



Comprehensive School Improvement Plan

R C Hinsdale Elementary School
Kenton County

Sandra Colleen Schnatz, Principal
440 Dudley Rd
Edgewood, KY 41017

TABLE OF CONTENTS

Introduction	1
--------------------	---

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction	3
--------------------	---

Equitable Access to Effective Educators - School	4
--	---

Phase I - The Missing Piece

Introduction	8
--------------------	---

Stakeholders	9
--------------------	---

Relationship Building	10
-----------------------------	----

Communications	11
----------------------	----

Decision Making	13
-----------------------	----

Advocacy	15
----------------	----

Learning Opportunities	16
------------------------------	----

Community Partnerships	17
------------------------------	----

Reflection	18
------------------	----

Report Summary	19
----------------------	----

Improvement Plan Stakeholder Involvement

Introduction	21
--------------------	----

Improvement Planning Process	22
------------------------------------	----

Phase I - Needs Assessment

Introduction 24
Data Analysis 25
Areas of Strengths 26
Opportunities for Improvement 27
Conclusion 28

Plan for Comprehensive School Improvement Plan 2016-17

Overview 30
Goals Summary 31
 Goal 1: Combined Proficiency and Novice Reduction 32
 Goal 2: Kindergarten Readiness 33
 Goal 3: Achievement Gap - Free and Reduced 34
 Goal 4: Proficiency-3rd Grade K -Prep 34
 Goal 5: Program Review 35
 Goal 6: Tell Survey 36
 Goal 7: Wellness plan 37
Activity Summary by Funding Source 38

Phase II - KDE Assurances - Schools

Introduction 42
Assurances 43

Phase II - KDE Compliance and Accountability - Schools

Introduction 49

Planning and Accountability Requirements 50

Executive Summary

Introduction 58

Description of the School 59

School's Purpose 60

Notable Achievements and Areas of Improvement 61

Additional Information 62

Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		School Equity

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Our school is well rounded with a variety of students from various backgrounds. We are proud that we retain our teachers and they know our students, families and community.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Over the last 5 years our Free and Reduced priced meals students have increased. We are providing our staff with needed professional development to help meet the needs of these students so the show continuous growth.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		School Equity Goals

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-

Comprehensive School Improvement Plan

R C Hinsdale Elementary School

embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

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.Math committee review and revise the math model.	Professional Learning	08/17/2016	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. PLC discussions about writing across the content areas. Bring student samples to see evidence of the different types of writing and what strategies need to be used to improve this type of writing.	Professional Learning	08/17/2016	06/02/2017	\$2000 - School Council Funds	District Support, Administration team, K--5 teachers and special education teachers

Comprehensive School Improvement Plan

R C Hinsdale Elementary School

Phase I - 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 2016-17 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 2016-17 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

Barbie Bogard- Grade Level Team Leader

Amy Granger- 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

Comprehensive School Improvement Plan

R C Hinsdale Elementary School

	Statement or Question	Response	Rating
3.7	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: 3.43

	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.	Parents and community stakeholders are trained in academic achievement planning and authentic participation, with school council regularly checking the implementation and impact of that work.	Distinguished

	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

Comprehensive School Improvement Plan

R C Hinsdale Elementary School

	Statement or Question	Response	Rating
4.7	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 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 in committee work.	Proficient

Advocacy

Overall Rating: 3.33

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	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.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	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 make active use of school 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 1 coordinators connect family with community resources and follow up).	Proficient

	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 offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

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

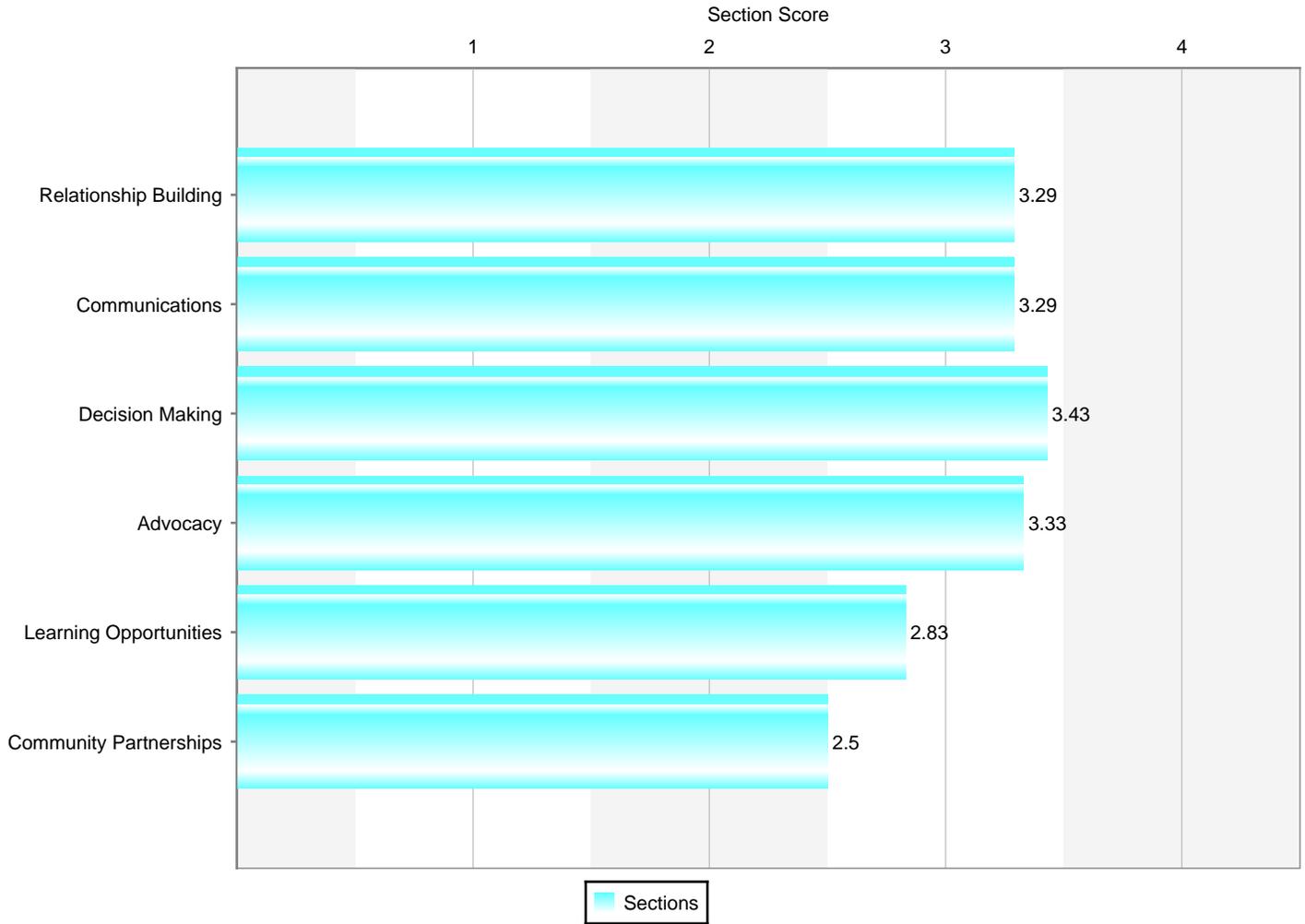
At R C Hinsdale Elementary our district and staff work continuously to build relationships with all parents and communicate through a variety of ways to help support an understanding of student achievement. We would like to continue to improve and broaden our community partnerships, which would support 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 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 2016-17 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.

Phase I - 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 82.9. We are a distinguished school and are categorized as a school of distinction.

In Achievement:

Reading - 98.6

Math - 88.5

Science - N/A

Social Studies - 86.2

Writing - 75.1

Language Mechanics - 100

R C Hinsdale analyzed our most current data for the 2015-16 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 55.8% 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 2016-17 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 the area of Achievement, students scored in the proficient level in several subject areas.

Reading Achievement score was 98.6. Math Achievement score was 88.5. Language Mechanics Achievement was 100, Writing Achievement was 75.1, and Social Studies Achievement was 86.2.

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 meaningful engagement, accountable talk, formative assessment, and Mastery Connect.
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 to follow-up with our specific professional development plan
7. Staff will implement the reading series 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
12. Using Mastery Connect for grades 2-5 to support student success on specific standards for ELA and Math.

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 55.8% of students scoring proficient and distinguished.

During the 2016-17 school year, we are giving meaningful feedback to teachers from the professional development they attended (meaningful engagement, accountable talk, formative assessment and mastery connect). Teachers also attended the session motivating the unmotivated students to help with understanding students with difficulties. Teachers are able to analyze student data so they are grouped in a variety of ways. They will be taught how 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 using mastery connect in grades 2-5 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 based on their needs.

Continued implementation of the 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

Plan for Comprehensive School Improvement Plan 2016-17

Overview

Plan Name

Plan for Comprehensive School Improvement Plan 2016-17

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

Goal 1: Combined Proficiency and Novice Reduction

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP Proficiency scores from 72.0% in 2016 to 76.6% by 10/02/2017 as measured by school report card delivery targets.

Strategy 1:

Reading Achievement - Teachers will use best practice in ELA instruction utilize reading series with fidelity. This includes: key vocabulary development, questioning strategies, small group instruction, and authentic assessments. Teachers will be provided with on-going Professional Development training throughout the year so they routinely use text dependent and higher order thinking questions along with specific vocabulary development. Teachers will continue to have students write everyday to improve both reading and writing skills. Mastery Connect will also be used to analyze student progress and provided teachers the needed information to support students through re-teaching of specific skills or enriching.

Category: Continuous Improvement

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	08/17/2016	06/02/2017	\$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. The math committee will also be reviewing and revision the math model to ensure all students receive 90 minutes of mathematics instruction which will include whole group, small group and independent work time. Students will also write every day in math class to increase the vocabulary knowledge and understanding. Teachers will also utilize the Mastery Connect in grades 2-5 to specifically target students who need support or enrichment.

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	08/17/2016	06/02/2017	\$0	No Funding Required	All K-5 teachers, special education teachers and instructional assistants

Comprehensive School Improvement Plan

R C Hinsdale Elementary School

Measurable Objective 2:

collaborate to reduce the number of novice % in combined reading and math from 7.2% in 2016 to 5.5% by 10/02/2017 as measured 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. Utilizing the Mastery Connect Program in grades 2-5 will allow teachers to know specifically which standards students have and have not mastered. From this information teachers will provide students with opportunities to master the standards through a variety of instructional strategies.

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 and utilize Mastery Connect. This would include key vocabulary development, types of questioning for students, small group instruction, and consistent feedback on work samples and assessments.	Direct Instruction	08/17/2016	06/02/2017	\$0	No Funding Required	Administration , K-5 teachers, and instructional assistants.

Goal 2: Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of students that are ready or ready with supports from 77.5% in 2015-16 to 85.5% by 10/02/2017 as measured by Brigance results (100% students screened). .

Strategy 1:

Kindergarten ready with supports - We have provided a one week Kindergarten Jump Start Program prior to the beginning of the 2016 school year for 20 students to allow them the opportunity to experience Kindergarten core content skills and socializing by working with peers and teachers. 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 2016-17 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	04/18/2017	10/02/2017	\$0	No Funding Required	Kindergarten teachers, instructional assistants, administration team and parents

Comprehensive School Improvement Plan

R C Hinsdale Elementary School

Activity - Kindergarten Jump Start Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming Kindergarten students will be provided one week of readiness skills to prepare them for the upcoming school year.	Academic Support Program	07/25/2016	07/29/2016	\$1000	General Fund	Certified teacher and Administration

Goal 3: 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 55.8% in 2016 to 63.9% by 10/01/2017 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. Teachers will continue to research the best strategies to meet the needs of all students. Teachers in grades 2-5 will be using Mastery Connect to help pinpoint specific standards in ELA and Math to differentiate for all students. From this data, teachers will re-teach those specific standards so all students are reaching mastery.

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 for both math and ELA, 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	08/17/2016	06/02/2017	\$0	No Funding Required	Administrators, 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. Teachers in grades 2-5 will utilize Mastery Connect to pinpoint each standard that has been mastered or needs to be re-taught so that all standards are mastered at each of these grade levels.	Direct Instruction	08/17/2016	06/02/2017	\$0	No Funding Required	Administration, teachers, and instructional assistants

Goal 4: Proficiency-3rd Grade K -Prep

Measurable Objective 1:

Comprehensive School Improvement Plan

R C Hinsdale Elementary School

collaborate to increase achievement so that the % of proficient and distinguished 3rd grade students in reading in 2016 from 73.3% to 76.0% by 10/02/2017 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 which included meaningful engagement, accountable talk, formative assessment, and Mastery Connect.

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. They will also utilize the Mastery Connect program to specifically identify which ELA standards students have mastered or need support.	Direct Instruction	08/17/2016	06/02/2017	\$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 62.9% to 70.0% by 10/02/2017 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 which includes meaningful engagement, accountable talk, formative assessment, and Mastery Connect.

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	08/17/2016	06/02/2017	\$0	No Funding Required	All K-3 teachers, special education teachers and instructional assistants

Goal 5: Program Review

Comprehensive School Improvement Plan

R C Hinsdale Elementary School

Measurable Objective 1:

collaborate to increase PLCS from 0% distinguished in 2016 to 10% in 2017 exceeding expectations by 10/02/2017 as measured by Program Review State Report..

Strategy 1:

PLCS Proficiency - Committee members will share during grade level meetings and faculty meetings the revised rubric. Teachers will provide evidence based on quality not quantity. Evidence will include 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 - PLCS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the new rubric and provide evidence to support the PLCS program Review. Teachers will continue to collaborate to provide standard's-based lesson plans, student samples with meaningful feedback, and authentic assessments.	Direct Instruction	09/01/2016	06/02/2017	\$1000	General Fund	All K-5 teachers, special education, instructional assistants and administration

Goal 6: 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
--------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive School Improvement Plan

R C Hinsdale Elementary School

Job embedded training through PLC meetings. On demand school wide writing prompts. PLC discussions about writing across the content areas. Bring student samples to see evidence of the different types of writing and what strategies need to be used to improve this type of writing.	Professional Learning	08/17/2016	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.Math committee review and revise the math model.	Professional Learning	08/17/2016	06/02/2017	\$2000	School Council Funds	District Consultants, Administration , K-5 Teachers, Special Education Teachers

Goal 7: Wellness plan

Measurable Objective 1:

collaborate to increase the awareness of the school wellness policy to all faculty members to 100% by 08/01/2017 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	08/17/2016	06/02/2017	\$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
PLCS	Teachers will use the new rubric and provide evidence to support the PLCS program Review. Teachers will continue to collaborate to provide standard's-based lesson plans, student samples with meaningful feedback, and authentic assessments.	Direct Instruction	09/01/2016	06/02/2017	\$1000	All K-5 teachers, special education, instructional assistants and administration
Kindergarten Jump Start Program	Incoming Kindergarten students will be provided one week of readiness skills to prepare them for the upcoming school year.	Academic Support Program	07/25/2016	07/29/2016	\$1000	Certified teacher and Administration
Total					\$2000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math	Teachers will utilize number talks, key vocabulary across grade levels, and consistent writing about math. Teachers in grades 2-5 will utilize Mastery Connect to pinpoint each standard that has been mastered or needs to be re-taught so that all standards are mastered at each of these grade levels.	Direct Instruction	08/17/2016	06/02/2017	\$0	Administration , teachers, and instructional assistants
Best Practices	Teachers will use researched-based strategies in reading and math and utilize Mastery Connect. This would include key vocabulary development, types of questioning for students, small group instruction, and consistent feedback on work samples and assessments.	Direct Instruction	08/17/2016	06/02/2017	\$0	Administration , K-5 teachers, and instructional assistants.
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	08/17/2016	06/02/2017	\$0	Counselor and PE teacher and the program review committee

Comprehensive School Improvement Plan

R C Hinsdale Elementary School

PLCs	Trainings for all staff will include: continue with KCAS Standards for both math and ELA, 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	08/17/2016	06/02/2017	\$0	Administrator s, all teachers, and instructional assistants
Kindergarten Readiness	Parents will be offered a Readiness packet provided by teachers to prepare students as they enter Kindergarten.	Parent Involvement	04/18/2017	10/02/2017	\$0	Kindergarten teachers, instructional assistants, administration team and parents
Mathematical Practices	Teachers will use the math model which includes number talks, whole and small group instruction and computer assisted programs.	Direct Instruction	08/17/2016	06/02/2017	\$0	All K-5 teachers, special education 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. They will also utilize the Mastery Connect program to specifically identify which ELA standards students have mastered or need need support.	Direct Instruction	08/17/2016	06/02/2017	\$0	Administration team, K-3 teachers, special education 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	08/17/2016	06/02/2017	\$0	All K-3 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	08/17/2016	06/02/2017	\$0	All K-5 teachers, special education teachers and instructional assistants
Total					\$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------------	----------	-------------------	-------------------

Comprehensive School Improvement Plan

R C Hinsdale Elementary School

Math	Job embedded through PLC meetings including the Number Talk strategy and writing in math through extended responses.Math committee review and revise the math model.	Professional Learning	08/17/2016	06/02/2017	\$2000	District Consultants, Administration , K-5 Teachers, Special Education Teachers
Writing	Job embedded training through PLC meetings. On demand school wide writing prompts. PLC discussions about writing across the content areas. Bring student samples to see evidence of the different types of writing and what strategies need to be used to improve this type of writing.	Professional Learning	08/17/2016	06/02/2017	\$2000	District Support, Administration team, K--5 teachers and special education teachers
Total					\$4000	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
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		

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

Label	Assurance	Response	Comment	Attachment
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		

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

Label	Assurance	Response	Comment	Attachment
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		

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.	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		

Comprehensive School Improvement Plan

R C Hinsdale Elementary School

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
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		

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.	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.	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.	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.	N/A		

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.	N/A		

Comprehensive School Improvement Plan

R C Hinsdale Elementary School

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 (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, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	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		

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.	N/A		

Comprehensive School Improvement Plan

R C Hinsdale Elementary School

Label	Assurance	Response	Comment	Attachment
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		

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.	N/A		

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

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

Phase II - 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.Math committee review and revise the math model.	Professional Learning	08/17/2016	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. PLC discussions about writing across the content areas. Bring student samples to see evidence of the different types of writing and what strategies need to be used to improve this type of writing.	Professional Learning	08/17/2016	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 and Novice Reduction

Comprehensive School Improvement Plan

R C Hinsdale Elementary School

Measurable Objective 1:

collaborate to reduce the number of novice % in combined reading and math from 7.2% in 2016 to 5.5% by 10/02/2017 as measured 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. Utilizing the Mastery Connect Program in grades 2-5 will allow teachers to know specifically which standards students have and have not mastered. From this information teachers will provide students with opportunities to master the standards through a variety of instructional strategies.

Category: Continuous Improvement

Research Cited:

Activity - Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use researched-based strategies in reading and math and utilize Mastery Connect. This would include key vocabulary development, types of questioning for students, small group instruction, and consistent feedback on work samples and assessments.	Direct Instruction	08/17/2016	06/02/2017	\$0 - No Funding Required	Administration, K-5 teachers, and instructional assistants.

Measurable Objective 2:

collaborate to increase the average combined reading and math KPREP Proficiency scores from 72.0% in 2016 to 76.6% by 10/02/2017 as measured by school report card delivery targets.

Strategy1:

Reading Achievement - Teachers will use best practice in ELA instruction utilize reading series with fidelity. This includes: key vocabulary development, questioning strategies, small group instruction, and authentic assessments. Teachers will be provided with on-going Professional Development training throughout the year so they routinely use text dependent and higher order thinking questions along with specific vocabulary development. Teachers will continue to have students write everyday to improve both reading and writing skills. Mastery Connect will also be used to analyze student progress and provided teachers the needed information to support students through re-teaching of specific skills or enriching.

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	08/17/2016	06/02/2017	\$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. This will include: number talks, writing in math content areas, key vocabulary, and analyze assessment. The math committee will also be reviewing and revision the math model to ensure all students

Comprehensive School Improvement Plan

R C Hinsdale Elementary School

receive 90 minutes of mathematics instruction which will include whole group, small group and independent work time. Students will also write every day in math class to increase the vocabulary knowledge and understanding. Teachers will also utilize the Mastery Connect in grades 2-5 to specifically target students who need support or enrichment.

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	08/17/2016	06/02/2017	\$0 - No Funding Required	All K-5 teachers, special education 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 77.5% in 2015-16 to 85.5% by 10/02/2017 as measured by Brigance results (100% students screened).

Strategy1:

Kindergarten ready with supports - We have provided a one week Kindergarten Jump Start Program prior to the beginning of the 2016 school year for 20 students to allow them the opportunity to experience Kindergarten core content skills and socializing by working with peers and teachers. 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 2016-17 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	04/18/2017	10/02/2017	\$0 - No Funding Required	Kindergarten teachers, instructional assistants, administration team and parents

Activity - Kindergarten Jump Start Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming Kindergarten students will be provided one week of readiness skills to prepare them for the upcoming school year.	Academic Support Program	07/25/2016	07/29/2016	\$1000 - General Fund	Certified teacher and Administration

Comprehensive School Improvement Plan

R C Hinsdale Elementary School

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 77.5% in 2015-16 to 85.5% by 10/02/2017 as measured by Brigance results (100% students screened). .

Strategy1:

Kindergarten ready with supports - We have provided a one week Kindergarten Jump Start Program prior to the beginning of the 2016 school year for 20 students to allow them the opportunity to experience Kindergarten core content skills and socializing by working with peers and teachers. 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 2016-17 school year.

Category: Early Learning

Research Cited: Scholastic

Activity - Kindergarten Jump Start Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming Kindergarten students will be provided one week of readiness skills to prepare them for the upcoming school year.	Academic Support Program	07/25/2016	07/29/2016	\$1000 - General Fund	Certified teacher and Administration

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	04/18/2017	10/02/2017	\$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

Comprehensive School Improvement Plan

R C Hinsdale Elementary School

Measurable Objective 1:

collaborate to increase achievement so that the % of proficient and distinguished 3rd grade students in reading in 2016 from 73.3% to 76.0% by 10/02/2017 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 which included meaningful engagement, accountable talk, formative assessment, and Mastery Connect.

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. They will also utilize the Mastery Connect program to specifically identify which ELA standards students have mastered or need need support.	Direct Instruction	08/17/2016	06/02/2017	\$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 62.9% to 70.0% by 10/02/2017 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 which includes meaningful engagement, accountable talk, formative assessment, and Mastery Connect.

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	08/17/2016	06/02/2017	\$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 - Free and Reduced

Comprehensive School Improvement Plan

R C Hinsdale Elementary School

Measurable Objective 1:

collaborate to increase percentage of proficient and distinguished students with free and reduced priced meals in reading and math from 55.8% in 2016 to 63.9% by 10/01/2017 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. Teachers will continue to research the best strategies to meet the needs of all students. Teachers in grades 2-5 will be using Mastery Connect to help pinpoint specific standards in ELA and Math to differentiate for all students. From this data, teachers will re-teach those specific standards so all students are reaching mastery.

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. Teachers in grades 2-5 will utilize Mastery Connect to pinpoint each standard that has been mastered or needs to be re-taught so that all standards are mastered at each of these grade levels.	Direct Instruction	08/17/2016	06/02/2017	\$0 - No Funding Required	Administration, teachers, and instructional assistants

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trainings for all staff will include: continue with KCAS Standards for both math and ELA, 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	08/17/2016	06/02/2017	\$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.

Comprehensive School Improvement Plan

R C Hinsdale Elementary School

Goal 1:

Program Review

Measurable Objective 1:

collaborate to increase PLCS from 0% distinguished in 2016 to 10% in 2017 exceeding expectations by 10/02/2017 as measured by Program Review State Report..

Strategy1:

PLCS Proficiency - Committee members will share during grade level meetings and faculty meetings the revised rubric. Teachers will provide evidence based on quality not quantity. Evidence will include 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 - PLCS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the new rubric and provide evidence to support the PLCS program Review. Teachers will continue to collaborate to provide standard's-based lesson plans, student samples with meaningful feedback, and authentic assessments.	Direct Instruction	09/01/2016	06/02/2017	\$1000 - General Fund	All K-5 teachers, special education, instructional assistants and administration

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 637 students in grades K-5, with 36 certified staff members. Our district has a student population of over 14,000 students. We are one of eleven elementary schools with 4 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 2015-16 school year our school earned another school of distinction classification.

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 10.0%, with 19.47% free and reduced lunch population and 10.36% 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

Robotics

Energy Wise Team

Library Leaders

Yoga

Basketball

Volleyball

Girls on the Run

Cross Country

Bowling

Dance

Drawing 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 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 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

Excellence In Teaching Awards

Governor's Cup Awards

District Spelling Bee Winners

Kenton County Conservation District Writing and Art Contest winners

Sanitation District No. 1 Award

Distinguished School 4 years

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!