



KDE Comprehensive School Improvement Plan

R C Hinsdale Elementary School
Kenton County

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

R C Hinsdale Elementary is comprised of 638 students in grades K-5, with 35 certified staff members. 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)

Odyssey of the Mind

Energy Wise Team

Library Leaders

Hanner's Heroes

One to One Reading Program

Basketball

Volleyball

Girls on the Run

Cross Country

Bowling

Notable Achievements and Areas of Improvement

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

R C Hinsdale is extremely proud of being a Distinguished School. We are striving each day to continue to be a school of Distinction. 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 KDE Comprehensive School Improvement Plan December 2014

Overview

Plan Name

Plan for KDE Comprehensive School Improvement Plan December 2014

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	Achievement Gap -Disability	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	Program Review	Objectives: 4 Strategies: 4 Activities: 4	Organizational	\$1000
4	Tell Survey	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
8	Wellness plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of students that are ready or ready with supports from 75% to 82% by 10/01/2015 as measured by 2015 Brigance results.

Strategy 1:

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

Category: Early Learning

Research Cited: Scholastic

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be offered a Readiness packet provided by teachers to prepare students as they enter Kindergarten	Parent Involvement	03/25/2015	08/12/2015	\$0	No Funding Required	Kindergarten teachers, instructional assistants, administration team and parents

Goal 2: Achievement Gap -Disability

Measurable Objective 1:

collaborate to increase percentage of proficient and distinguished students with disabilities in reading from 42.1% in 2014 to 52.5% by 10/01/2015 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.

Category: Continuous Improvement

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trainings for all staff will include: continue with KCAS Standards, research-based programs, feedback from learning walks, data analysis for whole classes and RTI groups, lesson plans and discussion of individual student progress.	Professional Learning	08/05/2014	06/02/2015	\$0	No Funding Required	Administrators

Goal 3: Program Review

Measurable Objective 1:

collaborate to increase writing from 7.8 to 8.0 by 10/01/2015 as measured by Program Review State Report..

Strategy 1:

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

Category: Continuous Improvement

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	08/13/2014	06/02/2015	\$1000	General Fund	All K-5 teachers, special education, instructional assistants and administration

Measurable Objective 2:

collaborate to increase Arts and Humanities from 8.3 to 8.5 by 10/01/2015 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.

Category: Professional Learning & Support

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. Teachers will guide students to use developmentally or grade level appropriate peer review and critique to evaluate each other's work.	Direct Instruction	08/13/2014	06/02/2015	\$0	No Funding Required	Administrative Team and all staff

Measurable Objective 3:

collaborate to increase Practical Living from 7.7 to 8.0 by 10/01/2015 as measured by Program Review State Report.

Strategy 1:

Assessments - Teachers will enhance the rigor so that assessments are responsive to a variety of learning styles and abilities.

Category: Professional Learning & Support

Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will create formative and summative assessments for Practical Living. Teachers will use the assessment data to guide instruction.	Direct Instruction	08/13/2014	06/02/2015	\$0	No Funding Required	Administrative Team and all staff
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Measurable Objective 4:

collaborate to increase the K-3 Program Review from 7.7 to 8.0 by 08/12/2015 as measured by the Program Review..

Strategy 1:

researched-based - 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: Professional Learning & Support

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to attend Professional Development sessions to increase their knowledge base of researched-based strategies.	Professional Learning	08/13/2014	06/02/2015	\$0	No Funding Required	Admin team and all staff working with K-3 students

Goal 4: 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 technology inventory such as: computers, printers, software, and internet access.

Category: Continuous Improvement

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 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 2014 from 77.1 to 80.0 by October 1, 2015 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.

Category: Continuous Improvement

Activity - Reading Best Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use text dependent questioning, higher order thinking questions and vocabulary development to increase reading development for all students.	Direct Instruction	09/01/2014	06/02/2015	\$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 66.4% to 75.7% by 10/01/2015 as measured by K-Prep test.

Strategy 1:

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

Category: Continuous Improvement

Activity - Mathematical Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the math model which includes number talks, whole and small group instruction and computer assisted programs.	Direct Instruction	09/01/2014	06/02/2015	\$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 70.8% in 2014 to 74.6% by 10/01/2015 as measured by school report card delivery targets.

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Strategy 1:

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

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	09/01/2014	06/02/2015	\$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.

Category: Continuous Improvement

Activity - Mathematical Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the math model which includes number talks, whole and small group instruction and computer assisted programs.	Direct Instruction	09/01/2014	06/02/2015	\$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

Category: Teacher PGES

Activity - PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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
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Strategy 2:

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

Category: Professional Learning & Support

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

Goal 8: Wellness plan

Measurable Objective 1:

collaborate to increase the awareness of the school wellness policy to all faculty members to 100% by 08/31/2015 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	08/13/2014	06/02/2015	\$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

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will continue to attend Professional Development sessions to increase their knowledge base of researched-based strategies.	Professional Learning	08/13/2014	06/02/2015	\$0	Admin team and all staff working with K-3 students
PGES	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	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	09/01/2014	06/02/2015	\$0	K-3 teachers, special education 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	08/13/2014	06/02/2015	\$0	Counselor and PE teacher and the program review committee
PLCs	Trainings for all staff will include: continue with KCAS Standards, research-based programs, feedback from learning walks, data analysis for whole classes and RTI groups, lesson plans and discussion of individual student progress.	Professional Learning	08/05/2014	06/02/2015	\$0	Administrators
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

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Best Practice in Reading	Teachers will use text dependent questioning, higher order thinking questions and vocabulary development to increase reading development for all students .	Direct Instruction	09/01/2014	06/02/2015	\$0	All K-5 teachers, special education 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	03/25/2015	08/12/2015	\$0	Kindergarten teachers, instructional assistants, administration team and parents
Assessment	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	08/13/2014	06/02/2015	\$0	Administrative 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	09/01/2014	06/02/2015	\$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	08/13/2014	06/02/2015	\$0	Administrative Team and all staff
Professional Learning and Support	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	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	09/01/2014	06/02/2015	\$0	All K-5 teachers, special education teachers and instructional assistants
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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<p>Writer's Workshop</p>	<p>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.</p>	<p>Direct Instruction</p>	<p>08/13/2014</p>	<p>06/02/2015</p>	<p>\$1000</p>	<p>All K-5 teachers, special education, instructional assistants and administration</p>
<p style="text-align: right;">Total</p>					<p>\$1000</p>	

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 70.1 with a percentile ranking of 93. We are a distinguished school according to state guidelines. Our achievement scores were 93.2 out of 100.

In Achievement:

Reading- 96.4

Math- 90.5

Science-100

Social Studies-100

Writing- 74.6

Language Mechanics- 98.4

R C Hinsdale analyzed our most current data for the 2014 school year, and we need to improve our reading and math proficient and distinguished percentages for students with disabilities. We continued to review and discuss the results from the Tell survey especially technology needs within the building. Also, we reviewed how to engage parents in the review and analyzing of our current data.

In the area of reading, we need to increase the percentage of students with disabilities scoring proficient and distinguished from 42.1% in 2014 scoring proficient and distinguished to 52.5% on the K-Prep 2015 .

In the area of math, we need to increase the percentage of students with disabilities scoring proficient and distinguished from 42.1% in 2014 to 40.0% on the K-Prep 2015.

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 93% percentile. In the area of Achievement, students scored at the proficient level in several subject areas. Reading Achievement score was 96.4, Math Achievement score was 90.5 Language Mechanics Achievement score was 98.4, Writing was 74.6 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 along with attending a writing workshop to increase extended responses in all content areas.

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

Literacy Design Collaborative modules in reading science and social studies for 3rd, 4th and 5th grades

Read 180 System 44 program

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 with students with disabilities.

During the 2014-15 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.

The Administrative Team will also analyze current MAP data to see if students are reaching their goals in reading and math. We continue to analyze common assessments to see if these students also show improvements. The administration team continued to review the Tell survey and discussed how improvements have been made in the area of technology and how to further our improvements in this area. We also want to continue to communicate with our parents so they are informed of our current progress. We will continue to promote our monthly SBDM meetings to encourage parental attendance. Our teachers provide one on one conferences with all parents that discuss each individual 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:

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's 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

Contribute to high attendance percentages

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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 2014-15 goals. We first met with all staff during PLC's (Professional Learning Communities) which allowed a better understanding of our goals and plans for the 2014-15 school year. We then presented the information to our SBDM council and our PTA.

Sandra Schnatz- Principal

Suzanne Smith- Assistant Principal

Lee Anne Ryan- Guidance Counselor

Denise Jeffries- Grade Level Team Leader

Stephanie Steinbrunner- Grade Level Team Leader

Julie Watkins- Grade Level Team Leader

Beth King- Grade Level Team Leader

Tricia Kiefer- Grade Level Team Leader

Katie Gibbons- SBDM teacher

Tina Walter- SBDM teacher

Clark Horine- SBDM teacher

Jami McQuerry- SBDM teacher

Stephanie Hagedorn- SBDM parent

Tiffany Wolff- SBDM parent

Cheri Padgett- PTA President

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 3.29

	Statement or Question	Response	Rating
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.	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
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
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
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
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
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

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 3.29

	Statement or Question	Response	Rating
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
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 that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

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

KDE Comprehensive School Improvement Plan

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	Statement or Question	Response	Rating
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

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 3.14

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

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

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	Statement or Question	Response	Rating
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 provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 3.33

	Statement or Question	Response	Rating
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
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
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
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.	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.	District and school staff ensure that parents and community members are trained to serve as educational advocates or to access trained educational advocates for students to meet their academic goals.	Distinguished

	Statement or Question	Response	Rating
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

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.83

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - 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 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 	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> • 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
2.	<p>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.</p>	<p>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.</p>	Proficient

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

	Statement or Question	Response	Rating
4.	<p>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.</p>	<p>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.</p>	Proficient

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

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	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Parent leaders regularly work with all parents to develop ways to improve parent understanding of learning issues.	Distinguished

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 2.5

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

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

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

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

Reflection

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

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

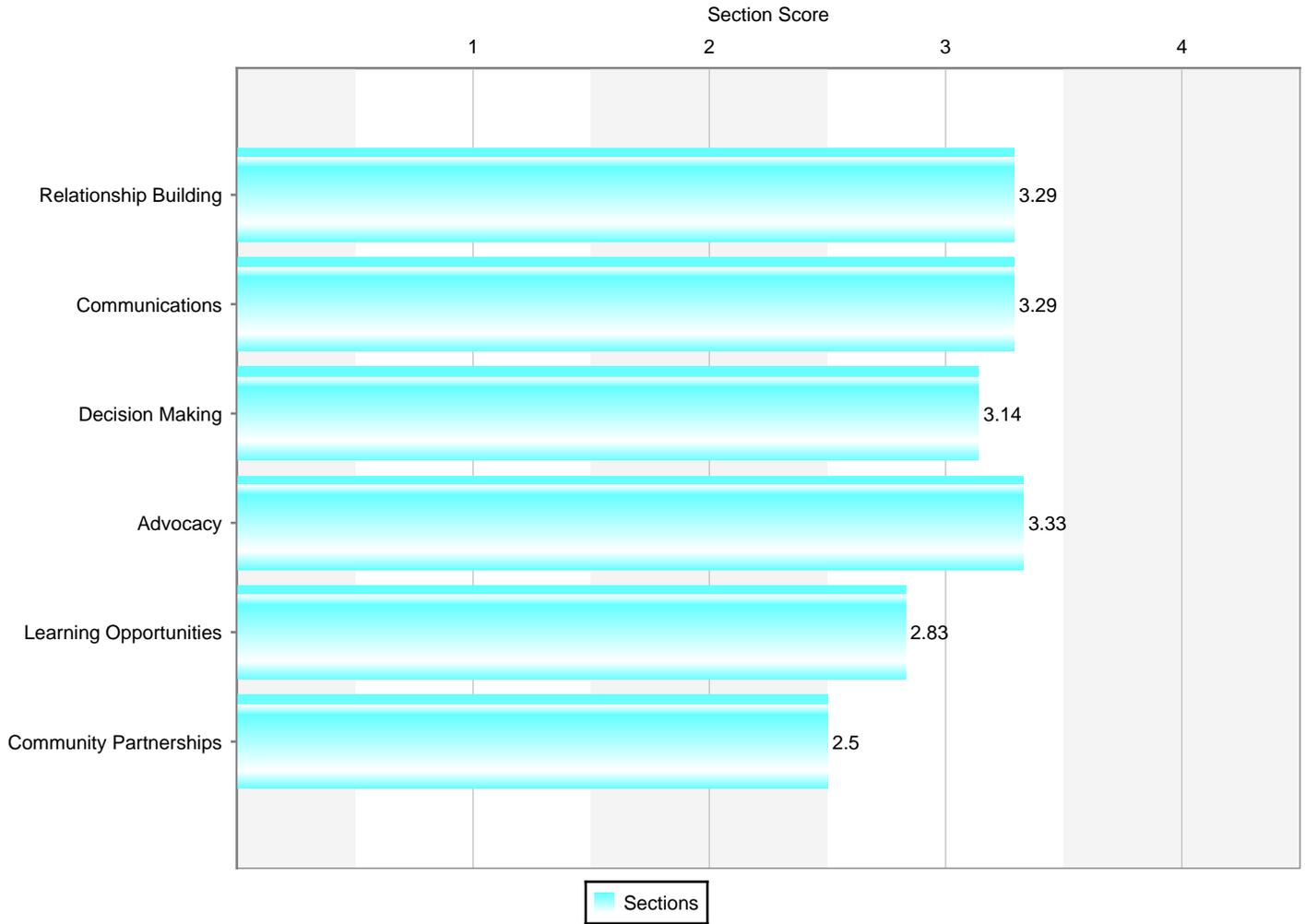
At R C Hinsdale Elementary our district and staff work continuously to build relationships with all parents and communicate through a variety of ways to help support an understanding of student achievement. We would like to continue to improve and broaden our community partnerships, which would support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

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

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

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

As part of the Administrative Team, we first analyzed the data which helped support the 2014-15 goals. We first met with all staff during PLC's (Professional Learning Communities) which allowed a better understanding of our goals and plans for the 2014-15 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 2 parents and 3 teacher representatives. Each member attends KYPREP 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 at monthly during regularly scheduled meetings. During PLC meetings, student information is discussed weekly by all teachers. PTA is made aware of student achievement monthly by a SBDM member.

KDE Assurances - School

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

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

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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	

KDE Comprehensive School Improvement Plan

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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		

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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		

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 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 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.

Category: Continuous Improvement

Research Cited:

Activity - Tell Survey Technology Enhancement	Activity Type	Tier	Phase	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 70.8% in 2014 to 74.6% by 10/01/2015 as measured by school report card delivery targets.

Strategy1:

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

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Category: Continuous Improvement

Research Cited:

Activity - Mathematical Practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the math model which includes number talks, whole and small group instruction and computer assisted programs.	Direct Instruction			09/01/2014	06/02/2015	\$0 - No Funding Required	All K-5 teachers, special education teachers and instructional assistants

Strategy2:

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

Category: Continuous Improvement

Research Cited:

Activity - Best Practice in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use text dependent questioning, higher order thinking questions and vocabulary development to increase reading development for all students .	Direct Instruction			09/01/2014	06/02/2015	\$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 75% to 82% by 10/01/2015 as measured by 2015 Brigance results.

Strategy1:

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

Category: Early Learning

Research Cited: Scholastic

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Activity - Kindergarten Readiness	Activity Type	Tier	Phase	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			03/25/2015	08/12/2015	\$0 - No Funding Required	Kindergarten teachers, instructional assistants, administration team and parents

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

Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of students that are ready or ready with supports from 75% to 82% by 10/01/2015 as measured by 2015 Brigance results.

Strategy1:

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

Category: Early Learning

Research Cited: Scholastic

Activity - Kindergarten Readiness	Activity Type	Tier	Phase	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			03/25/2015	08/12/2015	\$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:

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collaborate to increase achievement so that the % of proficient and distinguished 3rd grade students in reading in 2014 from 77.1 to 80.0 by October 1, 2015 as measured by the School Report Card Next Generation Learners 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.

Category: Continuous Improvement

Research Cited:

Activity - Reading Best Practice	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use text dependent questioning, higher order thinking questions and vocabulary development to increase reading development for all students.	Direct Instruction			09/01/2014	06/02/2015	\$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 66.4% to 75.7% by 10/01/2015 as measured by K-Prep test.

Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - Mathematical Practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the math model which includes number talks, whole and small group instruction and computer assisted programs.	Direct Instruction			09/01/2014	06/02/2015	\$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 42.1% in 2014 to 52.5% by 10/01/2015 as measured by delivery targets.

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Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trainings for all staff will include: continue with KCAS Standards, research-based programs, feedback from learning walks, data analysis for whole classes and RTI groups, lesson plans and discussion of individual student progress.	Professional Learning			08/05/2014	06/02/2015	\$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 Arts and Humanities from 8.3 to 8.5 by 10/01/2015 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.

Category: Professional Learning & Support

Research Cited:

Activity - Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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			08/13/2014	06/02/2015	\$0 - No Funding Required	Administrative Team and all staff

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Measurable Objective 2:

collaborate to increase Practical Living from 7.7 to 8.0 by 10/01/2015 as measured by Program Review State Report.

Strategy1:

Assessments - Teachers will enhance the rigor so that assessments are responsive to a variety of learning styles and abilities.

Category: Professional Learning & Support

Research Cited:

Activity - Assessment	Activity Type	Tier	Phase	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			08/13/2014	06/02/2015	\$0 - No Funding Required	Administrative Team and all staff

Measurable Objective 3:

collaborate to increase writing from 7.8 to 8.0 by 10/01/2015 as measured by Program Review State Report..

Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - Writer's Workshop	Activity Type	Tier	Phase	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			08/13/2014	06/02/2015	\$1000 - General Fund	All K-5 teachers, special education, instructional assistants and administration

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		

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	June 2014	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	June 2014	

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 2014	

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		

KDE Comprehensive School Improvement Plan

R C Hinsdale Elementary School

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

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

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

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