



# **KDE Comprehensive School Improvement Plan**

**R C Hinsdale Elementary School**  
**Kenton County**

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

R C Hinsdale Elementary is comprised of 655 students in grades K-5, with 35 certified staff members. Our district has a student population of over 14,000 students. We are one of eleven elementary schools with 3 middle and 3 high schools that comprise our district. We are located in Edgewood Kentucky as part of the Kenton County School System, which is located in the northern part of the state. Edgewood has a population of 9,400 residents and their motto is, "Where everyday is a walk in the park." We are fortunate to have St. Elizabeth Medical Hospital and Thomas More College as community members. Every staff member is highly qualified to teach their specific subject/grade, and we work together in a Professional Learning Community. Our faculty goes beyond academics and is mindful that all dimensions of each individual student must be nurtured. Learning extends across the curriculum with opportunities in the arts, technology, physical education, and character education. For the past 3 years our school has earned a distinguished ranking for the state assessment. During the 2014-15 school year our school had a 98% ranking in the state which classifies R C Hinsdale as a school of distinction.

Our school is fortunate to have a very supportive Parent/Teacher Association (PTA) which assists our school with fundraising efforts to support curriculum enhancement opportunities for all students.

## **School's Purpose**

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

The mission of R C Hinsdale Elementary School is to excel at educating students to become knowledgeable self directed students, life long learners, and responsible citizens.

At R.C. Hinsdale Elementary we believe in the unique worth of each child. We have ethnicity population of 8.5%, with 17.4% free and reduced lunch population and 9.5% special education population. Our staff works closely with parents and the community to provide educational activities that help students learn and gain the confidence they need to be successful in school. We are committed to providing a learning environment that allows each child to progress at their own rate through a curriculum designed to meet the demands of an ever-changing world. The open classrooms "pod setting" provide many exciting learning opportunities. Our teams meet daily to plan, implement, and evaluate teaching units to ensure that they meet the needs of our student population. Teachers are continually learning new strategies that help with instruction, management and assessment. At R.C. Hinsdale, we continually strive to create learning activities in which each child can grow academically, physically, emotionally, socially, and culturally.

We enrich our students educationally and socially by offering programs such as:

Beginning Leadership Conference

Intramural Sports

Chorus\Honors Choir

Strings

Dulcimer Club

Drama Club

Art Club

Brownies/Girl and Boy Scouts

Academic Team

Academic Expo

STLP (student technology leadership program)

Energy Wise Team

Library Leaders

Principles of Teaching

Basketball

Volleyball

Girls on the Run

Cross Country

Bowling

## **Notable Achievements and Areas of Improvement**

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

R C Hinsdale is extremely proud of being a Distinguished School. We are striving each day to continue to be a school of Distinction which is the ranking we have earned. Our goal is to maintain this ranking. Our daily attendance is one of the best in the district each month and our school has been recognized for having the highest state average attendance for the last three years, 2012-2013, 2013-2014, and 2014-15. R C Hinsdale is striving to improve our growth in reading and math. One of our goals is to provide the best instructional strategies to every student. To accomplish this goal we will provide teachers with researched-based strategies that is on-going so all teachers improve their effectiveness in teaching.

Some of our notable achievements include:

Southern Association of Colleges and Schools Accreditation (SACS)

Golden Apple and A.D. Albright Teaching Awards

6 National Board Certified Teachers

Governor's Cup Awards

District Spelling Bee Winners

Kenton County Conservation District Writing and Art Contest winners

Sanitation District No. 1 Award

Proficient School from the 2012 K-Pres Assessment

Presidential Academic Awards for Elementary Students

Random Act of Kindness Awards

District Attendance Winners

"What Outstanding Work" (WOW) District awards.

## **Additional Information**

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

One of the most unique characteristics of our school is our PODS. We have an open concept setting in which four classrooms share the same space. We embrace this environment to provide collaborative opportunities throughout the school day. We believe it is our responsibility to educate our students fully. Every staff member feels compelled to make student achievement their personal goal. Individual learning styles are recognized and addressed through quality planning, masterful instruction, and student effort and ownership. Our school strives for and achieves excellence!

# **2015-16 CSIP Goals and Plan**

## **Overview**

### **Plan Name**

2015-16 CSIP Goals and Plan

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Kindergarten Readiness	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Program Review	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1000
3	Tell Survey	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$4000
4	Achievement Gap - Free and Reduced	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
5	Combined Proficiency	Objectives: 2 Strategies: 3 Activities: 3	Organizational	\$0
6	Proficiency-3rd Grade K -Prep	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$0
7	Wellness plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: Kindergarten Readiness

**Measurable Objective 1:**

collaborate to increase the percentage of students that are ready or ready with supports from 76.4% to 80% by 10/01/2016 as measured by 2016 Brigance results. .

**Strategy 1:**

Kindergarten ready with supports - Kindergarten teachers will provide parents of incoming kindergarten students with a readiness packet which communicates the expectations to parents of skills necessary for students to be successful in kindergarten. The orientation will be conducted after students have enrolled for the 2015-16 school year.

Category: Early Learning

Research Cited: Scholastic

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be offered a Readiness packet provided by teachers to prepare students as they enter Kindergarten	Parent Involvement	04/18/2016	10/03/2016	\$0	No Funding Required	Kindergarten teachers, instructional assistants, administration team and parents

## Goal 2: Program Review

**Measurable Objective 1:**

collaborate to increase K-3 from 7.7 to 8.0 by 10/01/2016 as measured by Program Review State Report..

**Strategy 1:**

K-3 Proficiency - Best practices in the primary program to provide evidence with lesson plans, student samples with feedback, and assessments. Teachers will continue to increase their knowledge on researched-based strategies and use these strategies to develop and use assessments. From these assessments teachers will analyzed the data and change instructional strategies based on student need.

Category: Continuous Improvement

Activity - Writer's Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will attend professional development opportunities to support K-3 primary program. Teachers will continue to collaborate to provide standard's-based lesson plans, student samples with meaningful feedback, and authentic assessments.	Direct Instruction	09/01/2015	06/02/2016	\$1000	General Fund	All K-5 teachers, special education, instructional assistants and administration
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## Goal 3: Tell Survey

### Measurable Objective 1:

collaborate to provide teachers with professional development that deepens teachers' content knowledge with follow up trainings from 75% to 78% by 05/26/2017 as measured by the TELL Survey.

### Strategy 1:

Professional Learning - Administration will provide a variety of professional learning opportunities. We will use the support of our district consultants for job embedded professional learning during PLC meetings. In addition we will support our teachers through differentiated professional learning opportunities built into our school professional development plan, and as trainings become available.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Job embedded training through PLC meetings. On demand school wide writing prompts.	Professional Learning	08/19/2015	06/02/2017	\$2000	School Council Funds	District Support, Administration team, K--5 teachers and special education teachers

Activity - Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Job embedded through PLC meetings including the Number Talk strategy and writing in math through extended responses.	Professional Learning	08/19/2015	06/02/2017	\$2000	School Council Funds	District Consultants, Administration, K-5 Teachers, Special Education Teachers

## Goal 4: Achievement Gap - Free and Reduced

### Measurable Objective 1:

collaborate to increase percentage of proficient and distinguished students with free and reduced priced meals in reading and math from 54.9% in 2015 to 58.7% by 10/01/2016 as measured by delivery targets.

### Strategy 1:

ELA/Math - Researched-based instructional strategies in the areas of vocabulary, reading stamina, and more content area such as informational reading. Teachers will also write across content areas to increase reading and writing in a variety of settings.

In the area of math teachers will use key mathematical vocabulary, write consistently in math, and utilize number talks

Category: Continuous Improvement

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trainings for all staff will include: continue with KCAS Standards, research-based programs, feedback from learning walks, data analysis for whole classes and RTI groups, lesson plans and discussion of individual student progress.	Professional Learning	08/19/2015	06/02/2016	\$0	No Funding Required	Administrator s, all teachers, and instructional assistants
Activity - Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize number talks, key vocabulary across grade levels, and consistent writing about math.	Direct Instruction	09/01/2015	06/02/2016	\$0	No Funding Required	Administration , teachers, and instructional assistants

## Goal 5: Combined Proficiency

### Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP Proficiency scores from 71.8% in 2015 to 73.3% by 10/01/2016 as measured by school report card delivery targets.

### Strategy 1:

Reading Achievement - Teachers will use best practice in ELA instruction utilize the new reading series with fidelity. This includes: key vocabulary development, questioning strategies, small group instruction, and authentic assessments.

Category: Continuous Improvement

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Activity - Best Practice in Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use text dependent questioning, higher order thinking questions and vocabulary development to increase reading development for all students .	Direct Instruction	09/01/2015	06/02/2016	\$0	No Funding Required	All K-5 teachers, special education teachers and instructional assistants

### Strategy 2:

Mathematical Strategies - Teachers will use best practice in math instruction. This will include: number talks, writing in math content areas, key vocabulary, and analyze assessment.

Category: Continuous Improvement

Activity - Mathematical Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the math model which includes number talks, whole and small group instruction and computer assisted programs.	Direct Instruction	09/01/2015	06/02/2016	\$0	No Funding Required	All K-5 teachers, special education teachers and instructional assistants

### Measurable Objective 2:

collaborate to reduce the number of novice % in combined reading and math from 7.5% in 2015 to 5.5% by 10/01/2016 as measured by by the school report card .

### Strategy 1:

ELA/Math - Teachers will use current assessment data to develop instructional groupings so all students are receiving small group instruction based on student needs.

Category: Continuous Improvement

Activity - Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use researched-based strategies in reading and math. This would include key vocabulary development, types of questioning for students, small group instruction, and consistent feedback on work samples and assessments.	Direct Instruction	09/01/2015	06/02/2016	\$0	No Funding Required	Administration , K-5 teachers, and instructional assistants.

## Goal 6: Proficiency-3rd Grade K -Prep

**Measurable Objective 1:**

collaborate to increase achievement so that the % of proficient and distinguished 3rd grade students in reading in 2015 from 71.0 to 75.0 by October 1, 2016 as measured by the School Report Card Next Generation Learners Achievement for 3rd Grade by 10/01/2016 as measured by K-Prep test.

**Strategy 1:**

Reading achievement - Teachers will use best practice in ELA instruction, utilize the reading series and implement with fidelity. Teachers will also attend professional development to help with their individual needs to improve their instructional practice.

Category: Continuous Improvement

Activity - Reading Best Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use text dependent questioning, higher order thinking questions and vocabulary development to increase reading development for all students.	Direct Instruction	09/01/2015	06/02/2016	\$0	No Funding Required	Administration team, K-3 teachers, special education teachers and instructional assistants

**Measurable Objective 2:**

collaborate to increase achievement so that the % of proficient and distinguished 3rd grade students in Math increases from 76% to 80% by 10/01/2016 as measured by K-Prep test.

**Strategy 1:**

Mathematical Strategies - Teachers will use best practice in math instruction, utilize the current math series and use enrichment materials to support student needs. Teachers will also attend professional development opportunities to increase their knowledge of mathematical practices.

Category: Continuous Improvement

Activity - Mathematical Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the math model which includes number talks, whole and small group instruction and computer assisted programs.	Direct Instruction	09/01/2015	06/02/2016	\$0	No Funding Required	All K-3 teachers, special education teachers and instructional assistants

## Goal 7: Wellness plan

**Measurable Objective 1:**

collaborate to increase the awareness of the school wellness policy to all faculty members to 100% by 08/01/2016 as measured by Survey results.

**Strategy 1:**

Wellness policy awareness plan - Leadership will continue to monitor the plan to create awareness and compliance with KCSD Wellness policy and school level wellness policy.

Category: Continuous Improvement

Activity - Wellness leadership development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee will continue to monitor and implement the plan regarding the wellness implementation of the KCSD wellness policy and school level wellness policy.	Policy and Process	08/19/2015	06/02/2016	\$0	No Funding Required	Counselor and PE teacher and the program review committee

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writer's Workshop	Teachers will attend professional development opportunities to support K-3 primary program. Teachers will continue to collaborate to provide standard's-based lesson plans, student samples with meaningful feedback, and authentic assessments.	Direct Instruction	09/01/2015	06/02/2016	\$1000	All K-5 teachers, special education, instructional assistants and administration
<b>Total</b>					\$1000	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Readiness	Parents will be offered a Readiness packet provided by teachers to prepare students as they enter Kindergarten	Parent Involvement	04/18/2016	10/03/2016	\$0	Kindergarten teachers, instructional assistants, administration team and parents
Wellness leadership development	A committee will continue to monitor and implement the plan regarding the wellness implementation of the KCSD wellness policy and school level wellness policy.	Policy and Process	08/19/2015	06/02/2016	\$0	Counselor and PE teacher and the program review committee
Mathematical Practices	Teachers will use the math model which includes number talks, whole and small group instruction and computer assisted programs.	Direct Instruction	09/01/2015	06/02/2016	\$0	All K-3 teachers, special education teachers and instructional assistants

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Best Practices	Teachers will use researched-based strategies in reading and math. This would include key vocabulary development, types of questioning for students, small group instruction, and consistent feedback on work samples and assessments.	Direct Instruction	09/01/2015	06/02/2016	\$0	Administration , K-5 teachers,and instructional assistants.
PLCs	Trainings for all staff will include: continue with KCAS Standards, research-based programs, feedback from learning walks, data analysis for whole classes and RTI groups, lesson plans and discussion of individual student progress.	Professional Learning	08/19/2015	06/02/2016	\$0	Administrator s, all teachers, and instructional assistants
Mathematical Practices	Teachers will use the math model which includes number talks, whole and small group instruction and computer assisted programs.	Direct Instruction	09/01/2015	06/02/2016	\$0	All K-5 teachers, special education teachers and instructional assistants
Best Practice in Reading	Teachers will use text dependent questioning, higher order thinking questions and vocabulary development to increase reading development for all students .	Direct Instruction	09/01/2015	06/02/2016	\$0	All K-5 teachers, special education teachers and instructional assistants
Math	Teachers will utilize number talks, key vocabulary across grade levels, and consistent writing about math.	Direct Instruction	09/01/2015	06/02/2016	\$0	Administration , teachers, and instructional assistants
Reading Best Practice	Teachers will use text dependent questioning, higher order thinking questions and vocabulary development to increase reading development for all students.	Direct Instruction	09/01/2015	06/02/2016	\$0	Administration team, K-3 teachers, special education teachers and instructional assistants
<b>Total</b>					\$0	

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Writing	Job embedded training through PLC meetings. On demand school wide writing prompts.	Professional Learning	08/19/2015	06/02/2017	\$2000	District Support, Administration team, K--5 teachers and special education teachers
Math	Job embedded through PLC meetings including the Number Talk strategy and writing in math through extended responses.	Professional Learning	08/19/2015	06/02/2017	\$2000	District Consultants, Administration, K-5 Teachers, Special Education Teachers
<b>Total</b>					<b>\$4000</b>	

# **KDE Needs Assessment**

## **Introduction**

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

## **Data Analysis**

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

R C Hinsdale Elementary has an overall score of 78.0 with an percentile ranking of 98. We are a distinguished school and are categorized as a school of distinction.

In Achievement:

Reading - 97.0

Math - 87.1

Science - N/A

Social Studies - 100.0

Writing - 83.4

Language Mechanics - 96.9

R C Hinsdale analyzed our most current data for the 2014-15 school year. We need to improve our reading and math proficient and distinguished percentages for students with free and reduced priced meals. Currently, the data shows that student achievement is at 54.9% of students scoring proficient and distinguished in these areas. Students with free and reduced priced meals continue to require Tier II support in order to make expected progress. Collaboration among teachers will be necessary so that the students with free and reduced priced meals will make expected growth throughout the 2015-16 school year.

In addition, the administration team continues to review and discuss the results of the TELL survey especially the area of professional development to meet the needs of teachers. The results show a need for professional development opportunities in order to deepen teachers' content knowledge. Professional development training as well as follow up training has been provided for teachers and classroom observations to ensure that programs are being implemented with fidelity.

## **Areas of Strengths**

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

In Kentucky, we ranked in the 98 percentile. In the area of Achievement, students scored in the proficient level in several subject areas. Reading Achievement score was 97.0. Math Achievement score was 87.1. Language Mechanics Achievement was 96.9, Writing Achievement was 83.4, and Social Studies Achievement was 100.0.

Specific actions that contributed to this achievement include:

1. Every teacher focused on MAP and common assessment data to analyze specific skills and mastery.
2. Goal setting for all students.
3. Teachers attended professional development activities designed to assist in deconstructing the KCAS standards in ELA and Math along with attending a writing workshop to increase extended response in all content areas.
4. Staff worked with their grade level teams to implement Tier II strategies in Reading and Math.
5. Monthly School-wide On Demand prompts
6. District-wide training on how to write an effective paragraph
7. Staff was trained using the new reading series, Journeys, so that it can be implemented with fidelity
8. Using current MAP data to compare the results to the K-PREP and make informed instructional decisions
9. Literacy Design Collaborative modules in reading, science, and social studies for 3rd, 4th, and 5th grade students.
10. READ 180 and System 44 programs
11. Live scoring with students in small groups

We celebrated our School of Distinction status and state ranking by honoring students who scored proficient and distinguished as well as students who made typical growth.

## **Opportunities for Improvement**

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

Our area of improvement is to increase achievement in reading and math for students with Free and Reduced Meal plans. Current data shows that students with free and reduced priced meals have an achievement score of 54.9% of students scoring proficient and distinguished.

During the 2015-16 school year, we are completing Live Scoring sessions for extended response items. Students are grouped in a variety of ways so they are instructed to add more details to their responses. We are giving timed assessments to simulate the K-PREP testing environment. After assessments are administered, students are required to complete a wrong answer analysis so they can become aware of testing errors that could be avoided in the future. Teachers are gaining a greater understanding of the Kentucky Core Academic Standards which is providing them with more rigorous activities that include higher order thinking questions.

The administrative team will analyze current MAP data to see if students with free and reduced priced meals are reaching their goals in reading and math. We continue to analyze common assessments to determine if these students show improvement. The administrative team continues to review the TELL survey and discusses how improvements can be made to include additional professional development opportunities for teachers. Follow up training will be provided to ensure the programs are being followed and any questions are addressed at that time. We also want to continue to communicate with parents so they are informed of our current progress. Our teachers provide one on one conferences with all parents that discuss each individual's progress and how this relates to our overall school progress.

## **Conclusion**

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

Our next steps would be to continue Professional Learning Communities which focus on the following throughout the year:

Continue the district wide learning walk process by giving specific feedback to all teachers.

Continued implementation of the new reading series, Journeys, with fidelity

Using past and present MAP data to compare the results to K-PREP assessment. Triangulating the data will help make informed instructional decisions.

Grow our teacher leaders in math, science, and ELA to present best practices learned through district trainings

Discuss specific student data and monitor progress for students

Expand Tier II in Math using a researched-based model

Reduce teaching Language Mechanics in isolation and incorporate in mini lessons and through writing workshop. All teachers attended a grade specific writing training to support their instructional writing program.

Effective use of Learning Targets and formative assessment

Continue to monitor the TELL survey results

Communicate with parents so they are knowledgeable about their child's progress and school data.

Continued use of goal setting and student expectations

Continue to promote high attendance school wide

# **KDE Compliance and Accountability - Schools**

## **Introduction**

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

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

## Planning and Accountability Requirements

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

**Goal 1:**

Tell Survey

**Measurable Objective 1:**

collaborate to provide teachers with professional development that deepens teachers' content knowledge with follow up trainings from 75% to 78% by 05/26/2017 as measured by the TELL Survey.

**Strategy1:**

Professional Learning - Administration will provide a variety of professional learning opportunities. We will use the support of our district consultants for job embedded professional learning during PLC meetings. In addition we will support our teachers through differentiated professional learning opportunities built into our school professional development plan, and as trainings become available.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded through PLC meetings including the Number Talk strategy and writing in math through extended responses.	Professional Learning	08/19/2015	06/02/2017	\$2000 - School Council Funds	District Consultants, Administration, K-5 Teachers, Special Education Teachers

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded training through PLC meetings. On demand school wide writing prompts.	Professional Learning	08/19/2015	06/02/2017	\$2000 - School Council Funds	District Support, Administration team, K--5 teachers and special education teachers

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

**Goal 1:**

Combined Proficiency

**Measurable Objective 1:**

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collaborate to increase the average combined reading and math KPREP Proficiency scores from 71.8% in 2015 to 73.3% by 10/01/2016 as measured by school report card delivery targets.

### Strategy1:

Mathematical Strategies - Teachers will use best practice in math instruction. This will include: number talks, writing in math content areas, key vocabulary, and analyze assessment.

Category: Continuous Improvement

Research Cited:

Activity - Mathematical Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the math model which includes number talks, whole and small group instruction and computer assisted programs.	Direct Instruction	09/01/2015	06/02/2016	\$0 - No Funding Required	All K-5 teachers, special education teachers and instructional assistants

### Strategy2:

Reading Achievement - Teachers will use best practice in ELA instruction utilize the new reading series with fidelity. This includes: key vocabulary development, questioning strategies, small group instruction, and authentic assessments.

Category: Continuous Improvement

Research Cited:

Activity - Best Practice in Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use text dependent questioning, higher order thinking questions and vocabulary development to increase reading development for all students .	Direct Instruction	09/01/2015	06/02/2016	\$0 - No Funding Required	All K-5 teachers, special education teachers and instructional assistants

### Measurable Objective 2:

collaborate to reduce the number of novice % in combined reading and math from 7.5% in 2015 to 5.5% by 10/01/2016 as measured by by the school report card .

### Strategy1:

ELA/Math - Teachers will use current assessment data to develop instructional groupings so all students are receiving small group instruction based on student needs.

Category: Continuous Improvement

Research Cited:

**KDE Comprehensive School Improvement Plan**

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Activity - Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use researched-based strategies in reading and math. This would include key vocabulary development, types of questioning for students, small group instruction, and consistent feedback on work samples and assessments.	Direct Instruction	09/01/2015	06/02/2016	\$0 - No Funding Required	Administration, K-5 teachers, and instructional assistants.

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

**Goal 1:**

Kindergarten Readiness

**Measurable Objective 1:**

collaborate to increase the percentage of students that are ready or ready with supports from 76.4% to 80% by 10/01/2016 as measured by 2016 Brigance results. .

**Strategy1:**

Kindergarten ready with supports - Kindergarten teachers will provide parents of incoming kindergarten students with a readiness packet which communicates the expectations to parents of skills necessary for students to be successful in kindergarten. The orientation will be conducted after students have enrolled for the 2015-16 school year.

Category: Early Learning

Research Cited: Scholastic

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be offered a Readiness packet provided by teachers to prepare students as they enter Kindergarten	Parent Involvement	04/18/2016	10/03/2016	\$0 - No Funding Required	Kindergarten teachers, instructional assistants, administration team and parents

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

**Goal 1:**

Kindergarten Readiness

**Measurable Objective 1:**

collaborate to increase the percentage of students that are ready or ready with supports from 76.4% to 80% by 10/01/2016 as measured by 2016 Brigance results. .

# KDE Comprehensive School Improvement Plan

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## Strategy1:

Kindergarten ready with supports - Kindergarten teachers will provide parents of incoming kindergarten students with a readiness packet which communicates the expectations to parents of skills necessary for students to be successful in kindergarten. The orientation will be conducted after students have enrolled for the 2015-16 school year.

Category: Early Learning

Research Cited: Scholastic

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be offered a Readiness packet provided by teachers to prepare students as they enter Kindergarten	Parent Involvement	04/18/2016	10/03/2016	\$0 - No Funding Required	Kindergarten teachers, instructional assistants, administration team and parents

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

## Goal 1:

Proficiency-3rd Grade K -Prep

## Measurable Objective 1:

collaborate to increase achievement so that the % of proficient and distinguished 3rd grade students in Math increases from 76% to 80% by 10/01/2016 as measured by K-Prep test.

## Strategy1:

Mathematical Strategies - Teachers will use best practice in math instruction, utilize the current math series and use enrichment materials to support student needs. Teachers will also attend professional development opportunities to increase their knowledge of mathematical practices.

Category: Continuous Improvement

Research Cited:

Activity - Mathematical Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the math model which includes number talks, whole and small group instruction and computer assisted programs.	Direct Instruction	09/01/2015	06/02/2016	\$0 - No Funding Required	All K-3 teachers, special education teachers and instructional assistants

## Measurable Objective 2:

collaborate to increase achievement so that the % of proficient and distinguished 3rd grade students in reading in 2015 from 71.0 to 75.0 by October 1, 2016 as measured by the School Report Card Next Generation Learners Achievement for 3rd Grade by 10/01/2016 as measured

by K-Prep test.

**Strategy1:**

Reading achievement - Teachers will use best practice in ELA instruction, utilize the reading series and implement with fidelity. Teachers will also attend professional development to help with their individual needs to improve their instructional practice.

Category: Continuous Improvement

Research Cited:

Activity - Reading Best Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use text dependent questioning, higher order thinking questions and vocabulary development to increase reading development for all students.	Direct Instruction	09/01/2015	06/02/2016	\$0 - No Funding Required	Administration team, K-3 teachers, special education teachers and instructional assistants

**The school identified specific strategies to address subgroup achievement gaps.**

**Goal 1:**

Achievement Gap - Free and Reduced

**Measurable Objective 1:**

collaborate to increase percentage of proficient and distinguished students with free and reduced priced meals in reading and math from 54.9% in 2015 to 58.7% by 10/01/2016 as measured by delivery targets.

**Strategy1:**

ELA/Math - Researched-based instructional strategies in the areas of vocabulary, reading stamina, and more content area such as informational reading. Teachers will also write across content areas to increase reading and writing in a variety of settings.

In the area of math teachers will use key mathematical vocabulary, write consistently in math, and utilize number talks

Category: Continuous Improvement

Research Cited:

Activity - Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize number talks, key vocabulary across grade levels, and consistent writing about math.	Direct Instruction	09/01/2015	06/02/2016	\$0 - No Funding Required	Administration, teachers, and instructional assistants

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Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trainings for all staff will include: continue with KCAS Standards, research-based programs, feedback from learning walks, data analysis for whole classes and RTI groups, lesson plans and discussion of individual student progress.	Professional Learning	08/19/2015	06/02/2016	\$0 - No Funding Required	Administrators, all teachers, and instructional assistants

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

**Goal 1:**

Program Review

**Measurable Objective 1:**

collaborate to increase K-3 from 7.7 to 8.0 by 10/01/2016 as measured by Program Review State Report..

**Strategy1:**

K-3 Proficiency - Best practices in the primary program to provide evidence with lesson plans, student samples with feedback, and assessments. Teachers will continue to increase their knowledge on researched-based strategies and use these strategies to develop and use assessments. From these assessments teachers will analyzed the data and change instructional strategies based on student need.

Category: Continuous Improvement

Research Cited:

Activity - Writer's Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development opportunities to support K-3 primary program. Teachers will continue to collaborate to provide standard's-based lesson plans, student samples with meaningful feedback, and authentic assessments.	Direct Instruction	09/01/2015	06/02/2016	\$1000 - General Fund	All K-5 teachers, special education, instructional assistants and administration

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

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

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

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

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

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

# KDE Comprehensive School Improvement Plan

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

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

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

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

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

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

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

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

**KDE Comprehensive School Improvement Plan**

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

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	N/A		

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

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

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

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

**KDE Comprehensive School Improvement Plan**

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes		

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

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

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

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

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

**KDE Comprehensive School Improvement Plan**

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

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	N/A		

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

# **The Missing Piece**

## **Introduction**

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

## Stakeholders

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

Several types of stakeholders help support the Missing Piece diagnostic. As part of the Administrative Team, we first analyzed the data which helped support the 2015-16 goals. We first met with all staff during PLC's ( Professional Learning Communities) which allowed a better understanding of our goals and plans for the 2015-16 school year. We then presented the information to our SBDM council and our PTA.

Sandra Schnatz- Principal

Suzanne Smith- Assistant Principal

Lee Anne Ryan- Guidance Counselor

Denise Jeffries- Grade Level Team Leader

Stephanie Steinbrunner- Grade Level Team Leader

Julie Watkins- Grade Level Team Leader

Beth King- Grade Level Team Leader

Tricia Kiefer- Grade Level Team Leader

Katie Gibbons- SBDM teacher

Michelle Greene- SBDM teacher

Teri Cox- SBDM teacher

Jami McQuerry- SBDM teacher

Melissa Sorg - SBDM parent

Hui Pin Sepulveda- SBDM parent

Tiffany Wolff- SBDM parent

Tiffany Wolff- PTA President

## Relationship Building

Overall Rating: 3.29

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

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

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

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

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

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

## Communications

Overall Rating: 3.29

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

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

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

# KDE Comprehensive School Improvement Plan

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

## Decision Making

Overall Rating: 3.14

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

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

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

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

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

**Advocacy**

Overall Rating: 3.33

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

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

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

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

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

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

## Learning Opportunities

Overall Rating: 2.83

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

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

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

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

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

## Community Partnerships

Overall Rating: 2.5

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

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

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

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

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources).	Apprentice

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

## Reflection

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

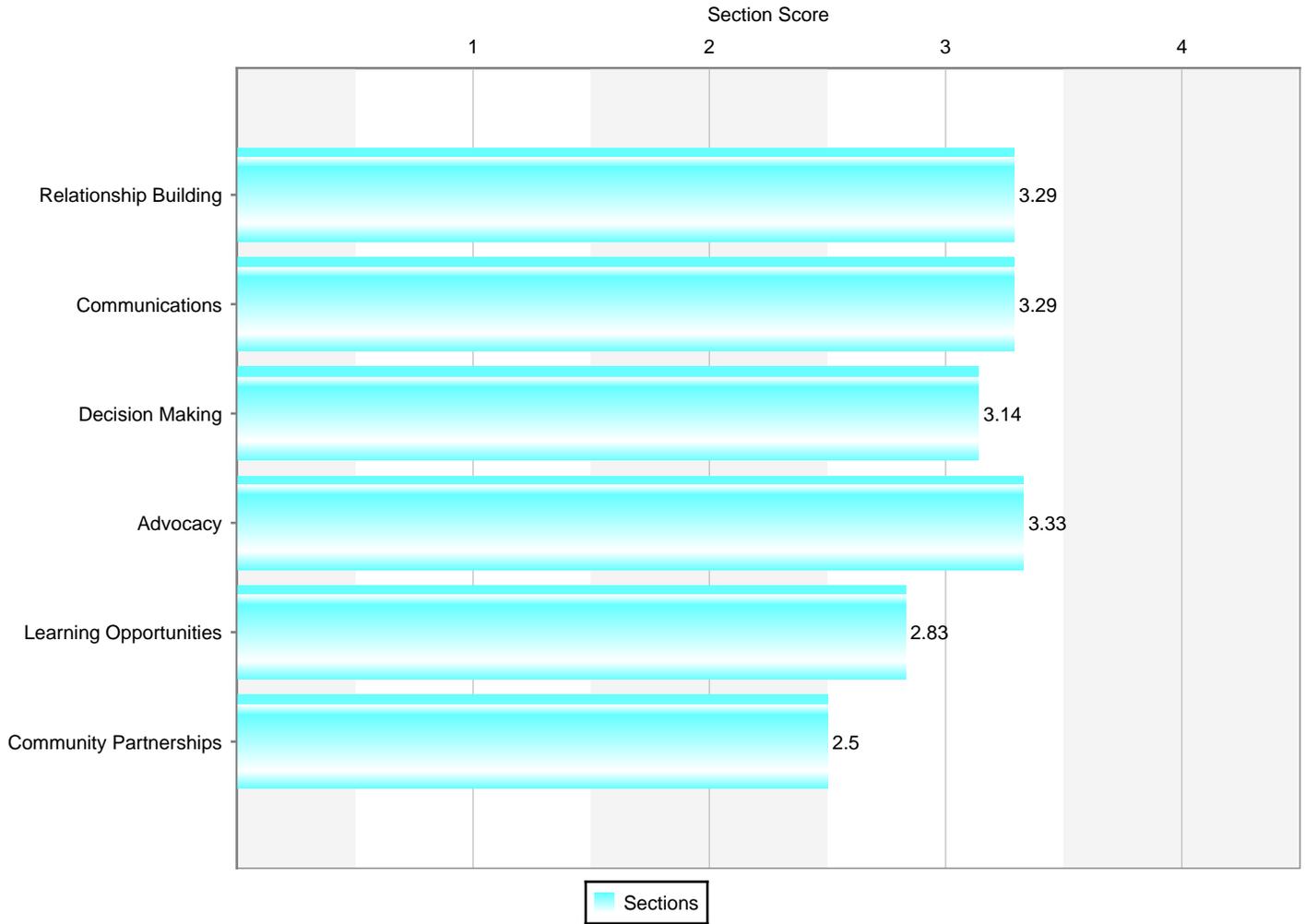
At R C Hinsdale Elementary our district and staff work continuously to build relationships with all parents and communicate through a variety of ways to help support an understanding of student achievement. We would like to continue to improve and broaden our community partnerships, which would support student achievement and parent leadership.

Our district and staff provide trainings for parents to serve on council and/or volunteer within the classroom to support student learning. We communicate weekly on any upcoming events to encourage parent involvement, work on committees, attend parent/teacher conferences and attend SBDM meetings to support student achievement.

Our school is trying to network by utilizing our current business partners to expand community partnerships in our area.

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

As part of the Administrative Team, we first analyzed the data which helped support the 2014-15 goals. We first met with all staff during PLC's ( Professional Learning Communities) which allowed a better understanding of our goals and plans for the 2015-16 school year. We then presented the information to our SBDM council and our PTA.

Our SBDM council is elected every 2 years by parents and staff members. Each member is trained every summer based on educational needs of elected members and needs for student achievement. Each member is trained on by-laws and policies. Meetings are scheduled based on member input and availability. Monthly meetings are scheduled to allow public input from parents.

Our PTA elects officers every year to support our school in a variety of ways. Their main focus is to support academic programs that enhance student learning such as: technology and the arts. The PTA officers schedule monthly meetings and communicate with parents through a variety of methods to encourage attendance.

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

Our SBDM council is made up of 3 parents and 4 teacher representatives. Each member attends K-PREP data analysis training yearly to provide input into academic goals for the upcoming school year. Monthly all members are updated with on-going student achievement results and members discuss possible improvements or celebrations.

Our Parent SBDM members inform our PTA of current student achievement so any PTA members are also aware of student progress. All teachers are part of a Professional Learning Community and meet weekly to discuss their specific grade level/subject area to determine student needs based on a variety of instructional strategies and assessments.

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

All SBDM members are notified monthly during regularly scheduled meetings. During PLC meetings, student data and the CSIP are discussed by all teachers. PTA is made aware of student achievement monthly by a SBDM member.

# **School Safety Report**

## **Introduction**

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

**School Safety Requirements**

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	June 2015	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	June 2015	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	June 2015	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

**KDE Comprehensive School Improvement Plan**

R C Hinsdale Elementary School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	June 2015	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	August and September 2015	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

# **Equitable Access Diagnostic**

## **Introduction**

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

**Needs Assessment**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

**What are the barriers identified?**

Students with free and reduced priced meals is 17.40%.

**What sources of data were used to determine the barriers?**

- School Report Card Teacher Equity Data
- Free/Reduced Meal data
- Minority student data
- Students with disabilities data
- English learner data
- Average number of years of teaching experience
- Emergency/provisional teaching certificate information
- School accountability data
- Office discipline referral data.

**What are the root causes of those identified barriers?**

Family dynamics is changing within the community is a possible cause for the change in our percentage of students qualifying for free or reduced priced meals.

**What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?**

According to PGES data, all teachers are effective.

## Equitable Access Strategies

**Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.**

Teachers are hired using our SBDM consultation policy. Beyond the initial hiring process, we follow SBDM policies for student assignment when placing students into classes each year. All teachers are highly qualified for the courses they are teaching and extensive professional learning is given for those teaching LEP and/or Exceptional students regardless of their previous experience.

**Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?**

All teachers are highly qualified. Administration and teacher input assign students so that all classes are equitable.

**Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?**

Currently our teacher turnover is at 2.8%. This allows teachers to know students and provide the best instruction to all students.

**Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?**

Our district and school is high performing, which provides many highly qualified teacher candidates. Our SBDM council develops a variety of interview questions that also identifies specific qualities of effective teaching. Once a teacher is selected they are provided with a resource teacher and support system to help with their needs.

**Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.**

We strive to communicate with all staff so they are aware of the expectations. We intentionally ask for teacher input during professional learning communities so they can voice their concerns and provide solutions to student achievement.

**Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.**

Every new teacher is provided a district-wide induction. New teachers are provided a one on one learning session with their administrators to help support their understanding and learning. Teachers are also provided a resource teacher throughout the year to help support and mentor them.

### **Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?**

Currently, all teachers have received an effective rating from the state. If teachers did receive an effectiveness rating below accomplished, the administration would provide support through learning walk feedback, district consultant support on specific instructional practices and individual professional development.

Our district recently developed guidelines for teacher support and assistance. This document will give the evaluators guidance on how to provide tiered support and assistance to teachers in order to improve performance and meet performance expectations.

- District Expectation for principals/assistant principals: visit each classroom providing coaching feedback at least once per month.
- District Expectation for principal evaluators to participate in classroom walks two times per month at each school.

Principals and Assistant Principals are trained monthly on best practices in curriculum, instruction, and assessment. Often times this is a train the trainer type session. A big part of this monthly meeting is the ongoing coaching and calibration with our Professional Practices Rubric/Quality Instruction Feedback.

- District Consultants are regularly used to support teachers. Consultants work with teachers through Professional Learning Community meetings and in the classrooms.
- PGA sessions are developed based on areas of needed as noted through PGES data and PPR Walks.

### **Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?**

According to the TELL survey 92.1% of teachers believe this is a good place to work and learn. 97.3% of teachers work together in professional learning community to develop and align instructional practices. 91.9% believe there is sufficient resources for professional development and 97.2% of teachers see professional learning being aligned with the school's improvement plan.

## Questions

**Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.**

**Goals/Objectives:**

K-Prep Combined Proficiency to increase all students scores in reading and math

Achievement Gap for free and reduced priced meals in reading and math

Kindergarten Readiness to increase all incoming Kindergarten students in reading and math

Tell Survey to analyze teacher responses for improvements with professional development and instructional practices

Program Reviews to improve lesson plans, student samples with feedback and authentic assessments so all students have a balanced academic and enrichment programs.

**Strategies/Activities:**

Teachers will continue to use researched-based instructional strategies in both ELA and math. In ELA teachers will be using the new reading series with fidelity by using key vocabulary words, text dependent and higher order thinking questions and authentic assessments In math, teachers will be using number talks, key vocabulary, problem solving strategies and consistently writing in math. Teachers will be analyzing data to make instructional decisions for small group instruction.