



Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

Rowan County

Brandy Breeze, Principal
5955 Cranston Rd
Morehead, KY 40351

TABLE OF CONTENTS

Introduction	1
Component 1: Comprehensive Needs Assessment	2
Component 2: Schoolwide Reform Strategies	3
Component 3: Instruction By Highly Qualified Teachers and Paraeducators	11
Component 4: Highly Qualified Professional Development for Principals, Teachers, and Paraeducators	16
Component 5: Strategies to Attract Highly Qualified Teachers	20
Component 6: Parent Involvement	27
Component 7: Transition to Kindergarten	35
Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction	36
Component 9: Activities to Ensure that Students Meet State Academic Standards	44
Component 10: Coordination and Integration of Programs	52

Introduction

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

Component 1: Comprehensive Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Did the school use various and multiple academic and non-academic data sources to develop the comprehensive needs assessment?	Yes	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, student with disabilities and males 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 44.9% to 50.8% in 2016.

Measurable Objective 1:

demonstrate a proficiency and collaborate to increase the overall reading and math of Tilden Hogge Elementary from 44.9% to 50.8% by 05/31/2016 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

University of Oregon Center for Teaching and Learning DIBELS

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 - 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	07/13/2015	05/01/2016	\$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	08/13/2015	05/31/2016	\$80000 - Title I Part A	Regular Classroom Teachers, Special Education teachers, Principal, Title I Teacher, regular instructional assistants, MSUCorp member

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

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	07/01/2015	05/31/2016	\$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	01/04/2016	05/31/2016	\$3000 - State Funds \$3000 - Booster Fund	K through 5th grade classroom teachers, instructional assistants, administration, title I teacher.

Strategy2:

Professional Development - Teachers will attend small guided reading instruction professional development and literacy stations professional development present by Smekens.

Category: Continuous Improvement

Research Cited: Small guided reading 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	09/01/2015	05/31/2016	\$6000 - General Fund	Teachers, Principal, Title I teacher

Activity - Math standards instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and administration will collaborate with KEDC to improve math instruction for students.	Professional Learning Academic Support Program	11/09/2015	05/31/2016	\$0 - Other	teachers, administration, title I teacher

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

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

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	08/01/2015	05/31/2016	\$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	08/01/2015	05/01/2016	\$0 - No Funding Required	Curriculum Specialist, Regular and Special Education teacher, Speech Pathologists, 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	08/13/2015	05/31/2016	\$0 - No Funding Required	Title I teacher, curriculum resource teacher, Special education and regular education teachers, speech and language pathologist, and principal

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 data team around once content has been taught.

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	08/01/2015	05/31/2016	\$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 two common assessments for all grade levels for the spring of 2016.	Direct Instruction Academic Support Program	01/04/2016	05/31/2016	\$0 - No Funding Required	administration and teachers

Measurable Objective 2:

collaborate to increase kindergarten readiness 38.7% to 50% by August 2016. by 08/31/2016 as measured by Brigance assessment.

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

Strategy1:

Kindergarten Jumpstart - Jumpstart will be a summer program offered to all incoming kindergarten students to prepare them for their new school experience and 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 Behavioral Support Program Direct Instruction	06/01/2016	08/31/2016	\$1000 - Other	administration and kindergarten teachers

Goal 2:

Increase achievement for all students in Kentucky so that reading proficiency increases for non-duplicated gap group from 42.9% to 51.7% by 2016.

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 39.6% to 42.9% by 05/31/2016 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	08/07/2014	05/29/2015	\$0 - District Funding	administration, teachers, instructional assistants

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

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	07/13/2015	05/01/2016	\$0 - No Funding Required	administrators and teachers

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	08/07/2014	05/29/2015	\$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	08/07/2014	05/29/2015	\$0 - No Funding Required	administration, teachers, related service providers

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	08/07/2014	05/29/2015	\$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	08/07/2014	05/29/2015	\$0 - No Funding Required	All teachers, guidance counselor, Curriculum Resource Teacher, and principal.

Goal 3:

: By 2021, 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.

Measurable Objective 1:

collaborate to reduce the number of novice scoring students in reading and math from 55% to 27.5% by 08/01/2021 as measured by KPREP.

Strategy1:

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

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	11/03/2015	05/01/2016	\$6000 - General Fund	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	08/13/2015	05/31/2016	\$0 - No Funding Required	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	08/13/2015	05/31/2016	\$0 - Other	administration and teachers

Goal 4:

Student will increase their level of proficiency level in social studies from 26.9% to 50.2% by April of 2016.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on all social studies assessments in Social Studies by 04/29/2016 as measured by classroom assessments.

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	08/01/2015	04/29/2016	\$200 - General Fund	administration and teachers

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

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.	

Title I Schoolwide DiagnosticTilden Hogge Elementary School

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.	

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 44.9% to 50.8% in 2016.

Measurable Objective 1:

demonstrate a proficiency and collaborate to increase the overall reading and math of Tilden Hogge Elementary from 44.9% to 50.8% by 05/31/2016 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 data team around once content has been taught.

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	08/01/2015	05/31/2016	\$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 two common assessments for all grade levels for the spring of 2016.	Academic Support Program Direct Instruction	01/04/2016	05/31/2016	\$0 - No Funding Required	administration and teachers

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

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

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	08/01/2015	05/31/2016	\$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	08/01/2015	05/01/2016	\$0 - No Funding Required	Curriculum Specialist, Regular and Special Education teacher, Speech Pathologists, 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	08/13/2015	05/31/2016	\$0 - No Funding Required	Title I teacher, curriculum resource teacher, Special education and regular education teachers, speech and language pathologist, and principal

Strategy3:

Professional Development - Teachers will attend small guided reading instruction professional development and literacy stations professional development present by Smekens.

Category: Continuous Improvement

Research Cited: Small guided reading 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	09/01/2015	05/31/2016	\$6000 - General Fund	Teachers, Principal, Title I teacher

Activity - Math standards instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and administration will collaborate with KEDC to improve math instruction for students.	Professional Learning Academic Support Program	11/09/2015	05/31/2016	\$0 - Other	teachers, administration, title I teacher

Strategy4:

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

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

University of Oregon Center for Teaching and Learning DIBELS

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 - 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	07/13/2015	05/01/2016	\$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	07/01/2015	05/31/2016	\$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	08/13/2015	05/31/2016	\$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	01/04/2016	05/31/2016	\$3000 - State Funds \$3000 - Booster Fund	K through 5th grade classroom teachers, instructional assistants, administration, title I teacher.

Goal 2:

: By 2021, 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.

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

Measurable Objective 1:

collaborate to reduce the number of novice scoring students in reading and math from 55% to 27.5% by 08/01/2021 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	08/13/2015	05/31/2016	\$0 - Other	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	08/13/2015	05/31/2016	\$0 - No Funding Required	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	11/03/2015	05/01/2016	\$6000 - General Fund	administration and teachers

Goal 3:

Student will increase their level of proficiency level in social studies from 26.9% to 50.2% by April of 2016.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on all social studies assessments in Social Studies by 04/29/2016 as measured by classroom assessments.

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:

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

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	08/01/2015	04/29/2016	\$200 - General Fund	administration and teachers

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	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?	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 44.9% to 50.8% in 2016.

Measurable Objective 1:

demonstrate a proficiency and collaborate to increase the overall reading and math of Tilden Hogge Elementary from 44.9% to 50.8% by 05/31/2016 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 data team around once content has been taught.

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	08/01/2015	05/31/2016	\$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 two common assessments for all grade levels for the spring of 2016.	Direct Instruction Academic Support Program	01/04/2016	05/31/2016	\$0 - No Funding Required	administration and teachers

Strategy2:

Professional Development - Teachers will attend small guided reading instruction professional development and literacy stations professional development present by Smekens.

Category: Continuous Improvement

Research Cited: Small guided reading instruction research

Literacy Station research

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

Activity - Math standards instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and administration will collaborate with KEDC to improve math instruction for students.	Professional Learning Academic Support Program	11/09/2015	05/31/2016	\$0 - Other	teachers, administration, title I teacher

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	09/01/2015	05/31/2016	\$6000 - General Fund	Teachers, Principal, Title I teacher

Goal 2:

: By 2021, 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.

Measurable Objective 1:

collaborate to reduce the number of novice scoring students in reading and math from 55% to 27.5% by 08/01/2021 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	11/03/2015	05/01/2016	\$6000 - General Fund	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	08/13/2015	05/31/2016	\$0 - No Funding Required	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	08/13/2015	05/31/2016	\$0 - Other	administration and teachers

Goal 3:

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

Student will increase their level of proficiency level in social studies from 26.9% to 50.2% by April of 2016.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on all social studies assessments in Social Studies by 04/29/2016 as measured by classroom assessments.

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	08/01/2015	04/29/2016	\$200 - General Fund	administration and teachers

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, standards 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 presenting.	

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

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.	

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 44.9% to 50.8% in 2016.

Measurable Objective 1:

collaborate to increase kindergarten readiness 38.7% to 50% by August 2016. by 08/31/2016 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 and 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 Academic Support Program Parent Involvement 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 44.9% to 50.8% by 05/31/2016 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 data team around once content has been taught.

Category: Learning Systems

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

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

Activity - 30-60-90 day plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
30-60-90 day plan to included two common assessments for all grade levels for the spring of 2016.	Academic Support Program Direct Instruction	01/04/2016	05/31/2016	\$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	08/01/2015	05/31/2016	\$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

University of Oregon Center for Teaching and Learning DIBELS

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	01/04/2016	05/31/2016	\$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	08/13/2015	05/31/2016	\$80000 - Title I Part A	Regular Classroom Teachers, Special Education teachers, Principal, Title I Teacher, regular instructional assistants, MSUCorp member

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

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	07/13/2015	05/01/2016	\$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	07/01/2015	05/31/2016	\$0 - General Fund	Kindergarten through 5th grade teachers, administration, and title I teacher

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	08/01/2015	05/01/2016	\$0 - No Funding Required	Curriculum Specialist, Regular and Special Education teacher, Speech Pathologists, 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	08/01/2015	05/31/2016	\$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	08/13/2015	05/31/2016	\$0 - No Funding Required	Title I teacher, curriculum resource teacher, Special education and regular education teachers, speech and language pathologist, and principal

Strategy4:

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

Professional Development - Teachers will attend small guided reading instruction professional development and literacy stations professional development present by Smekens.

Category: Continuous Improvement

Research Cited: Small guided reading 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	09/01/2015	05/31/2016	\$6000 - General Fund	Teachers, Principal, Title I teacher

Activity - Math standards instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and administration will collaborate with KEDC to improve math instruction for students.	Academic Support Program Professional Learning	11/09/2015	05/31/2016	\$0 - Other	teachers, administration, title I teacher

Goal 2:

Increase achievement for all students in Kentucky so that reading proficiency increases for non-duplicated gap group from 42.9% to 51.7% by 2016.

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 39.6% to 42.9% by 05/31/2016 as measured by KPREP.

Strategy1:

Suspension Rates - We will continue to strive to make sure that our suspension is at 1% or below.

Category: Learning Systems

Research Cited:

Activity - Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will continue to provide strategies for ALL teachers in dealing with student discipline (CHAMPS, Positive Behavioral Supports, and PBIS) to allow our students to stay in school and the suspension rate to stay at 1% or below.	Professional Learning	08/07/2014	05/29/2015	\$0 - No Funding Required	administration, teachers, and district office supports

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

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

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	08/07/2014	05/29/2015	\$0 - District Funding	administration, teachers, instructional assistants

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	08/07/2014	05/29/2015	\$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	07/13/2015	05/01/2016	\$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	08/07/2014	05/29/2015	\$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	08/07/2014	05/29/2015	\$0 - No Funding Required	administration, teachers, related service providers

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

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	08/07/2014	05/29/2015	\$0 - State Funds	administration, teachers, curriculum specialist

Strategy3:

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	08/01/2014	05/29/2015	\$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	08/07/2014	05/29/2015	\$0 - No Funding Required	ARC chairs, ARC members

Goal 3:

: By 2021, 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.

Measurable Objective 1:

collaborate to reduce the number of novice scoring students in reading and math from 55% to 27.5% by 08/01/2021 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	08/13/2015	05/31/2016	\$0 - No Funding Required	administration and teachers

Title I Schoolwide Diagnostic

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	11/03/2015	05/01/2016	\$6000 - General Fund	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	08/13/2015	05/31/2016	\$0 - Other	administration and teachers

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, recognitions	

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 and reflecting on their assessments allow recognition and celebrations to occur	

Component 6: Parent Involvement

Parent Involvement

Goal 1:

Increases the average combined reading and math KPREP scores for elementary students from 44.9% to 50.8% in 2016.

Measurable Objective 1:

collaborate to increase kindergarten readiness 38.7% to 50% by August 2016. by 08/31/2016 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 and 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 Direct Instruction 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 44.9% to 50.8% by 05/31/2016 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

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

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	08/01/2015	05/01/2016	\$0 - No Funding Required	Curriculum Specialist, Regular and Special Education teacher, Speech Pathologists, 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	08/01/2015	05/31/2016	\$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	08/13/2015	05/31/2016	\$0 - No Funding Required	Title I teacher, curriculum resource teacher, Special education and regular education teachers, speech and language pathologist, and principal

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 data team around once content has been taught.

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	08/01/2015	05/31/2016	\$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 two common assessments for all grade levels for the spring of 2016.	Academic Support Program Direct Instruction	01/04/2016	05/31/2016	\$0 - No Funding Required	administration and teachers

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

Strategy3:

Professional Development - Teachers will attend small guided reading instruction professional development and literacy stations professional development present by Smekens.

Category: Continuous Improvement

Research Cited: Small guided reading 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 with KEDC to improve math instruction for students.	Academic Support Program Professional Learning	11/09/2015	05/31/2016	\$0 - Other	teachers, administration, title I teacher

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	09/01/2015	05/31/2016	\$6000 - General Fund	Teachers, Principal, Title I teacher

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

University of Oregon Center for Teaching and Learning DIBELS

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	08/13/2015	05/31/2016	\$80000 - Title I Part A	Regular Classroom Teachers, Special Education teachers, Principal, Title I Teacher, regular instructional assistants, MSUCorp member

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

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	07/01/2015	05/31/2016	\$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.	Academic Support Program Direct Instruction	07/13/2015	05/01/2016	\$0 - No Funding Required	administration, teachers

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	01/04/2016	05/31/2016	\$3000 - Booster Fund \$3000 - State Funds	K through 5th grade classroom teachers, instructional assistants, administration, title I teacher.

Goal 2:

Increase achievement for all students in Kentucky so that reading proficiency increases for non-duplicated gap group from 42.9% to 51.7% by 2016.

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 39.6% to 42.9% by 05/31/2016 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	08/07/2014	05/29/2015	\$0 - No Funding Required	ARC chairs, ARC members

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

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	08/01/2014	05/29/2015	\$0 - No Funding Required	All teachers, staff and Special Education leaders

Strategy2:

Suspension Rates - We will continue to strive to make sure that our suspension is at 1% or below.

Category: Learning Systems

Research Cited:

Activity - Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will continue to provide strategies for ALL teachers in dealing with student discipline (CHAMPS, Positive Behavioral Supports, and PBIS) to allow our students to stay in school and the suspension rate to stay at 1% or below.	Professional Learning	08/07/2014	05/29/2015	\$0 - No Funding Required	administration, teachers, and district office supports

Strategy3:

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	08/07/2014	05/29/2015	\$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	08/07/2014	05/29/2015	\$0 - No Funding Required	administration, teachers, related service providers

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

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	07/13/2015	05/01/2016	\$0 - No Funding Required	administrators and teachers

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	08/07/2014	05/29/2015	\$0 - District Funding	administration, teachers, instructional assistants

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	08/07/2014	05/29/2015	\$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	08/07/2014	05/29/2015	\$0 - No Funding Required	All teachers, guidance counselor, Curriculum Resource Teacher, and principal.

Goal 3:

: By 2021, 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.

Measurable Objective 1:

collaborate to reduce the number of novice scoring students in reading and math from 55% to 27.5% by 08/01/2021 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:

Title I Schoolwide Diagnostic

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	11/03/2015	05/01/2016	\$6000 - General Fund	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	08/13/2015	05/31/2016	\$0 - Other	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	08/13/2015	05/31/2016	\$0 - No Funding Required	administration and teachers

Goal 4:

Student will increase their level of proficiency level in social studies from 26.9% to 50.2% by April of 2016.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on all social studies assessments in Social Studies by 04/29/2016 as measured by classroom assessments.

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	08/01/2015	04/29/2016	\$200 - General Fund	administration and teachers

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.	

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

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:

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 08/26/2016 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	01/05/2015	12/01/2015	\$0 - No Funding Required	administration and teachers

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 this time parents are educated on expectations of kindergarten, socially and academically.	

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 44.9% to 50.8% in 2016.

Measurable Objective 1:

collaborate to increase kindergarten readiness 38.7% to 50% by August 2016. by 08/31/2016 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 and 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 Direct Instruction Parent Involvement 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 44.9% to 50.8% by 05/31/2016 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

University of Oregon Center for Teaching and Learning DIBELS

Stephen Ventura's: Data Teams

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

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	07/01/2015	05/31/2016	\$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	01/04/2016	05/31/2016	\$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	07/13/2015	05/01/2016	\$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	08/13/2015	05/31/2016	\$80000 - Title I Part A	Regular Classroom Teachers, Special Education teachers, Principal, Title I Teacher, regular instructional assistants, MSUCorp member

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 data team around once content has been taught.

Category: Learning Systems

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

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

Activity - 30-60-90 day plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
30-60-90 day plan to included two common assessments for all grade levels for the spring of 2016.	Direct Instruction Academic Support Program	01/04/2016	05/31/2016	\$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	08/01/2015	05/31/2016	\$0 - No Funding Required	Administration and 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

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	08/13/2015	05/31/2016	\$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	08/01/2015	05/31/2016	\$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	08/01/2015	05/01/2016	\$0 - No Funding Required	Curriculum Specialist, Regular and Special Education teacher, Speech Pathologists, Principal

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

Strategy4:

Professional Development - Teachers will attend small guided reading instruction professional development and literacy stations professional development present by Smekens.

Category: Continuous Improvement

Research Cited: Small guided reading 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 with KEDC to improve math instruction for students.	Professional Learning Academic Support Program	11/09/2015	05/31/2016	\$0 - Other	teachers, administration, title I teacher

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	09/01/2015	05/31/2016	\$6000 - General Fund	Teachers, Principal, Title I teacher

Goal 2:

Increase achievement for all students in Kentucky so that reading proficiency increases for non-duplicated gap group from 42.9% to 51.7% by 2016.

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 39.6% to 42.9% by 05/31/2016 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/>

Title I Schoolwide Diagnostic

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	08/07/2014	05/29/2015	\$0 - No Funding Required	administration, teachers, related service providers

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	08/07/2014	05/29/2015	\$0 - No Funding Required	administration, teachers, related service providers, and title I instructional assistant

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	08/07/2014	05/29/2015	\$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	08/07/2014	05/29/2015	\$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	07/13/2015	05/01/2016	\$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	08/07/2014	05/29/2015	\$0 - No Funding Required	All teachers, guidance counselor, Curriculum Resource Teacher, and principal.

Strategy2:

Suspension Rates - We will continue to strive to make sure that our suspension is at 1% or below.

Category: Learning Systems

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

Research Cited:

Activity - Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will continue to provide strategies for ALL teachers in dealing with student discipline (CHAMPS, Positive Behavioral Supports, and PBIS) to allow our students to stay in school and the suspension rate to stay at 1% or below.	Professional Learning	08/07/2014	05/29/2015	\$0 - No Funding Required	administration, teachers, and district office supports

Strategy3:

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	08/07/2014	05/29/2015	\$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	08/01/2014	05/29/2015	\$0 - No Funding Required	All teachers, staff and Special Education leaders

Goal 3:

: By 2021, 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.

Measurable Objective 1:

collaborate to reduce the number of novice scoring students in reading and math from 55% to 27.5% by 08/01/2021 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:

Title I Schoolwide Diagnostic

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	11/03/2015	05/01/2016	\$6000 - General Fund	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	08/13/2015	05/31/2016	\$0 - Other	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	08/13/2015	05/31/2016	\$0 - No Funding Required	administration and teachers

Goal 4:

Student will increase their level of proficiency level in social studies from 26.9% to 50.2% by April of 2016.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on all social studies assessments in Social Studies by 04/29/2016 as measured by classroom assessments.

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	08/01/2015	04/29/2016	\$200 - General Fund	administration and teachers

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.	

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

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 44.9% to 50.8% in 2016.

Measurable Objective 1:

collaborate to increase kindergarten readiness 38.7% to 50% by August 2016. by 08/31/2016 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 and 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 Direct Instruction 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 44.9% to 50.8% by 05/31/2016 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 data team around once content has been taught.

Category: Learning Systems

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

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

Activity - 30-60-90 day plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
30-60-90 day plan to included two common assessments for all grade levels for the spring of 2016.	Direct Instruction Academic Support Program	01/04/2016	05/31/2016	\$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	08/01/2015	05/31/2016	\$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

University of Oregon Center for Teaching and Learning DIBELS

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	08/13/2015	05/31/2016	\$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	01/04/2016	05/31/2016	\$3000 - Booster Fund \$3000 - State Funds	K through 5th grade classroom teachers, instructional assistants, administration, title I teacher.

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

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	07/13/2015	05/01/2016	\$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	07/01/2015	05/31/2016	\$0 - General Fund	Kindergarten through 5th grade teachers, administration, and title I teacher

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	08/01/2015	05/01/2016	\$0 - No Funding Required	Curriculum Specialist, Regular and Special Education teacher, Speech Pathologists, 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	08/01/2015	05/31/2016	\$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	08/13/2015	05/31/2016	\$0 - No Funding Required	Title I teacher, curriculum resource teacher, Special education and regular education teachers, speech and language pathologist, and principal

Strategy4:

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

Professional Development - Teachers will attend small guided reading instruction professional development and literacy stations professional development present by Smekens.

Category: Continuous Improvement

Research Cited: Small guided reading 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	09/01/2015	05/31/2016	\$6000 - General Fund	Teachers, Principal, Title I teacher

Activity - Math standards instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and administration will collaborate with KEDC to improve math instruction for students.	Professional Learning Academic Support Program	11/09/2015	05/31/2016	\$0 - Other	teachers, administration, title I teacher

Goal 2:

Increase achievement for all students in Kentucky so that reading proficiency increases for non-duplicated gap group from 42.9% to 51.7% by 2016.

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 39.6% to 42.9% by 05/31/2016 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 - 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	07/13/2015	05/01/2016	\$0 - No Funding Required	administrators and teachers

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

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	08/07/2014	05/29/2015	\$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	08/07/2014	05/29/2015	\$0 - No Funding Required	administration, teachers, related service providers

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	08/07/2014	05/29/2015	\$0 - No Funding Required	administration, teachers, related service providers, and title I instructional assistant

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	08/07/2014	05/29/2015	\$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	08/07/2014	05/29/2015	\$0 - State Funds	administration, teachers, curriculum specialist

Strategy2:

Suspension Rates - We will continue to strive to make sure that our suspension is at 1% or below.

Category: Learning Systems

Research Cited:

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

Activity - Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will continue to provide strategies for ALL teachers in dealing with student discipline (CHAMPS, Positive Behavioral Supports, and PBIS) to allow our students to stay in school and the suspension rate to stay at 1% or below.	Professional Learning	08/07/2014	05/29/2015	\$0 - No Funding Required	administration, teachers, and district office supports

Strategy3:

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 - 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	08/07/2014	05/29/2015	\$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	08/01/2014	05/29/2015	\$0 - No Funding Required	All teachers, staff and Special Education leaders

Goal 3:

: By 2021, 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.

Measurable Objective 1:

collaborate to reduce the number of novice scoring students in reading and math from 55% to 27.5% by 08/01/2021 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	08/13/2015	05/31/2016	\$0 - No Funding Required	administration and teachers

Title I Schoolwide Diagnostic

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	11/03/2015	05/01/2016	\$6000 - General Fund	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	08/13/2015	05/31/2016	\$0 - Other	administration and teachers

Goal 4:

Student will increase their level of proficiency level in social studies from 26.9% to 50.2% by April of 2016.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on all social studies assessments in Social Studies by 04/29/2016 as measured by classroom assessments.

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	08/01/2015	04/29/2016	\$200 - General Fund	administration and teachers

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.	

Title I Schoolwide DiagnosticTilden Hogge Elementary School

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 44.9% to 50.8% in 2016.

Measurable Objective 1:

collaborate to increase kindergarten readiness 38.7% to 50% by August 2016. by 08/31/2016 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 and 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 44.9% to 50.8% by 05/31/2016 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 data team around once content has been taught.

Category: Learning Systems

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

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

Activity - 30-60-90 day plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
30-60-90 day plan to included two common assessments for all grade levels for the spring of 2016.	Academic Support Program Direct Instruction	01/04/2016	05/31/2016	\$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	08/01/2015	05/31/2016	\$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

University of Oregon Center for Teaching and Learning DIBELS

Stephen Ventura's: Data Teams

Jan Chappuis: Seven Strategies of Assessment for learning

Fountas and Pinnell Level Literacy Inteventions

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	07/01/2015	05/31/2016	\$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	07/13/2015	05/01/2016	\$0 - No Funding Required	administration, teachers

Title I Schoolwide Diagnostic

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	01/04/2016	05/31/2016	\$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	08/13/2015	05/31/2016	\$80000 - Title I Part A	Regular Classroom Teachers, Special Education teachers, Principal, Title I Teacher, regular instructional assistants, MSUCorp member

Strategy3:

Professional Development - Teachers will attend small guided reading instruction professional development and literacy stations professional development present by Smekens.

Category: Continuous Improvement

Research Cited: Small guided reading 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	09/01/2015	05/31/2016	\$6000 - General Fund	Teachers, Principal, Title I teacher

Activity - Math standards instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and administration will collaborate with KEDC to improve math instruction for students.	Academic Support Program Professional Learning	11/09/2015	05/31/2016	\$0 - Other	teachers, administration, title I teacher

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

Title I Schoolwide Diagnostic

Tilden Hogge Elementary School

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	08/01/2015	05/01/2016	\$0 - No Funding Required	Curriculum Specialist, Regular and Special Education teacher, Speech Pathologists, 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	08/13/2015	05/31/2016	\$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	08/01/2015	05/31/2016	\$0 - No Funding Required	Kindergarten teachers, instructional assistants, guidance counselor and Principal.

Goal 2:

: By 2021, 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.

Measurable Objective 1:

collaborate to reduce the number of novice scoring students in reading and math from 55% to 27.5% by 08/01/2021 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	08/13/2015	05/31/2016	\$0 - Other	administration and teachers

Title I Schoolwide Diagnostic

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	11/03/2015	05/01/2016	\$6000 - General Fund	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	08/13/2015	05/31/2016	\$0 - No Funding Required	administration and teachers

Goal 3:

Student will increase their level of proficiency level in social studies from 26.9% to 50.2% by April of 2016.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on all social studies assessments in Social Studies by 04/29/2016 as measured by classroom assessments.

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	08/01/2015	04/29/2016	\$200 - General Fund	administration and teachers

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	