order to improve areas of program review for all students.

Measurable Objective 1:

collaborate to increase program review areas for all students by 06/02/2017 as measured by Program Review Scoring Rubric.

Strategy1:

Long range curriculum plans in program review areas - Teachers of the areas of program review will develop plans for the school-wide programming for all students guided by program review scoring rubrics.

Category: Learning Systems

Research Cited:

Activity - Program Review Chair/Team meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specials teachers and chairs of program reviews will meet to analyze progress in program review areas and plan for instruction needs.	Academic Support Program	08/11/2016	06/09/2017	\$0 - No Funding Required	administration, teachers, curriculum coach

Label	Assurance	Response	Comment	Attachment
8.1	Are all teachers included in the selection of academic assessments?	Yes	Teachers work with their grade level PLCs to determine assessments for their students.	

Label	Assurance	Response	Comment	Attachment
8.2	Do all teachers participate in the analysis of data and the development of the overall instructional program at the school?	Yes	All teachers participate in data analysis. All teacher have the opportunities to sign up for the planning and instructional committees to design proposals for the instructional program to present to SBDM council.	

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

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

Activities to Ensure that Students Meet State Academic Standards

Goal 1:

Increases the average combined reading and math KPREP scores for elementary students from 47.2% to 69.3% in 2019.

Measurable Objective 1:

collaborate to increase kindergarten readiness 40% to 50% by August 2017 by 08/10/2017 as measured by Brigance assessment.

Strategy1:

Kindergarten Jumpstart - Jumpstart will be a summer program offered to all incoming kindergarten students to prepare them for their new school experience. This program will also educate families on expectations in all content and social areas.

Category: Early Learning

Research Cited:

Activity - parent involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer program to teacher students and families expectations of kindergarten students in academic and social areas.	Parent Involvement Behavioral Support Program Academic Support Program Direct Instruction	06/01/2016	08/31/2016	\$1000 - Other	administration and kindergarten teachers

Measurable Objective 2:

demonstrate a proficiency and collaborate to increase the overall reading and math of Tilden Hogge Elementary from 47.2% to 57% by 05/12/2017 as measured by KPREP scores.

Strategy1:

Literacy Initiatives - In order to identify reading deficits, teachers will use classroom common assessments, Fountas and Pinnell, DIBELS, MAP, and 95% group progress monitoring tools to identify reading intervention needs for all students.

Category: Integrated Methods for Learning

Research Cited: Rick Stiggins; Classroom Assessment for Student Learning and Assessment Balance and Quality

Shirley Clark: Active Learning through Formative Assessment

Dibels.org-Dynamic Measurement Group

Stephen Ventura's: Data Teams

Jan Chappuis: Seven Strategies of Assessment for learning

KDE Title I Report

Tilden Hogge Elementary School

Fountas and Pinnell Level Literacy Interventions

Small guided reading group research

Literacy Station research

Activity - Reading Standards Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use develop a long term reading plan with standards progression to align curriculum and common classroom assessments.	Direct Instruction	07/01/2016	05/01/2017	\$0 - General Fund	Kindergarten through 5th grade teachers, administration, and title I teacher

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small flexible RTI groups for interventions based on their reading deficits according to the universal screener DIBELS and diagnostic assessment PASI or PSI, MAP assessment data, and classroom common assessments.	Direct Instruction	08/01/2016	05/19/2017	\$80000 - Title I Part A	Regular Classroom Teachers, Special Education teachers, Principal, Title I Teacher, regular instructional assistants, MSUCorp member

Activity - Leveled Literacy Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K through 5th will use small group guided instruction. Students who are not understanding the skills the leveled literacy intervention will be used with to intervene.	Direct Instruction	08/01/2016	05/20/2017	\$3000 - State Funds \$3000 - Booster Fund	K through 5th grade classroom teachers, instructional assistants, administration, title I teacher.

Activity - 30-60-90 day plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM council approved school level 30-60-90 day plan to improve reading instruction for all students.	Direct Instruction Academic Support Program	11/01/2016	05/19/2017	\$0 - No Funding Required	administration, teachers

Strategy2:

Professional Development - Teachers will implement small guided reading instruction, literacy stations, and close reading professional development presented by Smekens and attended by all K-5 teachers at THES.

Category: Continuous Improvement

Research Cited: Small guided instruction research

Literacy Station research

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Tilden Hogge Elementary School

Activity - Teacher Training on Guided Reading Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will teach using small group guided reading instruction based on Jan Richardson resources and Smekens training.	Professional Learning	08/11/2016	05/19/2017	\$6000 - General Fund	Teachers, Principal, Title I teacher, curriculum specialist

Activity - Math standards instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and administration will collaborate in PLC, weekly, to develop a standards progression for each mathematical topic. Student achievement will be monitored in meeting, monthly, toward learning skills/knowledge for standards progression.	Academic Support Program Professional Learning	10/01/2016	05/19/2017	\$0 - Other	teachers, administration, title I teacher, curriculum specialist

Strategy3:

Response to Intervention - A response to intervention procedure will be followed to address student needs and make the necessary adjustments to student instruction. All 3rd, 4th, and 5th grade students who perform as a novice on KPREP assessments in reading and math will have an RTI plan.

Category: Learning Systems

Research Cited: J. Wright (2014) Strategies for Struggling Learners in the Era of CCSS and RTI

J. Wright (2007) RTI Toolkit a Practical Guide for Schools

Fountas and Pinnell leveled literacy intervention

Jan Richardson Next Steps in Guided Reading

Sherry Parrish Number Talks

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the Brigance Universal Screener at the beginning of the year to assist with placement and instructional strategies.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	Kindergarten teachers, instructional assistants, guidance counselor and Principal.

Activity - RTI plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An RTI team will work collaboratively to design Tier II and Tier III intervention plans to address student needs based on data.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	Curriculum Specialist, Counselor, Teacher, Title I teacher, Special Education teacher, Principal, and Related Service Providers

Activity - RTI Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school level RTI team will review Academic/Behavioral student data and make appropriate decisions in regards to needed instruction.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	Title I teacher, curriculum resource teacher, Special education and regular education teachers, speech and language pathologist, and principal

Strategy4:

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Tilden Hogge Elementary School

Math Initiative - All K-5 teachers will fully develop and follow their grade level long range math plan that is developed with grade level common assessments. Teachers will develop summative assessments and design instruction around assessments that they will analyze in PLC meetings monthly.

Category: Learning Systems

Research Cited: Envisions is research based and aligned to Common Core Standards.

Activity - Data Team planning in PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze common classroom summative assessment data. Analysis of this data will include inferring why student have challenges, prioritizing needs, and strategizing ways to help students read mastery or enrich skills at their individual level.	Academic Support Program	08/01/2016	05/01/2017	\$0 - No Funding Required	Administration and teachers

Activity - 30-60-90 day plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
30-60-90 day plan to included developing a standards progression and systematic way to monitor individual student progress on standards progression.	Direct Instruction Academic Support Program	08/01/2016	05/19/2017	\$0 - No Funding Required	administration and teachers

Goal 2:

Increase achievement for all students at THES so that reading proficiency increases for non-duplicated gap group from 49.2% to 69.8% by 2019.

Measurable Objective 1:

demonstrate a proficiency and collaborate to increase the average reading poficiency rating for all students in the non-duplicated gap group from 49.2% to 57.7% by 05/19/2017 as measured by KPREP.

Strategy1:

Least Restrictive Environment - Teachers and administrators will adhere to to current policies in place regarding the Least Restrictive Environment for Special Education students.

Category: Persistence to Graduation

Research Cited:

Activity - Least Restrictive Environment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers, counselors and administrators will adhere to current guidelines in regards to least restrictive environment.	Policy and Process	08/11/2016	05/19/2017	\$0 - No Funding Required	ARC chairs, ARC members

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Activity - LRE Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and staff will be trained in Least Restrictive environment and the placement of special education students within the classrooms.	Professional Learning	08/11/2016	05/19/2017	\$0 - No Funding Required	All teachers, staff and Special Education leaders

Strategy2:

RTI in reading for non-duplicated gap group - Regular Education and special education teachers will give the DIBELS reading universal screener to students with disabilities and students not meeting benchmark according to DIBELS data to help diagnose any reading deficits. A Phonics Screener Inventory (PSI) for students in grades 1-5 or a Phonological Awareness Screener Inventory (PASI) to K-1 students will be administered to help further diagnose after initial DIBELS screener to pinpoint the exact reading deficits. Students will then be grouped in small RTI flexible groups according to their reading deficits and receive reading interventions.

Category: Learning Systems

Research Cited: DIBELS is a research based screener find research on

<https://dibels.uoregon.edu/market/assessment/dibels/>

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DIBELS , PSI and PASI for placing students in the small flexible RTI groups.	Academic Support Program	08/11/2016	05/01/2017	\$0 - No Funding Required	All teachers, guidance counselor, Curriculum Resource Teacher, and principal.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring assessment is aligned to intervention instruction and will be administered to students receiving intervention instruction. A variety of assessments may be administered such as DIBELS, MAP, and CFA. Student progress will also be monitored using common formative assessments during Data Team Meetings.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administration, teachers, related service providers

Activity - RTI Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular education teachers will plan for Tier II and Tier III intervention instruction for students who have been identified as having a need for intervention in reading, math, writing, behavior, speech and other deficit areas.	Academic Support Program	08/11/2016	05/19/2017	\$0 - District Funding	administration, teachers, instructional assistants

Activity - Data team planning in grade level PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze common classroom summative assessment data. Analysis of this data will include inferring why student have challenges, prioritizing needs, and strategizing ways to help students read mastery or enrich skills at their individual level.	Academic Support Program	08/11/2016	05/19/2017	\$0 - State Funds	administration, teachers, curriculum specialist

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Activity - 30-60-90 plan to improve reading for all students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM council approved 30-60-90 day plan for development of four blocks and unit assessments to improve reading instruction at all grade levels.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administrators and teachers

Activity - RTI Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI team will monitor student progress in interventions and make decisions about making the necessary changes to tier plans to best address student needs.. Necessary adjustments to plans/intervention instruction will be based on data.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administration, teachers, related service providers, and title I instructional assistant

Goal 3:

In response to the stakeholder survey results Tilden Hogge Elementary administrators and teachers will increase communication about student expectations and progress with children's parents/guardians.

Measurable Objective 1:

collaborate to increase communication of students expectations and progress in all grade levels by 05/19/2017 as measured by logging parent contact with newsletters, phone calls/texts, or emails.

Strategy1:

Teacher Communication with Families - Teachers will prepare strategies for families to help students with at home based on student needs every two to three months based on assessment data.

Category: Stakeholder Engagement

Research Cited:

Activity - Assessment needs and progress communicated with families	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs will make a plan to communicate student expectations and progress to families more frequently than the quarterly grading period.	Parent Involvement	08/11/2016	05/19/2017	\$0 - No Funding Required	administration and teachers

Goal 4:

Student will increase their level of proficiency level in social studies from 36% to 68.9% by May of 2019.

Measurable Objective 1:

56% of All Students will demonstrate a proficiency on all social studies assessments in Social Studies by 05/19/2017 as measured by KPREP.

Strategy1:

Data Team Process - Teachers will analyze and strategies to plan social studies instruction based on classroom assessments an reteaching needs.

Category: Learning Systems

Research Cited:

Activity - Reteaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will reteach social studies standards not mastered by students based on summative assessments.	Academic Support Program	08/11/2016	05/19/2017	\$200 - General Fund	administration and teachers

Strategy2:

Vertical Alignment of Social Studies Content - Teachers and administrators will collaborate to develop vertical curriculum progression for social studies instruction for grades K through 5th grade.

Category: Learning Systems

Research Cited:

Activity - vertical alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC members will review progress of student mastery based on social studies summative assessments.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administration, teaches, curriculum coach

Goal 5:

Tilden Hogge Elementary will reduce the total number of students scoring at the novice level in the math and reading from 55% to no less than 27.5% as measured by KPREP data, by 2021.

Measurable Objective 1:

collaborate to reduce novice students in reading and math from 50% to 44.5% by 05/19/2017 as measured by KPREP combined reading and math for 3-5 grade students.

Strategy1:

Professional Development - All teachers will participate in professional development that deals with best practices in Writing and is aligned to Kentucky Common Core Standards.

Category: Continuous Improvement

Research Cited:

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Tilden Hogge Elementary School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to receive job embedded professional development and regular professional development to assist with ideas, strategies, and best practices of teaching writing to students.	Professional Learning	08/11/2016	05/19/2017	\$1000 - State Funds	All teachers and curriculum resources teacher

Activity - Mathematically minded online professional learning opportunities for K-5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Online models that support improved instruction for conceptual math instruction at grades K-5.	Professional Learning	09/01/2016	05/12/2017	\$250 - Other	teachers, administration

Activity - Small guided group instruction PD implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing PD will provide on-going professional development in the area of writing, and teachers will begin to implement those strategies into classroom instruction.	Professional Learning	08/11/2016	05/19/2017	\$0 - No Funding Required	All teachers, curriculum resource teachers, counselor, and principal

Measurable Objective 2:

collaborate to reduce the number of novice scoring students in reading and math from 50% to 44.5% by 05/12/2017 as measured by KPREP.

Strategy1:

Curriculum Aligned with Common Assessments - Teachers will analyze reading and math standards and develop unit plans and grade level common assessments to improve instruction.

Category: Learning Systems

Research Cited:

Activity - Data Team Planning in PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use data team process to plan for students not mastering standards in all content area.	Academic Support Program	08/11/2016	05/19/2017		administration and teachers

Activity - Kagan Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Kagan strategy training to increase student engagement in all content.	Academic Support Program	08/11/2016	05/19/2017		administration and teachers

Activity - Small Group Tier I instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use professional development trainings and resources to improve small group instruction in reading and math.	Academic Support Program	08/11/2016	05/19/2017		administration and teachers

Goal 6:

Proficiency will increase for students in the non-duplicated gap group in math from 39.7% to 63.3% by 2019 as measured by KPREP.

Measurable Objective 1:

49% of All Students will demonstrate a proficiency in achievement in Mathematics by 05/19/2017 as measured by students performance on KPREP.

Strategy1:

RTI - Students will be identified by diagnostic assessments and/or classroom assessments who need interventions and additional individual instruction to grade level knowledge and skills.

Category: Learning Systems

Research Cited: guided math instruction

number talks

conceptual math instruction

Activity - Progress monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor individual student progress to identify when students need interventions in math to stay at, or achieve, grade level.	Academic Support Program	08/11/2016	05/19/2017	\$1000 - Other	administration, teachers, curriculum coach

Goal 7:

THES administrators, teachers, and community will increase collaboration in order to improve areas of program review for all students.

Measurable Objective 1:

collaborate to increase program review areas for all students by 06/02/2017 as measured by Program Review Scoring Rubric.

Strategy1:

Long range curriculum plans in program review areas - Teachers of the areas of program review will develop plans for the school-wide programming for all students guided by program review scoring rubrics.

Category: Learning Systems

Research Cited:

Activity - Program Review Chair/Team meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specials teachers and chairs of program reviews will meet to analyze progress in program review areas and plan for instruction needs.	Academic Support Program	08/11/2016	06/09/2017	\$0 - No Funding Required	administration, teachers, curriculum coach

Label	Assurance	Response	Comment	Attachment
9.1	Does the school provide effective, timely and additional intervention to students in danger of not meeting state standards?	Yes	Students are identified and receive interventions in small groups or one-on-one.	

Label	Assurance	Response	Comment	Attachment
9.2	Does the school have a comprehensive process for identifying those students most at risk and in need of assistance?	Yes	Benchmark assessments identify students who are at risk. Their programming is developed using further diagnostic data.	

Label	Assurance	Response	Comment	Attachment
9.3	Do teachers and para-educators collaborate as part of instructional planning?	Yes	Para-educators plan with teachers to meet students needs in all subject they support.	

Label	Assurance	Response	Comment	Attachment
9.4	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the school as a whole in meeting state academic standards?	Yes	All students are expected to meet state academic standards based on state testing with supports provided through the improvement plan.	

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

Increases the average combined reading and math KPREP scores for elementary students from 47.2% to 69.3% in 2019.

Measurable Objective 1:

demonstrate a proficiency and collaborate to increase the overall reading and math of Tilden Hogge Elementary from 47.2% to 57% by 05/12/2017 as measured by KPREP scores.

Strategy1:

Literacy Initiatives - In order to identify reading deficits, teachers will use classroom common assessments, Fountas and Pinnell, DIBELS, MAP, and 95% group progress monitoring tools to identify reading intervention needs for all students.

Category: Integrated Methods for Learning

Research Cited: Rick Stiggins; Classroom Assessment for Student Learning and Assessment Balance and Quality

Shirley Clark: Active Learning through Formative Assessment

Dibels.org-Dynamic Measurement Group

Stephen Ventura's: Data Teams

Jan Chappuis: Seven Strategies of Assessment for learning

Fountas and Pinnell Level Literacy Interventions

Small guided reading group research

Literacy Station research

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small flexible RTI groups for interventions based on their reading deficits according to the universal screener DIBELS and diagnostic assessment PASI or PSI, MAP assessment data, and classroom common assessments.	Direct Instruction	08/01/2016	05/19/2017	\$80000 - Title I Part A	Regular Classroom Teachers, Special Education teachers, Principal, Title I Teacher, regular instructional assistants, MSUCorp member

Activity - 30-60-90 day plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM council approved school level 30-60-90 day plan to improve reading instruction for all students.	Direct Instruction Academic Support Program	11/01/2016	05/19/2017	\$0 - No Funding Required	administration, teachers

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Activity - Leveled Literacy Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K through 5th will use small group guided instruction. Students who are not understanding the skills the leveled literacy intervention will be used with to intervene.	Direct Instruction	08/01/2016	05/20/2017	\$3000 - Booster Fund \$3000 - State Funds	K through 5th grade classroom teachers, instructional assistants, administration, title I teacher.

Activity - Reading Standards Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use develop a long term reading plan with standards progression to align curriculum and common classroom assessments.	Direct Instruction	07/01/2016	05/01/2017	\$0 - General Fund	Kindergarten through 5th grade teachers, administration, and title I teacher

Strategy2:

Math Initiative - All K-5 teachers will fully develop and follow their grade level long range math plan that is developed with grade level common assessments. Teachers will develop summative assessments and design instruction around assessments that they will analyze in PLC meetings monthly.

Category: Learning Systems

Research Cited: Envisions is research based and aligned to Common Core Standards.

Activity - Data Team planning in PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze common classroom summative assessment data. Analysis of this data will include inferring why student have challenges, prioritizing needs, and strategizing ways to help students read mastery or enrich skills at their individual level.	Academic Support Program	08/01/2016	05/01/2017	\$0 - No Funding Required	Administration and teachers

Activity - 30-60-90 day plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
30-60-90 day plan to included developing a standards progression and systematic way to monitor individual student progress on standards progression.	Direct Instruction Academic Support Program	08/01/2016	05/19/2017	\$0 - No Funding Required	administration and teachers

Strategy3:

Professional Development - Teachers will implement small guided reading instruction, literacy stations, and close reading professional development presented by Smekens and attended by all K-5 teachers at THES.

Category: Continuous Improvement

Research Cited: Small guided instruction research

Literacy Station research

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Activity - Teacher Training on Guided Reading Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will teach using small group guided reading instruction based on Jan Richardson resources and Smekens training.	Professional Learning	08/11/2016	05/19/2017	\$6000 - General Fund	Teachers, Principal, Title I teacher, curriculum specialist

Activity - Math standards instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and administration will collaborate in PLC, weekly, to develop a standards progression for each mathematical topic. Student achievement will be monitored in meeting, monthly, toward learning skills/knowledge for standards progression.	Professional Learning Academic Support Program	10/01/2016	05/19/2017	\$0 - Other	teachers, administration, title I teacher, curriculum specialist

Strategy4:

Response to Intervention - A response to intervention procedure will be followed to address student needs and make the necessary adjustments to student instruction. All 3rd, 4th, and 5th grade students who perform as a novice on KPREP assessments in reading and math will have an RTI plan.

Category: Learning Systems

Research Cited: J. Wright (2014) Strategies for Struggling Learners in the Era of CCSS and RTI

J. Wright (2007) RTI Toolkit a Practical Guide for Schools

Fountas and Pinnell leveled literacy intervention

Jan Richardson Next Steps in Guided Reading

Sherry Parrish Number Talks

Activity - RTI plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An RTI team will work collaboratively to design Tier II and Tier III intervention plans to address student needs based on data.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	Curriculum Specialist, Counselor, Teacher, Title I teacher, Special Education teacher, Principal, and Related Service Providers

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be administered the Brigance Universal Screener at the beginning of the year to assist with placement and instructional strategies.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	Kindergarten teachers, instructional assistants, guidance counselor and Principal.

Activity - RTI Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school level RTI team will review Academic/Behavioral student data and make appropriate decisions in regards to needed instruction.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	Title I teacher, curriculum resource teacher, Special education and regular education teachers, speech and language pathologist, and principal

Measurable Objective 2:

collaborate to increase kindergarten readiness 40% to 50% by August 2017 by 08/10/2017 as measured by Brigance assessment.

Strategy1:

Kindergarten Jumpstart - Jumpstart will be a summer program offered to all incoming kindergarten students to prepare them for their new school experience. This program will also educate families on expectations in all content and social areas.

Category: Early Learning

Research Cited:

Activity - parent involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer program to teacher students and families expectations of kindergarten students in academic and social areas.	Parent Involvement Direct Instruction Academic Support Program Behavioral Support Program	06/01/2016	08/31/2016	\$1000 - Other	administration and kindergarten teachers

Goal 2:

Increase achievement for all students at THES so that reading proficiency increases for non-duplicated gap group from 49.2% to 69.8% by 2019.

Measurable Objective 1:

demonstrate a proficiency and collaborate to increase the average reading proficiency rating for all students in the non-duplicated gap group from 49.2% to 57.7% by 05/19/2017 as measured by KPREP.

Strategy1:

Least Restrictive Environment - Teachers and administrators will adhere to to current policies in place regarding the Least Restrictive Environment for Special Education students.

Category: Persistence to Graduation

Research Cited:

Activity - Least Restrictive Environment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers, counselors and administrators will adhere to current guidelines in regards to least restrictive environment.	Policy and Process	08/11/2016	05/19/2017	\$0 - No Funding Required	ARC chairs, ARC members

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Activity - LRE Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and staff will be trained in Least Restrictive environment and the placement of special education students within the classrooms.	Professional Learning	08/11/2016	05/19/2017	\$0 - No Funding Required	All teachers, staff and Special Education leaders

Strategy2:

RTI in reading for non-duplicated gap group - Regular Education and special education teachers will give the DIBELS reading universal screener to students with disabilities and students not meeting benchmark according to DIBELS data to help diagnose any reading deficits. A Phonics Screener Inventory (PSI) for students in grades 1-5 or a Phonological Awareness Screener Inventory (PASI) to K-1 students will be administered to help further diagnose after initial DIBELS screener to pinpoint the exact reading deficits. Students will then be grouped in small RTI flexible groups according to their reading deficits and receive reading interventions.

Category: Learning Systems

Research Cited: DIBELS is a research based screener find research on

<https://dibels.uoregon.edu/market/assessment/dibels/>

Activity - 30-60-90 plan to improve reading for all students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM council approved 30-60-90 day plan for development of four blocks and unit assessments to improve reading instruction at all grade levels.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administrators and teachers

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DIBELS , PSI and PASI for placing students in the small flexible RTI groups.	Academic Support Program	08/11/2016	05/01/2017	\$0 - No Funding Required	All teachers, guidance counselor, Curriculum Resource Teacher, and principal.

Activity - RTI Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular education teachers will plan for Tier II and Tier III intervention instruction for students who have been identified as having a need for intervention in reading, math, writing, behavior, speech and other deficit areas.	Academic Support Program	08/11/2016	05/19/2017	\$0 - District Funding	administration, teachers, instructional assistants

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring assessment is aligned to intervention instruction and will be administered to students receiving intervention instruction. A variety of assessments may be administered such as DIBELS, MAP, and CFA. Student progress will also be monitored using common formative assessments during Data Team Meetings.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administration, teachers, related service providers

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Activity - Data team planning in grade level PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to analyze common classroom summative assessment data. Analysis of this data will include inferring why student have challenges, prioritizing needs, and strategizing ways to help students read mastery or enrich skills at their individual level.	Academic Support Program	08/11/2016	05/19/2017	\$0 - State Funds	administration, teachers, curriculum specialist

Activity - RTI Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI team will monitor student progress in interventions and make decisions about making the necessary changes to tier plans to best address student needs.. Necessary adjustments to plans/intervention instruction will be based on data.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administration, teachers, related service providers, and title I instructional assistant

Goal 3:
In response to the stakeholder survey results Tilden Hogge Elementary administrators and teachers will increase communication about student expectations and progress with children's parents/guardians.

Measurable Objective 1:
collaborate to increase communication of students expectations and progress in all grade levels by 05/19/2017 as measured by logging parent contact with newsletters, phone calls/texts, or emails.

Strategy1:
Teacher Communication with Families - Teachers will prepare strategies for families to help students with at home based on student needs every two to three months based on assessment data.
Category: Stakeholder Engagement
Research Cited:

Activity - Assessment needs and progress communicated with families	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs will make a plan to communicate student expectations and progress to families more frequently than the quarterly grading period.	Parent Involvement	08/11/2016	05/19/2017	\$0 - No Funding Required	administration and teachers

Goal 4:
Tilden Hogge Elementary will reduce the total number of students scoring at the novice level in the math and reading from 55% to no less than 27.5% as measured by KPREP data, by 2021.

Measurable Objective 1:
collaborate to reduce the number of novice scoring students in reading and math from 50% to 44.5% by 05/12/2017 as measured by KPREP.

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Strategy1:

Curriculum Aligned with Common Assessments - Teachers will analyze reading and math standards and develop unit plans and grade level common assessments to improve instruction.

Category: Learning Systems

Research Cited:

Activity - Kagan Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Kagan strategy training to increase student engagement in all content.	Academic Support Program	08/11/2016	05/19/2017		administration and teachers

Activity - Small Group Tier I instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use professional development trainings and resources to improve small group instruction in reading and math.	Academic Support Program	08/11/2016	05/19/2017		administration and teachers

Activity - Data Team Planning in PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use data team process to plan for students not mastering standards in all content area.	Academic Support Program	08/11/2016	05/19/2017		administration and teachers

Measurable Objective 2:

collaborate to reduce novice students in reading and math from 50% to 44.5% by 05/19/2017 as measured by KPREP combined reading and math for 3-5 grade students.

Strategy1:

Professional Development - All teachers will participate in professional development that deals with best practices in Writing and is aligned to Kentucky Common Core Standards.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to receive job embedded professional development and regular professional development to assist with ideas, strategies, and best practices of teaching writing to students.	Professional Learning	08/11/2016	05/19/2017	\$1000 - State Funds	All teachers and curriculum resources teacher

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Activity - Mathematically minded online professional learning opportunities for K-5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Online models that support improved instruction for conceptual math instruction at grades K-5.	Professional Learning	09/01/2016	05/12/2017	\$250 - Other	teachers, administration

Activity - Small guided group instruction PD implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing PD will provide on-going professional development in the area of writing, and teachers will begin to implement those strategies into classroom instruction.	Professional Learning	08/11/2016	05/19/2017	\$0 - No Funding Required	All teachers, curriculum resource teachers, counselor, and principal

Goal 5:

Student will increase their level of proficiency level in social studies from 36% to 68.9% by May of 2019.

Measurable Objective 1:

56% of All Students will demonstrate a proficiency on all social studies assessments in Social Studies by 05/19/2017 as measured by KPREP.

Strategy1:

Data Team Process - Teachers will analyze and strategies to plan social studies instruction based on classroom assessments an reteaching needs.

Category: Learning Systems

Research Cited:

Activity - Reteaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will reteach social studies standards not mastered by students based on summative assessments.	Academic Support Program	08/11/2016	05/19/2017	\$200 - General Fund	administration and teachers

Strategy2:

Vertical Alignment of Social Studies Content - Teachers and administrators will collaborate to develop vertical curriculum progression for social studies instruction for grades K through 5th grade.

Category: Learning Systems

Research Cited:

Activity - vertical alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC members will review progress of student mastery based on social studies summative assessments.	Academic Support Program	08/11/2016	05/19/2017	\$0 - No Funding Required	administration, teaches, curriculum coach

Goal 6:

Proficiency will increase for students in the non-duplicated gap group in math from 39.7% to 63.3% by 2019 as measured by KPREP.

Measurable Objective 1:

49% of All Students will demonstrate a proficiency in achievement in Mathematics by 05/19/2017 as measured by students performance on KPREP.

Strategy1:

RTI - Students will be identified by diagnostic assessments and/or classroom assessments who need interventions and additional individual instruction to grade level knowledge and skills.

Category: Learning Systems

Research Cited: guided math instruction

number talks

conceptual math instruction

Activity - Progress monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor individual student progress to identify when students need interventions in math to stay at, or achieve, grade level.	Academic Support Program	08/11/2016	05/19/2017	\$1000 - Other	administration, teachers, curriculum coach

Goal 7:

THES administrators, teachers, and community will increase collaboration in order to improve areas of program review for all students.

Measurable Objective 1:

collaborate to increase program review areas for all students by 06/02/2017 as measured by Program Review Scoring Rubric.

Strategy1:

Long range curriculum plans in program review areas - Teachers of the areas of program review will develop plans for the school-wide programming for all students guided by program review scoring rubrics.

Category: Learning Systems

Research Cited:

Activity - Program Review Chair/Team meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specials teachers and chairs of program reviews will meet to analyze progress in program review areas and plan for instruction needs.	Academic Support Program	08/11/2016	06/09/2017	\$0 - No Funding Required	administration, teachers, curriculum coach

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Label	Assurance	Response	Comment	Attachment
10.1	Does the school coordinate and integrate program funds available to the school to implement the Title I Schoolwide program?	Yes	Funds are used for all students.	

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

DRAFT