



# Comprehensive School Improvement Plan

R. C. Hinsdale Elementary School  
Kenton County School District

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Edgewood, KY 41017

# TABLE OF CONTENTS

Introduction .....	1
--------------------	---

## **Executive Summary**

Introduction .....	3
--------------------	---

Description of the School .....	4
---------------------------------	---

School's Purpose .....	5
------------------------	---

Notable Achievements and Areas of Improvement .....	6
---	---

Additional Information .....	7
------------------------------	---

## **Plan for Comprehensive School Improvement Plan**

Overview .....	9
----------------	---

Goals Summary .....	10
---------------------	----

Goal 1: Kindergarten Readiness .....	11
--------------------------------------	----

Goal 2: Program Review .....	11
------------------------------	----

Goal 3: Tell Survey .....	12
---------------------------	----

Goal 4: Achievement Gap -Disability .....	13
---	----

Goal 5: Proficiency-3rd Grade K -Prep .....	13
---	----

Goal 6: Combined Proficiency .....	14
------------------------------------	----

Goal 7: Next Generation Professional: Percentatge of Proficient Certified Staff .....	15
---	----

Activity Summary by Funding Source .....	16
--	----

## **KDE Needs Assessment**

Introduction .....	19
--------------------	----

Data Analysis .....	20
---------------------	----

Areas of Strengths ..... 21

Opportunities for Improvement..... 22

Conclusion..... 23

**KDE Assurances - School**

Introduction..... 25

Assurances..... 26

**School Safety Diagnostic**

Introduction..... 32

School Safety Requirements..... 33

**Compliance and Accountability - Elementary Schools**

Introduction..... 36

Planning and Accountability Requirements..... 37

## **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 2014. 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 660 students in grades K-5. We are located in Edgewood Kentucky as part of the Kenton County School System. 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.

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. 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 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 to 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

Drama Club

Art Club

Brownies/Girl and Boy Scouts

Academic Team

Social Studies and Science Fairs

STLP (student technology leadership program)

Odessey of the Mind

Energy Wise Team

Library Leaders

Hanner's Heros

One to One Reading Program

Basketball

Volleyball

Girls on the Run

Cross Country

Running Club



## **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. 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, 2011-2012, 2012-2013, and 2013-14.

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!

# **Plan for Comprehensive School Improvement Plan**

## Overview

### Plan Name

Plan for Comprehensive School Improvement 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: 3 Strategies: 3 Activities: 3	Organizational	\$1000
3	Tell Survey	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Achievement Gap -Disability	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Proficiency-3rd Grade K -Prep	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$0
6	Combined Proficiency	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
7	Next Generation Professional: Percentatge of Proficient Certified Staff	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0

## Goal 1: Kindergarten Readiness

**Measurable Objective 1:**

collaborate to increase the percentage of students that are ready or ready with supports from 89%% to 91% by 10/01/2014 as measured by 2014 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.

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	03/27/2014	08/13/2014	\$0	No Funding Required	Kindergarten teachers, instructional assistants, administration team and parents

## Goal 2: Program Review

**Measurable Objective 1:**

collaborate to increase writing from 7.1 to 8.0 by 10/01/2014 as measured by Program Review State Report..

**Strategy 1:**

Writing Proficiency - Best practices in writing will be continuously used.

Activity - Writer's Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development writing opportunities to support instructional writing. Teachers will continue to use the writer's workshop and Writing Fundamentals to increase writing development for students. Teachers will give specific feedback on students' writing pieces to improve writing development.	Direct Instruction	08/14/2013	06/02/2014	\$1000	General Fund	All K-5 teachers, special education, instructional assistants and administration

## Comprehensive School Improvement Plan

R. C. Hinsdale Elementary School

### Measurable Objective 2:

collaborate to increase Arts and Humanities from 7.9 to 8.0 by 10/01/2014 as measured by Program Review State Report.

#### Strategy 1:

Professional Development - Teachers will attend professional development opportunities to increase their knowledge of instructional strategies and assessment.

Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop formative and summative assessment to help guide instruction. Teacehers will guide students to use developmentally or grade level appropriate peer review and critique to evaluate each other's work.	Direct Instruction	08/14/2013	06/02/2014	\$0	No Funding Required	Administrative Team and all staff

### Measurable Objective 3:

collaborate to increase Practical Living from 5.4 to 8.0 by 10/01/2014 as measured by Program Review State Report.

#### Strategy 1:

Assessments - Teachers will use traditional PLCS assessments that are responsive to a variety of learning styles and abilities.

Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create formative and summative assessments for Practical Living. Teachers will use the assessment data to guide instruction.	Direct Instruction	08/14/2013	06/02/2014	\$0	No Funding Required	Administrative Team and all staff

## Goal 3: Tell Survey

### Measurable Objective 1:

collaborate to provide teachers with sufficient access to instructional technology from 78.4% to 82% by 05/29/2015 as measured by the TELL Survey.

#### Strategy 1:

Technology Plan - Administration team will review the entire school's techology inventory such as: computers, printers, software, and internet access.

Activity - Tell Survey Technology Enhancement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify their current technology inventory and based on this inventory the administrative team in collaboration with staff will make decisions on future budgeting for technology needs.	Technology	05/30/2014	03/01/2015	\$0	No Funding Required	Administration team, K--5 teachers and special education teachers

## Goal 4: Achievement Gap -Disability

### Measurable Objective 1:

collaborate to increase percentage of proficient and distinguished students with disabilities in reading from 25% in 2013 to 45.7% by 10/01/2014 as measured by delivery targets.

### Strategy 1:

ELA - Researched-based instructional strategies in the areas of vocabulary, reading stamina, and more content area such as informational reading.

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC topics 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	08/05/2013	06/02/2014	\$0	No Funding Required	Administrators

## Goal 5: 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 2013 from 64.5 to 68.1 by October 1, 2014 as measured by the School Report Card Next Generation Learners Achievement for 3rd Grade by 10/01/2014 as measured by K-Prep test.

### Strategy 1:

Reading achievement - Teachers will use best practice in ELA instruction.

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	01/01/2014	06/02/2014	\$0	No Funding Required	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 71.0% to 73.9% by 10/01/2014 as measured by K-Prep test.

### Strategy 1:

Mathematical Strategies - Teachers will use best practice in math instruction.



## Comprehensive School Improvement Plan

R. C. Hinsdale Elementary School

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	01/01/2014	06/02/2014	\$0	No Funding Required	All K-3 teachers, special education teachers and instructional assistants

## Goal 6: Combined Proficiency

### Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP Proficiency scores from 65.3% in 2013 to 71.0% by 10/01/2014 as measured by school report card delivery targets.

### Strategy 1:

Reading Achievement - Teachers will use best practice in ELA instruction.

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	01/01/2014	06/02/2014	\$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.

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	01/01/2014	06/02/2014	\$0	No Funding Required	All K-5 teachers, special education teachers and instructional assistants

## Goal 7: Next Generation Professional: Percentatge of Proficient Certified Staff

### Measurable Objective 1:

collaborate to to increase the percentage of proficient certified staff members from XX% in May 31, 2015 to YY% by 05/31/2020 as measured by evaluation results.

### Strategy 1:

PGES - Using the evaluation process

Activity - PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context fo TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the next 2 school years for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations.	Professional Learning	01/01/2014	05/31/2015	\$0	No Funding Required	Adminstration Team and All Staff

### Strategy 2:

Professional Learning and Support - To improve learning for all staff.

Activity - Professional Learning and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a school-wide professional learning plan for TPGES components and expecations that includes: Professional learning in the multiple evidences of TPGES: in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.	Professional Learning	01/01/2014	05/31/2015	\$0	No Funding Required	Administration Team and All Staff

## 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 writing opportunities to support instructional writing. Teachers will continue to use the writer's workshop and Writing Fundamentals to increase writing development for students. Teachers will give specific feedback on students' writing pieces to improve writing development.	Direct Instruction	08/14/2013	06/02/2014	\$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
Mathematical Practices	Teachers will use the math model which includes number talks, whole and small group instruction and computer assisted programs.	Direct Instruction	01/01/2014	06/02/2014	\$0	All K-5 teachers, special education teachers and instructional assistants
Professional Learning and Support	Develop a school-wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES: in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.	Professional Learning	01/01/2014	05/31/2015	\$0	Administration Team and All Staff
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	01/01/2014	06/02/2014	\$0	K-3 teachers, special education teachers and instructional assistants
PLCs	PLC topics 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	08/05/2013	06/02/2014	\$0	Administrators

# Comprehensive School Improvement Plan

R. C. Hinsdale Elementary School

Assessment	Teachers will develop formative and summative assessment to help guide instruction. Teachers will guide students to use developmentally or grade level appropriate peer review and critique to evaluate each other's work.	Direct Instruction	08/14/2013	06/02/2014	\$0	Administrative Team and all staff
Tell Survey Technology Enhancement	Teachers will identify their current technology inventory and based on this inventory the administrative team in collaboration with staff will make decisions on future budgeting for technology needs.	Technology	05/30/2014	03/01/2015	\$0	Administration team, K--5 teachers and special education teachers
PGES	Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the next 2 school years for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations.	Professional Learning	01/01/2014	05/31/2015	\$0	Administration Team and All Staff
Mathematical Practices	Teachers will use the math model which includes number talks, whole and small group instruction and computer assisted programs.	Direct Instruction	01/01/2014	06/02/2014	\$0	All K-3 teachers, special education teachers and instructional assistants
Assessment	Teachers will create formative and summative assessments for Practical Living. Teachers will use the assessment data to guide instruction.	Direct Instruction	08/14/2013	06/02/2014	\$0	Administrative Team and all staff
Kindergarten Readiness	Parents will be offered a Readiness packet provided by teachers to prepare students as they enter Kindergarten	Parent Involvement	03/27/2014	08/13/2014	\$0	Kindergarten teachers, instructional assistants, administration team and parents
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	01/01/2014	06/02/2014	\$0	All K-5 teachers, special education teachers and instructional assistants
<b>Total</b>					<b>\$0</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 69.9 with a percentile ranking of 90. We are a distinguished school according to state guidelines. Our achievement scores were 91.8 out of 100.

In Achievement:

Reading- 87.9

Math- 86.7

Science-100

Social Studies-100

Writing- 80.5

Language Mechanics- 99.2

R C Hinsdale analyzed our most current data for the 2013 school year, and we need to improve our reading and math proficient and distinguished percentages for students with disabilities.

In the area of reading, we need to increase the percentage of students with disabilities scoring proficient and distinguished from 25.0% in 2013 scoring proficient and distinguished to 45.7% on the K-Prep 2014 .

In the area of math, we need to increase the percentage of students with disabilities scoring proficient and distinguished from 29.2% in 2013 to 31.4% on the K-Prep 2014.

## **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 90% percentile. In the area of Achievement, students scored at the proficient level in several subject areas. Reading Achievement score was 87.9, Math Achievement score was 86.7 Language Mechanics Achievement score was 99.1, Writing was 80.5 and Achievement scores were both 100 for Science and Social Studies.

Specific actions that contributed to this achievement include:

Every teacher focused on MAP and common assessment data to analyze specific skill deficits and mastery.

Goal Setting for all students

Teachers attended professional development on how to deconstruct the KCAS standards in ELA and Math

Staff worked with their grade level teams to implement Tier II strategies in Reading and Math.

Daily 5 reading strategies have been implemented in several classrooms

LDC modules in reading and social studies for 5th grade

Read 180 program

On-line math league

Live scoring with students in groups

We celebrated our Distinguished status and state ranking by honoring students who scored proficient and distinguished or 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 areas of improvement are to increase achievement in reading and math students with disabilities.

During the 2013-14 school year, we are completing Live Scoring for extended response items that are grouped in a variety of ways, so they are instructed how to add more details to their answers. We are giving more timed assessments to simulate the K-Prep testing environment. After a variety of assessments are given students complete a wrong answer analysis to help students become aware of testing errors that might be avoided in the future. Teachers are understanding the Common Core State Standards which is providing more rigorous activities that include higher order thinking questions.

## **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:

Instructional walks that teachers will participate so they can observe their colleagues model researched-based instructional strategies in reading and math

Expanding the Daily 5 in all grades in both reading and math

Utilizing CIITS for assessments and PD opportunities

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

During PLC discuss specific student data and monitor progress for students

Expand Tier II in Math

Reduce teaching Language Mechanics in isolation and incorporate in mini lessons and through writing workshop.

Effective use of Learning Targets and formative assessment

Continued use of goal setting and student expectations

Contribute to high attendance percentages

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Comprehensive School Improvement Plan**

R. C. Hinsdale Elementary 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.	No	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>
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	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.	No	N/A	

# Comprehensive School Improvement Plan

R. C. Hinsdale Elementary School

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.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	No	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.	No	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.	No	N/A	

# Comprehensive School Improvement Plan

R. C. Hinsdale Elementary School

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.	No	N/A	

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	N/A	

# Comprehensive School Improvement Plan

R. C. Hinsdale Elementary School

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	No	N/A	

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	N/A	

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



# Comprehensive School Improvement Plan

R. C. Hinsdale Elementary School

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	No	N/A	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	N/A	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	N/A	

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

# **School Safety Diagnostic**

## **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	SBDM adopted the EMP on September 26, 2013.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	September 26, 2013	

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	September 26, 2013-SBDM September 19, 2013-Local Responders	

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 13, 2013 We reviewed as much as we had completed on the plan. Next, year, our policy we will have our plan completed and reviewed (by local authorities) by July 1 and reviewed on opening day.	

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
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

**Comprehensive School Improvement Plan**

R. C. Hinsdale Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	September 13, 2013	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
11.	Have practices been developed for students to follow during an earthquake?	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
12.	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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
13.	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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
14.	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		

# **Compliance and Accountability - Elementary 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 2014. 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 TELL KY Survey results.

**Goal 1:**

Tell Survey

**Measurable Objective 1:**

collaborate to provide teachers with sufficient access to instructional technology from 78.4% to 82% by 05/29/2015 as measured by the TELL Survey.

**Strategy1:**

Technology Plan - Administration team will review the entire school's technology inventory such as: computers, printers, software, and internet access.

Research Cited:

Activity - Tell Survey Technology Enhancement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify their current technology inventory and based on this inventory the administrative team in collaboration with staff will make decisions on future budgeting for technology needs.	Technology	05/30/2014	03/01/2015	\$0 - No Funding Required	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:**

collaborate to increase the average combined reading and math KPREP Proficiency scores from 65.3% in 2013 to 71.0% by 10/01/2014 as measured by school report card delivery targets.

**Strategy1:**

Reading Achievement - Teachers will use best practice in ELA instruction.

Research Cited:



# Comprehensive School Improvement Plan

R. C. Hinsdale Elementary School

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	01/01/2014	06/02/2014	\$0 - No Funding Required	All K-5 teachers, special education teachers and instructional assistants

## Strategy2:

Mathematical Strategies - Teachers will use best practice in math instruction.

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	01/01/2014	06/02/2014	\$0 - No Funding Required	All K-5 teachers, special education teachers and instructional assistants

All children were screened for kindergarten readiness.

## Goal 1:

Kindergarten Readiness

### Measurable Objective 1:

collaborate to increase the percentage of students that are ready or ready with supports from 89%% to 91% by 10/01/2014 as measured by 2014 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.

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	03/27/2014	08/13/2014	\$0 - No Funding Required	Kindergarten teachers, instructional assistants, administration team and parents

# Comprehensive School Improvement Plan

R. C. Hinsdale Elementary School

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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 89%% to 91% by 10/01/2014 as measured by 2014 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.

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	03/27/2014	08/13/2014	\$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 reading in 2013 from 64.5 to 68.1 by October 1, 2014 as measured by the School Report Card Next GenerationLearners Achievement for 3rd Grade by 10/01/2014 as measured by K-Prep test.

**Strategy1:**

Reading achievement - Teachers will use best practice in ELA instruction.

Research Cited:

# Comprehensive School Improvement Plan

R. C. Hinsdale Elementary School

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	01/01/2014	06/02/2014	\$0 - No Funding Required	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 71.0% to 73.9% by 10/01/2014 as measured by K-Prep test.

## Strategy1:

Mathematical Strategies - Teachers will use best practice in math instruction.

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	01/01/2014	06/02/2014	\$0 - No Funding Required	All K-3 teachers, special education teachers and instructional assistants

The school identified specific strategies to address subgroup achievement gaps.

## Goal 1:

Achievement Gap -Disability

## Measurable Objective 1:

collaborate to increase percentage of proficient and distinguished students with disabilities in reading from 25% in 2013 to 45.7% by 10/01/2014 as measured by delivery targets.

## Strategy1:

ELA - Researched-based instructional strategies in the areas of vocabulary, reading stamina, and more content area such as informational reading.

Research Cited:

# Comprehensive School Improvement Plan

R. C. Hinsdale Elementary School

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC topics 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	08/05/2013	06/02/2014	\$0 - No Funding Required	Administrators

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 writing from 7.1 to 8.0 by 10/01/2014 as measured by Program Review State Report..

## Strategy1:

Writing Proficiency - Best practices in writing will be continuously used.

Research Cited:

Activity - Writer's Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development writing opportunities to support instructional writing. Teachers will continue to use the writer's workshop and Writing Fundamentals to increase writing development for students. Teachers will give specific feedback on students' writing pieces to improve writing development.	Direct Instruction	08/14/2013	06/02/2014	\$1000 - General Fund	All K-5 teachers, special education, instructional assistants and administration

## Measurable Objective 2:

collaborate to increase Arts and Humanities from 7.9 to 8.0 by 10/01/2014 as measured by Program Review State Report.

## Strategy1:

Professional Development - Teachers will attend professional development opportunities to increase their knowledge of instructional strategies and assessment.

Research Cited:

# Comprehensive School Improvement Plan

R. C. Hinsdale Elementary School

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop formative and summative assessment to help guide instruction. Teachers will guide students to use developmentally or grade level appropriate peer review and critique to evaluate each other's work.	Direct Instruction	08/14/2013	06/02/2014	\$0 - No Funding Required	Administrative Team and all staff

### Measurable Objective 3:

collaborate to increase Practical Living from 5.4 to 8.0 by 10/01/2014 as measured by Program Review State Report.

### Strategy1:

Assessments - Teachers will use traditional PLCS assessments that are responsive to a variety of learning styles and abilities.

Research Cited:

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create formative and summative assessments for Practical Living. Teachers will use the assessment data to guide instruction.	Direct Instruction	08/14/2013	06/02/2014	\$0 - No Funding Required	Administrative Team and all staff