



KDE Comprehensive School Improvement Plan

Hiseville Elementary School
Barren County

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Hiseville, KY 42152

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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?

Hiseville Elementary serves 248 pre-school through sixth grade students out of 5,000 students in our district. Our school is the smallest school in our district and the focal point of the Hiseville, Kentucky community. The demographics of the community include: population 166; average age is 60.8; unemployment is 7.8%. Our school demographics consist of 93.15% Caucasian students, 2.8% Hispanic and .04% African-American. We have a 6% E.C.E. population (not including speech), along with, a 68% free and reduced lunch identification. Our motto: "Where Only the BEST is Good Enough" drives us daily to meet the individual needs of each of our students at their own unique levels. We have 18 certified teachers and 24 classified staff members. We have ranked first in the district in K-Prep scores over the last three years and work daily to ensure that each child is ready to achieve at the next level they move to as learners in the Barren County school system.

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.

Our vision of "Where Only the BEST is Good Enough" drives us to do great things daily at our school. Our mission is to strive to meet the individual needs of each student, and ensure that they reach their highest potential, every day at Hiseville Elementary School. These statements are used daily by our faculty and staff to do what is best for each individual learner. We also rely on our C.A.R.D.S. Guidelines for Success to help shape the character of our school. Cooperate with others, Achieve a positive attitude, Respect everyone, Demonstrate responsibility, and Strive for Success are all guidelines that our learning community focuses on to accomplish great things.

Our challenges are our small size, few job opportunities due to large farms which bring in a migrant population. Other challenges include many parents who have not had academic success themselves, poverty, drug abuse, and children being raised by grandparents/other family members.

Over the next three years, our focus will be improvement in reading K-6 with a goal of on-grade level performance by third grade. Our co-teaching model helps to enable our ECE students to be successful in the regular classroom and in the world. For our free/reduced lunch population, our focus will be to close the achievement gap by encouraging a belief that all students can achieve success.

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.

GREAT things do come in small packages! We were excited at being named a Distinguished school and scoring at the 95th percentile on recently released KPrep scores. We are a small rural school, but we have been noticed at the regional, state and national levels in the past several years. Our BETA team claimed various awards at the state competition and eventually claimed national champion Beta banner . Our STLP team claimed regional and state honors in the areas of technology. Hiseville is one of only ten original schools in the state of Kentucky to be awarded the Toyota Born Learning Grant of \$11,500 to work on early childhood literacy and learning components. We are in year three of this endeavor. Our staff has also received several awards and grants to help with classroom instruction for our students.

We will continue to utilize PLC's, common planning time, RTI and all available data to keep vital signs on each individual learner. Our teachers and support staff do an outstanding job at meeting to discuss what is best for their students at our school.

Additional Information

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

We are proud of our parents, community and business partners that go above and beyond to help go the extra mile for our school. We feel that a triadic model of students, staff, parents/community is necessary for us to reach our goals as a school.

2016 Goals and Plans

Overview

Plan Name

2016 Goals and Plans

Plan Description

Updated for CSIP due Jan, 2016

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	K-Prep Proficiency: Increase the averaged combined reading and math K-Prep scores for elementary students to 63% by 2017.	Objectives: 1 Strategies: 4 Activities: 7	Organizational	\$1100
2	GAP Goal 2014-2017: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated GAP group to 57.4% in 2017.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$7700
3	Next Generation Professionals: Hiseville Elementary will implement PGES according to district CEP. The baseline data from the 14-15 school year will be used to set 2015-16 targets.	Objectives: 2 Strategies: 5 Activities: 5	Organizational	\$400
4	Novice Reduction Goal	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$0
5	Program Reviews	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: K-Prep Proficiency: Increase the averaged combined reading and math K-Prep scores for elementary students to 63% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores to 57.7% at Hiseville Elementary by 05/13/2016 as measured by K-Prep scores.

Strategy 1:

Curriculum Assessment and Alignment - Our curriculum is aligned with district, state and national standards. We will continually assess our students to look at ways to meet proficiency.

Category:

Activity - Schedule Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be additional time allotted for reading, math and writing. Students will be identified for extra time, based on classroom and standardized assessments. Any student showing areas of weakness will be remediated either through RTI or classroom intervention.	Academic Support Program	08/07/2013	05/13/2016	\$0	Other	Principal and all Certified Staff
Activity - Language and Writing Mechanics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We have given a direct 30 minutes a day to focus on our Writing and Language Mechanics.	Academic Support Program	08/07/2013	05/13/2016	\$0	No Funding Required	Principle and All Certified Staff
Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize formative assessments to guide daily instruction.	Academic Support Program	11/10/2015	06/01/2017	\$0	No Funding Required	Teachers, CRTs

Strategy 2:

School Readiness and Early Learning - Our rigor and relevance framework for our younger populations have been addressed. We finding ways to differentiate, accelerate, and remediate our young primary children so that they may obtain proficiency at a young age.

Category:

Activity - Kindergarten Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students entering kindergarten will be screened using the Brigance screener. Data from results will be used to share with families to better prepare future incoming kindergarteners.	Academic Support Program	07/15/2014	10/15/2017	\$0	State Funds	Principal, counselor, kindergarten teachers
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Strategy 3:

Monitoring Data for All Students - We will track our students' achievement through analyzing their individual student levels in STAR Math, Reading and Early Literacy.

Category: Continuous Improvement

Activity - PLC Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During our PLC meetings we will be analyzing student's individual achievement levels in STAR Math, Reading and Early Literacy and allow this data to guide classroom instruction.	Academic Support Program	08/07/2014	06/01/2016	\$0	Other	Principal Professional Learning Communities

Strategy 4:

Incentives - We will be offering our students incentives in our Accelerated Reading Program as a way to improve our comprehension achievement scores.

Category:

Activity - Incentives for AR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will offer incentives for our students in our AR program every nine weeks.	Academic Support Program	08/07/2014	06/01/2016	\$1000	General Fund	Principal Librarian

Activity - Attendance Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The importance of good school attendance will be emphasized via homeroom contests, newsletters, One Call Now, and PTO meetings.	Other - Attendance Focus	08/04/2015	06/01/2017	\$100	General Fund	Principal, teachers, support staff

Goal 2: GAP Goal 2014-2017: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated GAP group to 57.4% in 2017.

Measurable Objective 1:

collaborate to decrease the overall achievement Gap at Hiseville Elementary School by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated Gap group to 51.3% by 06/30/2016 as measured by KPrep scores.

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Strategy 1:

Progress Monitoring - Progress Monitoring will be used to track student progress throughout the year. We will use the data from our monitoring to help with student placement in the RTI process.

Category:

Activity - MAP Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assessed three times a year using MAP testing. The areas of Math, Reading, and Language will be assessed.	Academic Support Program	08/08/2012	06/01/2017	\$0	District Funding	Guidance Counselor and Classroom Teachers

Activity - AIMS Web	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Tier III will be progress monitored using AIMS Web benchmarks and probes.	Academic Support Program	08/07/2013	06/01/2016	\$700	Title I School Improvement (ISI)	Guidance Counselor and RTI Manager

Activity - STAR Enterprise Reading and Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students K-6 will be monitored with STAR Reading and Math regularly (K with STAR Early Literacy) and information will be used to create instruction designed to address individual student needs. Students in Tier 2 RTI will be monitored bi-weekly.	Academic Support Program	08/07/2013	06/01/2016	\$7000	Other	All teachers, RTI staff, Guidance Counselors, Paraprofessionals

Strategy 2:

Best Practice - Our school will work closely with district administrative staff to utilize research based best practice strategies and techniques.

Category:

Activity - ECE Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our ECE teachers will serve our school via co-teaching, collaboration and in the resource setting. They will have an active role in student learning.	Academic Support Program	08/07/2013	06/01/2016	\$0	No Funding Required	ECE Staff and Certified Teachers

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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We have worked at the school level and within the district framework to seamlessly align our curriculum and eliminate gaps in the curriculum.	Academic Support Program	08/07/2013	06/01/2016	\$0	No Funding Required	Principal and Certified Teachers
Activity - Rubrics/Assessment Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rubrics will be designed by students and teachers so that all stakeholders have buy-in in this process. Teachers will also begin with the end in mind and identify learning targets for each class and share with the students. We utilize various assessment strategies to address the different learning styles at our school to ensure mastery of the learning targets.	Academic Support Program	08/07/2013	06/30/2017	\$0	No Funding Required	Principal and Certified Staff
Activity - 21st Century Recruitment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified for free/reduced lunch will be targeted for recruitment for our 21st Century Program, so they may participate in academic support.	Academic Support Program	11/10/2015	06/01/2017	\$0	No Funding Required	Classroom teachers, 21st Century Coordinator

Strategy 3:

Professional Development - Our teachers will attend professional development opportunities that will address our GAP areas as identified in the K-Prep results.

Category:

Activity - PD Grade Level Power Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our faculty members will attend a PD academy hosted by our district's CRTs. There will be various opportunities for professional growth and job-embedded PD.	Professional Learning	06/01/2013	08/01/2016	\$0	District Funding	All Staff
Activity - Visible Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with ongoing training in John Hattie's Visible Learning via PLCs, team meetings and faculty meetings.	Professional Learning	11/10/2015	06/01/2017	\$0	No Funding Required	Team leaders, PLC chairpersons, district CRTs

Goal 3: Next Generation Professionals: Hiseville Elementary will implement PGES according to district CEP. The baseline data from the 14-15 school year will be used to set 2015-16 targets.

Measurable Objective 1:

collaborate to increase the overall effectiveness of our teachers by 06/30/2017 as measured by baseline established on new state-wide Professional Growth and Evaluation System for 2017 target.

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Strategy 1:

Professional Development for PGES - Continued training for all staff in the PGES process.

Category: Teacher PGES

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District In Service and/or professional development resources will be used to provide support with the components of PGES to teachers.	Professional Learning	05/01/2014	05/13/2016	\$0	Other	District CRTs, Principal

Strategy 2:

Common Planning - Common Planning

Category: Professional Learning & Support

Activity - Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common planning meetings held on a regular basis with administration and district CRTs to focus on self-reflection, PGG and SGG.	Professional Learning	06/30/2014	06/01/2017	\$0	No Funding Required	District CRTs, Principal, Teachers

Strategy 3:

Peer Observer Training - Professional learning

Category: Teacher PGES

Activity - Peer Observation EDS Module	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All new certified staff will be trained in the Peer Observer module as required by KDE and District CEP.	Professional Learning	05/01/2014	05/31/2016	\$0	No Funding Required	Certified Teachers

Measurable Objective 2:

collaborate to increase the overall effectiveness of our principal by 06/30/2017 as measured by baseline established on new state-wide Professional Growth and Evaluation System for 2017 target.

Strategy 1:

EDS module - Principal will increase professional practice by reviewing the information from the EDS module.

Category: Principal PGES

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will participate in a continuing self-study to fully implement the EDS modules as part of the new PGES.	Professional Learning	06/01/2013	06/30/2016	\$400	Perkins	Principal, District Trainers

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Strategy 2:

Professional Learning - Additional support for principal through professional learning opportunities

Category: Professional Learning & Support

Activity - Additional Professional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the Leading to Learn Grant and PPGP growth opportunities offered through GRREC, Visible Learning, KASA and ISLN, administrators will have the chance to continue professional learning and share the information at monthly instructional meetings for administrators.	Professional Learning	01/02/2014	05/31/2016	\$0	No Funding Required	Principal

Goal 4: Novice Reduction Goal

Measurable Objective 1:

collaborate to use data to expose gaps to identify processes for continuous improvement and reduce the number of novice performing students by 50% (10% annually) by 11/30/2020 as measured by Spring KPREP Data.

Strategy 1:

School Data Leadership Team - Following the district trainings, our school will begin collaborative work to understand relevant state and local data points and how this data applies to novice reduction goal.

Category: Management Systems

Activity - School Data Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator will work with District Data Liaison to create a School Data Leadership Team to participate in district supported trainings.	Policy and Process	01/04/2016	11/30/2020	\$0	No Funding Required	Principal, Guidance Counselor

Activity - Team Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Data Leadership Team will participate in data analysis protocol teacher level training specific to novice reduction.	Professional Learning	01/04/2016	11/30/2020	\$0	No Funding Required	School Data Leadership Team, District trainer

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within school level teams (PLC teams), teachers will use the Data Analysis Protocol to analyze the student level data related to delivery goals in the School Report Card.	Professional Learning	01/04/2016	11/30/2020	\$0	No Funding Required	PLC Chairpersons, Teachers

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Activity - DATA Walls/Charts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school will have data visualizations posted communicating goals and progress towards novice reduction in a secure place that teachers can access easily.	Policy and Process	01/04/2016	11/30/2020	\$0	No Funding Required	Principal, Guidance Counselor, Teachers
Activity - Student Ownership of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school will schedule student-led conferences.	Other - Student Ownership	01/04/2016	11/30/2020	\$0	No Funding Required	Principal, Guidance Counselor, Teachers, Students
Activity - Data Dives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Data Leadership Team will provide all school staff with a yearly Data Dive including data review, research questioning, root cause analysis and CSIP training.	Other - Data Analysis	01/04/2016	11/30/2020	\$0	No Funding Required	School Data Leadership Team

Goal 5: Program Reviews

Measurable Objective 1:

demonstrate a proficiency in the areas of Arts & Humanities, PL/CS and Writing Program Reviews by 06/01/2016 as measured by the updated rubrics in each of these Program Review areas.

Strategy 1:

Mid-Year Check - All teachers will participate in the mid-year Program Review checks to identify areas in need of improvement and develop a plan for meeting proficiency.

Category: Continuous Improvement

Activity - Reflection of Mid-Year Check Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will examine results from the mid-year Program Review check and develop a plan for meeting proficiency, delegating leadership of each action plan item to specific individuals.	Academic Support Program	11/10/2015	06/01/2016	\$0	No Funding Required	All teachers, CRT support

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	District In Service and/or professional development resources will be used to provide support with the components of PGES to teachers.	Professional Learning	05/01/2014	05/13/2016	\$0	District CRTs, Principal
Schedule Alignment	There will be additional time allotted for reading, math and writing. Students will be identified for extra time, based on classroom and standardized assessments. Any student showing areas of weakness will be remediated either through RTI or classroom intervention.	Academic Support Program	08/07/2013	05/13/2016	\$0	Principal and all Certified Staff
PLC Monitoring	During our PLC meetings we will be analyzing student's individual achievement levels in STAR Math, Reading and Early Literacy and allow this data to guide classroom instruction.	Academic Support Program	08/07/2014	06/01/2016	\$0	Principal Professional Learning Communities
STAR Enterprise Reading and Math	All students K-6 will be monitored with STAR Reading and Math regularly (K with STAR Early Literacy) and information will be used to create instruction designed to address individual student needs. Students in Tier 2 RTI will be monitored bi-weekly.	Academic Support Program	08/07/2013	06/01/2016	\$7000	All teachers, RTI staff, Guidance Counselors, Paraprofessionals
Total					\$7000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Incentives for AR	We will offer incentives for our students in our AR program every nine weeks.	Academic Support Program	08/07/2014	06/01/2016	\$1000	Principal Librarian
Attendance Focus	The importance of good school attendance will be emphasized via homeroom contests, newsletters, One Call Now, and PTO meetings.	Other - Attendance Focus	08/04/2015	06/01/2017	\$100	Principal, teachers, support staff
Total					\$1100	

Perkins

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Principal will participate in a continuing self-study to fully implement the EDS modules as part of the new PGES.	Professional Learning	06/01/2013	06/30/2016	\$400	Principal, District Trainers
Total					\$400	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PD Grade Level Power Sessions	Our faculty members will attend a PD academy hosted by our district's CRTs. There will be various opportunities for professional growth and job-embedded PD.	Professional Learning	06/01/2013	08/01/2016	\$0	All Staff
MAP Testing	Students will be assessed three times a year using MAP testing. The areas of Math, Reading, and Language will be assessed.	Academic Support Program	08/08/2012	06/01/2017	\$0	Guidance Counselor and Classroom Teachers
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Screening	All students entering kindergarten will be screened using the Brigance screener. Data from results will be used to share with families to better prepare future incoming kindergarteners.	Academic Support Program	07/15/2014	10/15/2017	\$0	Principal, counselor, kindergarten teachers
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Visible Learning	Teachers will be provided with ongoing training in John Hattie's Visible Learning via PLCs, team meetings and faculty meetings.	Professional Learning	11/10/2015	06/01/2017	\$0	Team leaders, PLC chairpersons, district CRTs
Team Training	The School Data Leadership Team will participate in data analysis protocol teacher level training specific to novice reduction.	Professional Learning	01/04/2016	11/30/2020	\$0	School Data Leadership Team, District trainer

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Student Ownership of Data	Our school will schedule student-led conferences.	Other - Student Ownership	01/04/2016	11/30/2020	\$0	Principal, Guidance Counselor, Teachers, Students
Rubrics/Assessment Strategies	Rubrics will be designed by students and teachers so that all stakeholders have buy-in in this process. Teachers will also begin with the end in mind and identify learning targets for each class and share with the students. We utilize various assessment strategies to address the different learning styles at our school to ensure mastery of the learning targets.	Academic Support Program	08/07/2013	06/30/2017	\$0	Principal and Certified Staff
Language and Writing Mechanics	We have given a direct 30 minutes a day to focus on our Writing and Language Mechanics.	Academic Support Program	08/07/2013	05/13/2016	\$0	Principle and All Certified Staff
Peer Observation EDS Module	All new certified staff will be trained in the Peer Observer module as required by KDE and District CEP.	Professional Learning	05/01/2014	05/31/2016	\$0	Certified Teachers
School Data Leadership Team	Administrator will work with District Data Liaison to create a School Data Leadership Team to participate in district supported trainings.	Policy and Process	01/04/2016	11/30/2020	\$0	Principal, Guidance Counselor
Common Planning	Common planning meetings held on a regular basis with administration and district CRTs to focus on self-reflection, PGG and SGG.	Professional Learning	06/30/2014	06/01/2017	\$0	District CRTs, Principal, Teachers
DATA Walls/Charts	Our school will have data visualizations posted communicating goals and progress towards novice reduction in a secure place that teachers can access easily.	Policy and Process	01/04/2016	11/30/2020	\$0	Principal, Guidance Counselor, Teachers
Reflection of Mid-Year Check Results	Teachers will examine results from the mid-year Program Review check and develop a plan for meeting proficiency, delegating leadership of each action plan item to specific individuals.	Academic Support Program	11/10/2015	06/01/2016	\$0	All teachers, CRT support
PLCs	Within school level teams (PLC teams), teachers will use the Data Analysis Protocol to analyze the student level data related to delivery goals in the School Report Card.	Professional Learning	01/04/2016	11/30/2020	\$0	PLC Chairpersons, Teachers
Data Dives	The School Data Leadership Team will provide all school staff with a yearly Data Dive including data review, research questioning, root cause analysis and CSIP training.	Other - Data Analysis	01/04/2016	11/30/2020	\$0	School Data Leadership Team
21st Century Recruitment	Students identified for free/reduced lunch will be targeted for recruitment for our 21st Century Program, so they may participate in academic support.	Academic Support Program	11/10/2015	06/01/2017	\$0	Classroom teachers, 21st Century Coordinator
Curriculum Alignment	We have worked at the school level and within the district framework to seamlessly align our curriculum and eliminate gaps in the curriculum.	Academic Support Program	08/07/2013	06/01/2016	\$0	Principal and Certified Teachers
Formative Assessments	Teachers will utilize formative assessments to guide daily instruction.	Academic Support Program	11/10/2015	06/01/2017	\$0	Teachers, CRTs

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Additional Professional Support	Through the Leading to Learn Grant and PPGP growth opportunities offered through GRREC, Visible Learning, KASA and ISLN, administrators will have the chance to continue professional learning and share the information at monthly instructional meetings for administrators.	Professional Learning	01/02/2014	05/31/2016	\$0	Principal
ECE Collaboration	Our ECE teachers will serve our school via co-teaching, collaboration and in the resource setting. They will have an active role in student learning.	Academic Support Program	08/07/2013	06/01/2016	\$0	ECE Staff and Certified Teachers
Total					\$0	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AIMS Web	Students in Tier III will be progress monitored using AIMS Web benchmarks and probes.	Academic Support Program	08/07/2013	06/01/2016	\$700	Guidance Counselor and RTI Manager
Total					\$700	

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?

We did a survey based on the ten attributes for School Improvement. Our district CRT helped us prepare this document to best meet the needs of our school. We analyzed the results and made changes to our CSIP Plan based on this needs assessment.

Our goal was to find our top three strengths and weaknesses as a school, based on assessment data and our needs assessment. Once we compiled our data, we met to create a plan to accentuate our strengths and to improve our weak areas that were clearly defined in this process.

Another important piece was our data disaggregation and added in the Lead to Learn Data Retreat model with our staff, building data teams. We analyzed our K-Prep data, as well as our Renaissance STAR data, and NWEA MAP assessment in the areas of reading, math and language identifying concerns and next steps.

An additional piece of information that we used in our needs assessment was the information we received from our Tell survey. The Teaching, Empowering, Leading and Learning Working Conditions Survey, known as TELL Kentucky, allows us to learn the perceptions of all school-based certified educators about teaching and learning working conditions through an anonymous process.

By analyzing how educators view critical teaching and learning conditions, this provides us with data that can become a part of the ongoing improvement planning processes in our buildings.

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?

Our top three strength areas were: 1. School Climate and Culture. 2. Data Driven Decisions and 3. Leadership according to our 10 Critical Attributes of School Improvement.

Our Tell Survey data indicated that are strengths were:

Instructional time with students

Facilities

Community Support and Involvement

Managing Student Conduct

Teacher Leadership

School Leadership

Overall, that Hiseville Elementary is a good place to work and learn. We will continue to utilize our leadership team, and we constantly look for ways to improve the culture and climate of our school by rewarding students and staff and celebrating both large and small accomplishments. We meet in PLCs to look at multiple forms of data to drive classroom instruction.

We have also seen our Parent University as a strength in building open communication with families. We provide information about our school in order to be transparent and allow parents to be a part of decision-making at our school.

We celebrate often!!!

Opportunities for Improvement

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

The three areas for growth that our needs assessment targeted were: 1. Closing the achievement gap for ECE students 2. Business and Educational Partnerships 3. Closing the achievement gap for students on free/reduced lunch.

From our Tell Survey Data the areas in need of improvement were:

Planning time with colleagues, PLCs, Professional Development, Accessing Instructional resources including technology and professional support from SBDM council leadership.

We have identified the need for successful partnerships and we were able to bring new partners on board for this school year. We received a \$5,000 grant from the Dart Corporation. We have strong support from our local businesses and stakeholders. Because of our CEP program, which provides meals to all of our students, parents have been more able to contribute more to our school.

We restructured our mission statement to focus on meeting the needs of every child, every day at our school. We meet and use all available resources to develop an articulated curriculum.

K-Prep data indicated that our ECE students are a focus group for the area of reading and we have a target area of growth in mathematics with our ECE population. Teachers have collaborated to determine the best strategies for improving student performance in these areas. All teachers will be working towards standards mastery, remediating skills that are lacking and activities built into this CSIP to address those initiatives. We have a "name them and claim them" strategy to identify specific students and their needs during our data dives. All students reading below grade level in grades 1-3 were identified and will have a special reading club with incentives during our 21st Century Program.

Conclusion

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

This is an on-going, every day accountability document that all stakeholders work to ensure academic fidelity. We will continue to monitor all aspects of our school and collaboratively work together to address areas of improvements while continuing to build on our strengths. We will be monitoring our CSIP on a regular basis to ensure goals are met.

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:

Next Generation Professionals: Hiseville Elementary will implement PGES according to district CEP. The baseline data from the 14-15 school year will be used to set 2015-16 targets.

Measurable Objective 1:

collaborate to increase the overall effectiveness of our principal by 06/30/2017 as measured by baseline established on new state-wide Professional Growth and Evaluation System for 2017 target.

Strategy1:

Professional Learning - Additional support for principal through professional learning opportunities

Category: Professional Learning & Support

Research Cited:

Activity - Additional Professional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the Leading to Learn Grant and PPGP growth opportunities offered through GRREC, Visible Learning, KASA and ISLN, administrators will have the chance to continue professional learning and share the information at monthly instructional meetings for administrators.	Professional Learning	01/02/2014	05/31/2016	\$0 - No Funding Required	Principal

Strategy2:

EDS module - Principal will increase professional practice by reviewing the information from the EDS module.

Category: Principal PGES

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will participate in a continuing self-study to fully implement the EDS modules as part of the new PGES.	Professional Learning	06/01/2013	06/30/2016	\$400 - Perkins	Principal, District Trainers

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

KDE Comprehensive School Improvement Plan

Hiseville Elementary School

Goal 1:

K-Prep Proficiency: Increase the averaged combined reading and math K-Prep scores for elementary students to 63% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores to 57.7% at Hiseville Elementary by 05/13/2016 as measured by K-Prep scores.

Strategy1:

Monitoring Data for All Students - We will track our students' achievement through analyzing their individual student levels in STAR Math, Reading and Early Literacy.

Category: Continuous Improvement

Research Cited:

Activity - PLC Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During our PLC meetings we will be analyzing student's individual achievement levels in STAR Math, Reading and Early Literacy and allow this data to guide classroom instruction.	Academic Support Program	08/07/2014	06/01/2016	\$0 - Other	Principal Professional Learning Communities

Strategy2:

Curriculum Assessment and Alignment - Our curriculum is aligned with district, state and national standards. We will continually assess our students to look at ways to meet proficiency.

Category:

Research Cited:

Activity - Language and Writing Mechanics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We have given a direct 30 minutes a day to focus on our Writing and Language Mechanics.	Academic Support Program	08/07/2013	05/13/2016	\$0 - No Funding Required	Principle and All Certified Staff

Activity - Schedule Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be additional time allotted for reading, math and writing. Students will be identified for extra time, based on classroom and standardized assessments. Any student showing areas of weakness will be remediated either through RTI or classroom intervention.	Academic Support Program	08/07/2013	05/13/2016	\$0 - Other	Principal and all Certified Staff

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize formative assessments to guide daily instruction.	Academic Support Program	11/10/2015	06/01/2017	\$0 - No Funding Required	Teachers, CRTs

KDE Comprehensive School Improvement Plan

Hiseville Elementary School

Goal 2:

GAP Goal 2014-2017: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated GAP group to 57.4% in 2017.

Measurable Objective 1:

collaborate to decrease the overall achievement Gap at Hiseville Elementary School by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated Gap group to 51.3% by 06/30/2016 as measured by KPrep scores.

Strategy1:

Professional Development - Our teachers will attend professional development opportunities that will address our GAP areas as identified in the K-Prep results.

Category:

Research Cited:

Activity - PD Grade Level Power Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our faculty members will attend a PD academy hosted by our district's CRTs. There will be various opportunities for professional growth and job-embedded PD.	Professional Learning	06/01/2013	08/01/2016	\$0 - District Funding	All Staff

Activity - Visible Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with ongoing training in John Hattie's Visible Learning via PLCs, team meetings and faculty meetings.	Professional Learning	11/10/2015	06/01/2017	\$0 - No Funding Required	Team leaders, PLC chairpersons, district CRTs

Strategy2:

Progress Monitoring - Progress Monitoring will be used to track student progress throughout the year. We will use the data from our monitoring to help with student placement in the RTI process.

Category:

Research Cited:

Activity - STAR Enterprise Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students K-6 will be monitored with STAR Reading and Math regularly (K with STAR Early Literacy) and information will be used to create instruction designed to address individual student needs. Students in Tier 2 RTI will be monitored bi-weekly.	Academic Support Program	08/07/2013	06/01/2016	\$7000 - Other	All teachers, RTI staff, Guidance Counselors, Paraprofessionals

KDE Comprehensive School Improvement Plan

Hiseville Elementary School

Activity - AIMS Web	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier III will be progress monitored using AIMS Web benchmarks and probes.	Academic Support Program	08/07/2013	06/01/2016	\$700 - Title I School Improvement (ISI)	Guidance Counselor and RTI Manager

Activity - MAP Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed three times a year using MAP testing. The areas of Math, Reading, and Language will be assessed.	Academic Support Program	08/08/2012	06/01/2017	\$0 - District Funding	Guidance Counselor and Classroom Teachers

Strategy3:

Best Practice - Our school will work closely with district administrative staff to utilize research based best practice strategies and techniques.

Category:

Research Cited:

Activity - 21st Century Recruitment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified for free/reduced lunch will be targeted for recruitment for our 21st Century Program, so they may participate in academic support.	Academic Support Program	11/10/2015	06/01/2017	\$0 - No Funding Required	Classroom teachers, 21st Century Coordinator

Activity - Rubrics/Assessment Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rubrics will be designed by students and teachers so that all stakeholders have buy-in in this process. Teachers will also begin with the end in mind and identify learning targets for each class and share with the students. We utilize various assessment strategies to address the different learning styles at our school to ensure mastery of the learning targets.	Academic Support Program	08/07/2013	06/30/2017	\$0 - No Funding Required	Principal and Certified Staff

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We have worked at the school level and within the district framework to seamlessly align our curriculum and eliminate gaps in the curriculum.	Academic Support Program	08/07/2013	06/01/2016	\$0 - No Funding Required	Principal and Certified Teachers

Activity - ECE Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our ECE teachers will serve our school via co-teaching, collaboration and in the resource setting. They will have an active role in student learning.	Academic Support Program	08/07/2013	06/01/2016	\$0 - No Funding Required	ECE Staff and Certified Teachers

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

Goal 1:

K-Prep Proficiency: Increase the averaged combined reading and math K-Prep scores for elementary students to 63% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores to 57.7% at Hiseville Elementary by 05/13/2016 as measured by K-Prep scores.

Strategy1:

School Readiness and Early Learning - Our rigor and relevance framework for our younger populations have been addressed. We finding ways to differentiate, accelerate, and remediate our young primary children so that they may obtain proficiency at a young age.

Category:

Research Cited:

Activity - Kindergarten Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students entering kindergarten will be screened using the Brigance screener. Data from results will be used to share with families to better prepare future incoming kindergarteners.	Academic Support Program	07/15/2014	10/15/2017	\$0 - State Funds	Principal, counselor, kindergarten teachers

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

Goal 1:

K-Prep Proficiency: Increase the averaged combined reading and math K-Prep scores for elementary students to 63% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores to 57.7% at Hiseville Elementary by 05/13/2016 as measured by K-Prep scores.

Strategy1:

School Readiness and Early Learning - Our rigor and relevance framework for our younger populations have been addressed. We finding ways to differentiate, accelerate, and remediate our young primary children so that they may obtain proficiency at a young age.

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Hiseville Elementary School

Activity - Kindergarten Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students entering kindergarten will be screened using the Brigance screener. Data from results will be used to share with families to better prepare future incoming kindergarteners.	Academic Support Program	07/15/2014	10/15/2017	\$0 - State Funds	Principal, counselor, kindergarten teachers

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

Goal 1:

K-Prep Proficiency: Increase the averaged combined reading and math K-Prep scores for elementary students to 63% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores to 57.7% at Hiseville Elementary by 05/13/2016 as measured by K-Prep scores.

Strategy1:

Curriculum Assessment and Alignment - Our curriculum is aligned with district, state and national standards. We will continually assess our students to look at ways to meet proficiency.

Category:

Research Cited:

Activity - Schedule Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be additional time allotted for reading, math and writing. Students will be identified for extra time, based on classroom and standardized assessments. Any student showing areas of weakness will be remediated either through RTI or classroom intervention.	Academic Support Program	08/07/2013	05/13/2016	\$0 - Other	Principal and all Certified Staff

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize formative assessments to guide daily instruction.	Academic Support Program	11/10/2015	06/01/2017	\$0 - No Funding Required	Teachers, CRTs

Activity - Language and Writing Mechanics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We have given a direct 30 minutes a day to focus on our Writing and Language Mechanics.	Academic Support Program	08/07/2013	05/13/2016	\$0 - No Funding Required	Principle and All Certified Staff

KDE Comprehensive School Improvement Plan

Hiseville Elementary School

Strategy2:

Incentives - We will be offering our students incentives in our Accelerated Reading Program as a way to improve our comprehension achievement scores.

Category:

Research Cited:

Activity - Attendance Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The importance of good school attendance will be emphasized via homeroom contests, newsletters, One Call Now, and PTO meetings.	Other - Attendance Focus	08/04/2015	06/01/2017	\$100 - General Fund	Principal, teachers, support staff

Activity - Incentives for AR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will offer incentives for our students in our AR program every nine weeks.	Academic Support Program	08/07/2014	06/01/2016	\$1000 - General Fund	Principal Librarian

Strategy3:

Monitoring Data for All Students - We will track our students' achievement through analyzing their individual student levels in STAR Math, Reading and Early Literacy.

Category: Continuous Improvement

Research Cited:

Activity - PLC Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During our PLC meetings we will be analyzing student's individual achievement levels in STAR Math, Reading and Early Literacy and allow this data to guide classroom instruction.	Academic Support Program	08/07/2014	06/01/2016	\$0 - Other	Principal Professional Learning Communities

Goal 2:

Novice Reduction Goal

Measurable Objective 1:

collaborate to use data to expose gaps to identify processes for continuous improvement and reduce the number of novice performing students by 50% (10% annually) by 11/30/2020 as measured by Spring KPREP Data.

Strategy1:

School Data Leadership Team - Following the district trainings, our school will begin collaborative work to understand relevant state and local data points and how this data applies to novice reduction goal.

Category: Management Systems

Research Cited:

KDE Comprehensive School Improvement Plan

Hiseville Elementary School

Activity - Reading Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 1-3 identified as performing below grade level in reading will be targeted for participation in a 21st Century Reading Club.	Academic Support Program	11/30/2015	06/01/2016	\$0 - No Funding Required	Teachers, 21st Century Coordinator, Principal, Guidance Counselor

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

GAP Goal 2014-2017: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated GAP group to 57.4% in 2017.

Measurable Objective 1:

collaborate to decrease the overall achievement Gap at Hiseville Elementary School by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated Gap group to 51.3% by 06/30/2016 as measured by KPrep scores.

Strategy1:

Best Practice - Our school will work closely with district administrative staff to utilize research based best practice strategies and techniques.

Category:

Research Cited:

Activity - ECE Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our ECE teachers will serve our school via co-teaching, collaboration and in the resource setting. They will have an active role in student learning.	Academic Support Program	08/07/2013	06/01/2016	\$0 - No Funding Required	ECE Staff and Certified Teachers

Activity - 21st Century Recruitment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified for free/reduced lunch will be targeted for recruitment for our 21st Century Program, so they may participate in academic support.	Academic Support Program	11/10/2015	06/01/2017	\$0 - No Funding Required	Classroom teachers, 21st Century Coordinator

KDE Comprehensive School Improvement Plan

Hiseville Elementary School

Activity - Rubrics/Assessment Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rubrics will be designed by students and teachers so that all stakeholders have buy-in in this process. Teachers will also begin with the end in mind and identify learning targets for each class and share with the students. We utilize various assessment strategies to address the different learning styles at our school to ensure mastery of the learning targets.	Academic Support Program	08/07/2013	06/30/2017	\$0 - No Funding Required	Principal and Certified Staff

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We have worked at the school level and within the district framework to seamlessly align our curriculum and eliminate gaps in the curriculum.	Academic Support Program	08/07/2013	06/01/2016	\$0 - No Funding Required	Principal and Certified Teachers

Strategy2:

Professional Development - Our teachers will attend professional development opportunities that will address our GAP areas as identified in the K-Prep results.

Category:

Research Cited:

Activity - PD Grade Level Power Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our faculty members will attend a PD academy hosted by our district's CRTs. There will be various opportunities for professional growth and job-embedded PD.	Professional Learning	06/01/2013	08/01/2016	\$0 - District Funding	All Staff

Activity - Visible Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with ongoing training in John Hattie's Visible Learning via PLCs, team meetings and faculty meetings.	Professional Learning	11/10/2015	06/01/2017	\$0 - No Funding Required	Team leaders, PLC chairpersons, district CRTs

Strategy3:

Progress Monitoring - Progress Monitoring will be used to track student progress throughout the year. We will use the data from our monitoring to help with student placement in the RTI process.

Category:

Research Cited:

Activity - AIMS Web	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier III will be progress monitored using AIMS Web benchmarks and probes.	Academic Support Program	08/07/2013	06/01/2016	\$700 - Title I School Improvement (ISI)	Guidance Counselor and RTI Manager

KDE Comprehensive School Improvement Plan

Hiseville Elementary School

Activity - MAP Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed three times a year using MAP testing. The areas of Math, Reading, and Language will be assessed.	Academic Support Program	08/08/2012	06/01/2017	\$0 - District Funding	Guidance Counselor and Classroom Teachers

Activity - STAR Enterprise Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students K-6 will be monitored with STAR Reading and Math regularly (K with STAR Early Literacy) and information will be used to create instruction designed to address individual student needs. Students in Tier 2 RTI will be monitored bi-weekly.	Academic Support Program	08/07/2013	06/01/2016	\$7000 - Other	All teachers, RTI staff, Guidance Counselors, Paraprofessionals

Goal 2:

Novice Reduction Goal

Measurable Objective 1:

collaborate to use data to expose gaps to identify processes for continuous improvement and reduce the number of novice performing students by 50% (10% annually) by 11/30/2020 as measured by Spring KPREP Data.

Strategy1:

School Data Leadership Team - Following the district trainings, our school will begin collaborative work to understand relevant state and local data points and how this data applies to novice reduction goal.

Category: Management Systems

Research Cited:

Activity - DATA Walls/Charts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will have data visualizations posted communicating goals and progress towards novice reduction in a secure place that teachers can access easily.	Policy and Process	01/04/2016	11/30/2020	\$0 - No Funding Required	Principal, Guidance Counselor, Teachers

Activity - Student Ownership of Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will schedule student-led conferences.	Other - Student Ownership	01/04/2016	11/30/2020	\$0 - No Funding Required	Principal, Guidance Counselor, Teachers, Students

Activity - Reading Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 1-3 identified as performing below grade level in reading will be targeted for participation in a 21st Century Reading Club.	Academic Support Program	11/30/2015	06/01/2016	\$0 - No Funding Required	Teachers, 21st Century Coordinator, Principal, Guidance Counselor

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Program Reviews

Measurable Objective 1:

demonstrate a proficiency in the areas of Arts & Humanities, PL/CS and Writing Program Reviews by 06/01/2016 as measured by the updated rubrics in each of these Program Review areas.

Strategy1:

Mid-Year Check - All teachers will participate in the mid-year Program Review checks to identify areas in need of improvement and develop a plan for meeting proficiency.

Category: Continuous Improvement

Research Cited:

Activity - Reflection of Mid-Year Check Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine results from the mid-year Program Review check and develop a plan for meeting proficiency, delegating leadership of each action plan item to specific individuals.	Academic Support Program	11/10/2015	06/01/2016	\$0 - No Funding Required	All teachers, CRT support

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	Our comprehensive needs assessment included a review of academic achievement data (KPREP, MAP and STAR) for all students, examining each of the schoolwide program components.	

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	Each year, our school refines our Schoolwide researchbased instructional strategies to strengthen the core academic program (Tier 1 instruction), increase the amount and quality of learning time (this year we are focusing on designated English/Language Mechanics time), and provide additional support to all students, whether they are in RTI or not, based on STAR Instructional Planning reports.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Our district provided a Kindergarten Jumpstart program for students served in our preschool program.	

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	By examining the STAR Instructional Planning reports, teachers are able to provide additional targeted instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards. All teachers are using the STAR State Standards Class report to monitor student mastery of standards and many have used this data to set Student Growth Goals.	

KDE Comprehensive School Improvement Plan

Hiseville Elementary School

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Since Hiseville is so small and has such low teacher turnover, we can be very selective when hiring new teachers. The average years of teaching experience is 15.6.	

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.	Yes		

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.	Yes	The school requires a Parental Compact to be signed at the beginning of the school year and as new students enroll. Parents of children receiving RTI services receive a progress report on a monthly basis. Student STAR testing results are shared at fall and spring parent-teacher conferences.	

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

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	All professional development is centered around student needs defined by multiple forms of data.	

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	Our school evaluates our comprehensive plan annually, adjusting goals, strategies and activities to meet the changing needs of students.	

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	We are a school-wide Title I program.	

KDE Comprehensive School Improvement Plan

Hiseville Elementary School

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	We have a detailed RTI identification process as well as a plan of action for providing specific services for students receiving Tier 2 and Tier 3 interventions.	

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.	Yes		

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.	Yes	Assistance activities support our core instructional programs. Students receiving assistance have access to both interventions and the regular educational program.	

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.	Yes	Progress monitoring strategies are in place and teachers use STAR Student Instructional Planning reports to inform and improve instructional strategies. Areas of need are used to plan professional learning activities for staff.	

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.	Yes		

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.	Yes		

KDE Comprehensive School Improvement Plan

Hiseville Elementary School

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.	Yes	The school requires a Parental Compact to be signed at the beginning of the school year and as new students enroll. Parents of children receiving RTI services receive a progress report on a monthly basis and have input in their child's targeted assistance activities.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

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	We are a school-wide Title I program.	

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	Our school evaluates our comprehensive plan annually, adjusting goals, strategies and activities to meet the changing needs of students.	

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	http://www.barren.kyschools.us/6/Forms	

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.	N/A		

KDE Comprehensive School Improvement Plan

Hiseville Elementary School

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.	Yes		

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.	Yes		

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.	Yes		

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.	Yes		

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

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

The Missing Piece

Introduction

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

Stakeholders

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

All staff, SBDM Council, and parents attending Parent University and PTO

Relationship Building

Overall Rating: 4.0

	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).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	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.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

	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.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	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.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 4.0

	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).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	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).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	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).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District and school culture audits or surveys are conducted each year with all stakeholders and response rate is at least 75%.	Distinguished

KDE Comprehensive School Improvement Plan

Hiseville 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.	Stakeholders help plan district and school survey content regarding school performance as it relates to their child.	Distinguished

Decision Making

Overall Rating: 3.57

	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 have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	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 actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	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

KDE Comprehensive School Improvement Plan

Hiseville 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 fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

Overall Rating: 4.0

	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.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	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 that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	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 collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	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.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 4.0

	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.	District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.	Distinguished

	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.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

	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 exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	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.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Distinguished

	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: 4.0

	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 staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	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.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership and council compacts with an employer network that promotes adult participation in education.	Distinguished

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

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	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.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

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

Relationships: Hiseville has worked to reach out and make sure that everyone feels a part of our school community. It is emphasized that we work as a triad: student, home, school. Our system triad is: school, family, community. We will continue to build relationships and partnerships for authentic education and ownership in each individual student's life.

Communication: There is daily communication between home and school. We send home both classroom and school newsletters. Teachers use Remind 101 for classroom reminders. We also utilize a One Call Now system for schooled reminders. Students utilize planners for parent-teacher communication. We have a district cable channel with school-specific information. Teachers utilize their classroom websites to communicate information as well.

Decision-Making: This process is led through the SBDM as well as the student-led Cardinal Ambassadors. All staff, parents and students have an advocate for them. There are many opportunities in the classroom, at open-houses, parent-teacher conferences, PLCs, etc. for everyone's voices to be heard. Our school has an open-door policy for anyone who has concerns that need to be heard.

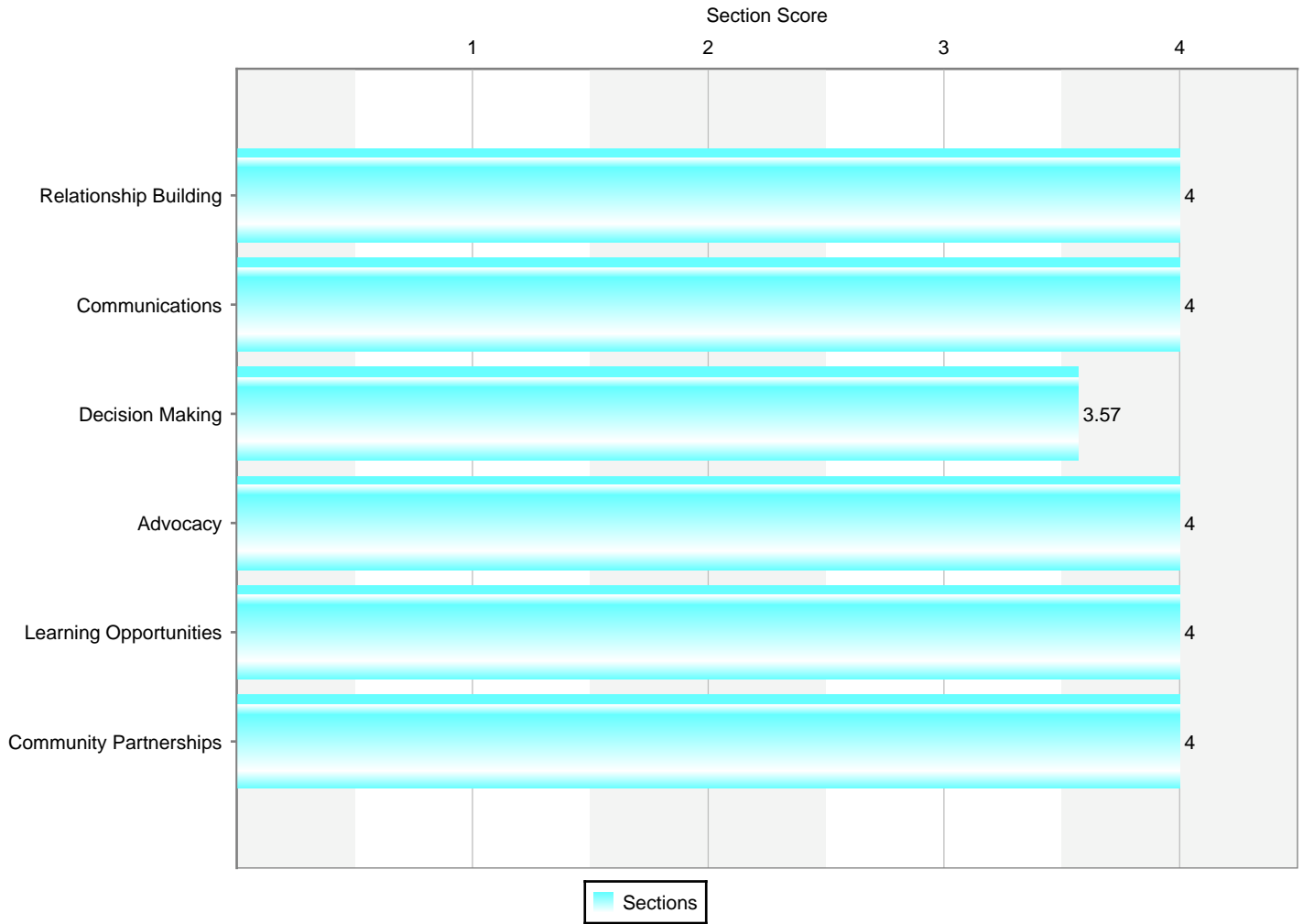
Advocacy: All of our students have advocates for their education, even if home support is not present. The "name and claim" philosophy, RTI, and 21st Century are all avenues of support for our students. Family relationships are also supported through our Family Resource Center.

Learning Opportunities: The district/school web site, student ILPs and the IC parent portal provide information about programs available through the district and school. Our Parent University and parent-teacher conferences are also sources of information to support student learning. Opportunities for learning are communicated through classroom and school-wide newsletters as well.

Community Partnerships: Local businesses support our school in celebrating our achievement as well as support for various school events. Grants that provide technology are also a part of ongoing partnerships.

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.

We have a school leadership team, SBDM Council, school-wide committees focused around the nine standards for school improvement. Teams consist of staff, parents, students and administrators, as well as our FRYSC and special programs to make up the members of our school committees.

We had a needs assessment data tool that was utilized to see strengths and weaknesses of our school in all areas. We compiled this data and the committees reported to the principal and the SBDM Council. The principal worked with the district's CRT to develop an overview for our new CSIP and the steps that Hiseville will make for school improvement.

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

*Administrator

*Staff/Committees

*Parents

*FRYSC

*Students

*Guidance Counselor

*SBDM Members

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

Our school committees met to assemble needs assessment information and created a CSIP plan that was presented to our SBDM Council for approval. Upon approval, the plan was given to all stakeholders and posted on the school's website. This plan serves as a working document that we visit often to guide our decision-making process.

School Safety Report

Introduction

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

School Safety Requirements

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

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	Date: 10-24-13	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	Date: 10-24-13	

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	Originally occurred on Feb. 7, 2013; In August 2014, a second meeting for sharing updated plans was held; Oct. 2015--additional meeting held to review plans. Copies are maintained in Central Office.	

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	Date of review: 9-22-15	

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	Date: Aug. 4-5, 2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	Local sherriff and fire chief (and staff) have reviewed the EMP; Local first responders participate in annual updates.	

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

KDE Comprehensive School Improvement Plan

Hiseville Elementary School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	It is our understanding that fire marshals across the state have declined to do this due to liability issues. The local fire chief has worked with school officials to review the safe zones. Review completed in Oct. 2013.	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes	The district participates in the Great Central US Shakeout in collaboration with local Emergency Management Director. We participated on Oct. 15, 2015.	

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes	The KY Center for School Safety has completed site visits at all Barren County Schools and we are now starting a second round for analysis and safety planning. The district team also meets for two additional days with KY Center for School Safety for additional training and review of the district plan in Oct. 2015.	

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	We have a file documenting this. In addition, the district office has a file and compiles the progress of each school in completing the drills.	

Label	Assurance	Response	Comment	Attachment
13.	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	District and School Leadership are reminded of the requirement and files are kept at the district office.	

Equitable Access Diagnostic

Introduction

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

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	A review of data was conducted to determine any barriers which exist regarding equitable access for all students in working with the most effective teachers. Results were extremely positive.	

What are the barriers identified?

There were no glaring barriers identified based on school report card data. All classes are taught by highly qualified educators at Hiseville Elementary. There was an average of 15.6 years of teaching experience, which indicated that new teachers are surrounded by cohorts who can provide support as needed. There were no teachers who are currently working with a provisional certificate only.

In order to ensure that all new staff has access to a support system within the school and district, our district and schools have identified the need to indoctrinate our newly hired teachers with the philosophy and background knowledge necessary to be successful within our schools. This process has been identified as our New Teacher Induction, which provides on-going professional learning as well as district and school level mentors who offer support for each new teacher.

What sources of data were used to determine the barriers?

- Principal Interview
- School and District Report Card Data (multiple years)
- Parent and student surveys, including FRYSC
- TELL survey

What are the root causes of those identified barriers?

Younger staff members haven't had the opportunity to be involved in the same level and amount of professional learning as veteran teachers; therefore, designated times and mentors needed to be assigned to these individuals in order to ensure their understanding and provide additional support beyond their KTIP evaluation process.

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

Since last year was the first year of full implementation of PGES, all teachers in their summative cycle met their PGG and SGG goals and the majority of our teachers are accomplished with exemplar tendencies. However, not every teacher has gone through a complete cycle of the PGES summative evaluation. Therefore, it will be 2 more years before we truly have accurate data. With greater understanding and improvements in the PGES process, we expect to be able to better utilize this data as a reliable resource for evaluating teacher effectiveness

and as a tool for providing additional support for those new to the profession.

Equitable Access Strategies

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

All of our students have an equitable education. According to the most recent School Report Card, no teachers are teaching outside his/her field of expertise. All students have access to related arts teachers on a weekly basis. Flexible grouping is utilized in the primary program, which means that all students are exposed to each teacher at each grade level based on the learning needs of the child. Grades 3-4 and 5-6 are departmentalized in teams, so all students rotate through each teacher assigned to that grade level. Students are randomly assigned to homerooms unless there is an identified issue which requires a specific teacher (i.e., ECE collaboration, ELL needs, behavior issues, etc.) to serve a student.

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

According to our most recent School Report Card, all teachers are teaching in their field; therefore, this is not an issue. Students are assigned randomly to classrooms unless there is a specific reason to place a student with a specific teacher (ECE, ELL, etc.) at which time school and district leadership meet to determine the best placement for the child based on the services necessary. All teachers are involved in data disaggregation process to determine students who are low-achieving. All teachers closely monitor and track all student performance, but specifically focus on those from less fortunate situations who often need additional opportunities to grasp concepts or to build on background knowledge.

Our data indicates that we continue to decrease the gap for these students.

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

Our district and school level administration participate in the job fairs hosted by WKU at the Glasgow and BG campuses. We welcome student-teachers and work closely with the leadership at the university level. We are fortunate to hire some of the best and brightest coming from the local college. Also, the job fair held at WKU in Bowling Green provides the opportunity to meet other new teachers eager to be hired. During this time, the school level leadership can ask questions to get a better understanding of the strengths and possible weaknesses of those desiring a position.

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

and Youth?

Recruitment fairs

Leading to Learn Grant in partnership with GRREC

District involvement with GRREC on analyzing data

District and school level teams utilize data to identify teachers best suited to the overall needs of the school's students compared to the strengths found from the pool of applicants.

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

We provide district support with Curriculum Resource Teachers serving as district-level mentors.

Side-by-side coaching and modeling from district CRTs is available.

On-going induction support and professional learning for new hires (New Teacher Induction Program)

Technology integration support

New teachers are paired with other teachers in the same school or elsewhere in our district to immerse them in examples and models of excellent teaching in our schools.

We specifically look at weaknesses of new teachers and find veteran teachers to serve as resources/mentors who have a marked strength in that area of concern.

Teachers feel they are valued members of a team.

Teachers are praised and rewarded for excellence (district awards) via: emails of gratitude, school spirit t-shirts and jean days.

Teachers have input into their schedules and class loads.

Because of this support, we have very low turnover.

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

For the strategy of pairing a veteran teacher with a new teacher having difficulty in a specific area, new teachers are able to go and visit the veteran teacher during a time when he/she can directly observe the skill set needed to improve. After observation, the two teachers are able to meet and discuss to provide better insight and understanding for the new hire.

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

PGES data is on forefront and PGP is reviewed and reflected upon throughout the year. Teachers that may be performing below accomplished are paired with a mentor teacher. Opportunities are provided to visit accomplished/exemplar teachers within and outside the district. District support through CRTs can provide observation, coaching and mentoring to teachers needing improvement. Continuous conversation through PLCs and grade level teams occur on a bi-weekly basis to assist and provide support for the teacher.

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

Our TELL survey results are reviewed as a faulty. We have very positive TELL survey results each year. After reviewing results, we share and analyze any areas of weakness. We then come up with an action plan focused on continuous improvement and utilize findings in planning for the professional learning needs of our staff.

Questions

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

Next Generation Professionals Goal--Activities include:

Professional development for support of PGES

Built-in common planning time for teachers.

Peer-Observer training for teachers.

Proficiency Goal--Activities:

Analyzation of data to ensure students are receiving the individualized instruction they need.

Vertical and horizontal alignment of curriculum to provide access for all students.