



KDE Comprehensive School Improvement Plan

Hanson Elementary School
Hopkins County

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Hanson Elementary School is located in the small community of Hanson, Kentucky. We are home to 627 Hanson Hunters, including preschool through grade five. Approximately 53% of our students receive free or reduced lunch. Our population consists of 11% minority students. Our faculty has embraced the implementation of Positive Behavior Supports and Interventions (PBIS). We are now in the Tier 2/3 implantation phase of PBIS. Many of our classrooms are rich in whole-brain strategies, as well as many other research based strategies. Our faculty is comprised of 33 teachers with an average experience of 12.2 years. Included in this population are four teachers that have been certified by the National Board for Professional Standards. We have 71% of teachers with a Master's and/or Rank1. This is our second year with a Title 1 Schoolwide School Program. The Kentucky System of Intervention (KSI) along with the Title I program strives to meet the needs of all learners. In addition, the gifted and talented program of Hopkins County services a significant portion of students. Technology has increased a great deal over the past three years. We have acquired document cameras, clicker/Turning Point systems, and SmartBoards for each classroom, a number of Airliners, and even an iPad cart for the learning lab. We have recently acquired a cart of 30 Chrome Books, and we are looking in the near future to replace classroom computer workstations with Chrome Books. Hanson Elementary has a rich heritage of family and community support. We log about 10,000 hours of volunteer service each year. We welcome parent volunteers, community members, and several retired teachers weekly to provide additional support to our faculty, staff, and students. We have a very active PTA organization. These parents hold meetings, conduct the Fall Festival, Field Day, and many additional events. Our faculty members believe that giving back is a priority. We support Relay for Life, Bowl for Kids Sake, United Way, Toy Drive, FRYC and a variety of other charitable organizations. Our Title I program has hosted Family Themed Academic Involvement Nights with a large turnout at each. Our school meets any obstacle head-on. We have embraced a new writing and math program. We are meeting demands of new pacing guides and continuously refining our teaching to meet the demands of the Common Core. We continue to support the vision of Hopkins County to meet the needs of EVERY CHILD, EVERY EFFORT, EVERY DAY!

School's Purpose

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

The mission of Hanson Elementary School is to provide an environment which enables and encourages all students to acquire the basic skills needed for knowing and growing. A rigorous curriculum is provided for all students based on Common Core Standards, as well as, Kentucky Core Content (4.1). Our school has a rich heritage of academic excellence including National Blue Ribbon, Pacesetter 2002-2011, a High Performing School, and a School of Distinction under the new Unbridled Learning accountability model. We strive to produce well-rounded students that will be productive citizens. Our school-wide PBIS expectations include: Have respect for all, Exercise responsibility, and Show a positive attitude. Safety is a key concern for all faculty and staff members, so that our students have a nurturing environment that stimulates learning. Our faculty provides students opportunities to participate in the Arts through art and music classes, school performances, choral performances, art contests, and GT sponsored events.

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.

Hanson Elementary School has recently obtained the School of Distinction status with its Distinguished/Progressing ranking. This was a result of scoring at the 98 percentile on the 2013 K-PREP assessment. Multiple content areas scored a 100 NAPD calculation. On the 2014 K-PREP assessment, Hanson received a Proficient rating, and our achievement scores continued to climb. However, we have shown a need for improvement in the areas of student growth and the performance of the non-duplicated gap group, especially in math. Prior to this, Hanson Elementary was considered a High Performing School under K-PREP and a Pacesetter School due to its consistently high achievement on the KCCT assessment. Additionally, Hanson Elementary has been recognized by the US Department of Education as a Blue Ribbon School. Our academic and math teams have a strong tradition as well. Our Academic Team has a number of district and regional championships. In the past 6 years, they have 6 District Championships and 5 Regional Championships. Our 3rd grade Math Team has won three district championships consecutively and placed second last year. Our 5th grade Math Team won the district championship last year.

Additional Information

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

Hanson Elementary staff continually look for new opportunities for improvement. We routinely visit other high performing schools to glean new strategies and techniques. We continue to disaggregate data to look for opportunities to improve our teaching strategies, bolster our curriculum, and identify students that need additional help. Also, our teachers use the MAP testing system to monitor student progress and achievement. Our school also visits the Western Kentucky Veterans' Center monthly. Our music classes perform for the veterans. In addition, our Student Council generates cards and gifts for veterans at various times of the year, specifically at Christmas. Hanson Elementary recently underwent a safety audit by the Kentucky Center for School Safety. The audit found our school to be very safe for all, as well as inviting and hospitable for parents and other visitors.

2014-2015 Hanson Elementary Comprehensive School Improvement Plan

Overview

Plan Name

2014-2015 Hanson Elementary Comprehensive School Improvement Plan

Plan Description

The Comprehensive School Improvement Plan at Hanson Elementary is used as the means of determining the path that we will take to ensure that all students reach proficiency. Proficiency is measured by the K-PREP assessment through achievement, minimizing gap, and individual growth. The process focuses improvement efforts on student needs by bringing together all stakeholders to plan for improvement, focus on priority needs, build upon school and district capacity for high quality planning, and by directing the funds to making the greatest impact.

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	Hanson Elementary will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$5500
2	Hanson Elementary will increase the averaged combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017.	Objectives: 1 Strategies: 6 Activities: 15	Organizational	\$142800
3	Hanson Elementary will increase the effectiveness of teachers as measured by TPGES.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0
4	Hanson Elementary will increase the effectiveness of the school principal as measured by PPGES.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$2000
5	Hanson Elementary kindergarten through third grade students will demonstrate proficiency in reading and mathematics by increasing the combined reading and math proficiency from 50% to 60% as measured by the Spring MAP assessment.	Objectives: 1 Strategies: 5 Activities: 10	Organizational	\$62100
6	Hanson Elementary will continue implementation of Positive Behavior Interventions and Supports (PBIS), maintaining fidelity at Tier 1 and continuing with development at Tier 2.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$7000
7	Hanson Elementary will maintain proficiency in the program review areas of Arts & Humanities, Writing, and K-3 and will reach distinguished in the program review area of Practical Living.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$1000

Goal 1: Hanson Elementary will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group percentage from 68% to 70% by 05/31/2015 as measured by K-PREP data.

Strategy 1:

Best Practices and Sustainability - Hanson Elementary will utilize best practices as identified in CHETL documents and Stiggins' assessment work to provide rigorous instruction for all students. Faculty members will identify and communicate best practices based on work of the Priority Schools, Education Recovery (ER) staff, and other Gap Strategies through a system of validation to ensure strategies are effective in closing gaps and improving student outcomes. By developing a process that identifies/validates strategies that are of high quality, having systems and supports for effective implementation with fidelity, and the ability to replicate/scale-up there is a greater likelihood for sustainability.

Category: Integrated Methods for Learning

Research Cited: KDE Achievement Gap Delivery Plan (Nov. 2012)

Activity - Monitor the Implementation of Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administration team will monitor the implementation of best practices through the use of the district and school walk-through tools. Best practices will be implemented through professional development opportunities as well as weekly team meetings. Characteristics of Highly Effective Teaching and Learning will be the model for such practices.	Direct Instruction	07/07/2014	05/31/2015	\$500	School Council Funds	Administration , All Certified Personnel

Activity - Analysis of Student Reading/ELA Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hanson Elementary faculty will prioritize data to emphasize proficiency, gap, and group growth in reading / ELA. Faculty will show how current and longitudinal data is utilized to make informed decisions. Grade level disaggregation within the school will be completed for all student groups. Cross- referenced disaggregation will occur across subgroups (minority, free and reduced lunch, IEP students, etc) to ensure proficiency in the non- duplicated gap group. Individual growth will be targeted within the non-duplicated gap group through KSI and individual progress monitoring. Data to disaggregate and analyze will include KPREP, MAP, learning checks, common assessments, extended responses, and classroom assessments.	Academic Support Program	08/04/2014	05/31/2015	\$0	No Funding Required	Principal, Asst. Principal, Curriculum Specialist, Counselor, Teachers

Activity - Family Resource Center Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Family Resource Center will serve as an integral part of the school by assisting in meeting the academic, environmental, emotional and material needs of non duplicated gap group students. Barriers and obstacles to learning will be reduced by Family Resource Services, enabling students to attend to learning and academic tasks. When these basic needs are addressed, students will be able to attend to learning in the Common Core Curriculum.	Academic Support Program	08/04/2014	05/31/2015	\$1000	District Funding	Family Resource Center Director, DPP, Principal
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Strategy 2:

Professional Development - Professional learning will be utilized to provide development to teachers at Hanson through a consistent delivery process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. Professional development will be focused, directly supporting student outcomes through highly effective engagement and learning strategies.

Category: Professional Learning & Support

Activity - Professional Learning and Coaching Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in quality professional learning and coaching sessions in the implementation of Journeys Reading, enVisions Math, and Abell and Atherton Writing Strategies. These sessions will support growth in implementation of the Common Core and effectiveness in the utilization of resources. Coaching sessions will give teachers the opportunity to glean diversification strategies for non-duplicated gap group students and lower performing students that struggle with growth.	Professional Learning	08/04/2014	05/31/2015	\$3000	District Funding	District-Provided Trainers, Principal, Curriculum Specialist

Activity - Principal Advisory Council	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Principal Advisory Council will continue to be utilized as a steering committee to glean ideas from various representations of staff members, to provide input on instructional matters, and to serve as a leader within teams with strategies and information. The PAC will discuss and analyze data for non-duplicated gap group students and patterns of growth for students and utilize that data for building wide instructional planning.	Professional Learning	08/04/2014	05/31/2015	\$0	No Funding Required	Principal, District Coach, PAC Faculty Representatives

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hanson Elementary teachers will meet in Professional Learning Communities to lead each other in new instructional strategies, reflect on impact of instructional strategies, refine practices, analyze data, and to glean methodology from each other as professionals. Teachers will utilize this time for "naming and claiming" non duplicated gap group students and analyzing ELA and math data for gap students and student growth patterns to drive instructional planning and changes.	Professional Learning	08/04/2014	05/31/2015	\$0	No Funding Required	Principal, Curriculum Specialist, Counselor, Teachers

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Activity - Learning Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning walks will be conducted by the principal, assistant principal, and curriculum specialist to provide instructional feedback to teachers for improving instruction and strategies, with a particular emphasis on student led strategies and instructional diversification that will improve achievement in the non-duplicated gap group and assist students in individual growth.	Professional Learning	08/04/2014	05/31/2015	\$1000	General Fund	Principal, Asst. Principal, Curriculum Specialist

Goal 2: Hanson Elementary will increase the averaged combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall percent proficient and distinguished average for reading and math for Hanson Elementary from 69.2% to 73.1% by 05/29/2015 as measured by K-PREP data.

Strategy 1:

Literacy Initiative - To be college and career ready, students must be proficient in reading and writing and possess advanced literacy skills. The Kentucky Literacy Partnership defines literacy as the creative and analytical processes required to produce and comprehend multiple text forms (i.e., oral, written, and visual) and includes reading, writing, and listening/speaking. All Hanson Elementary K-5 teachers will implement the new ELA Journeys curriculum by Houghton Mifflin Harcourt with fidelity. Teachers will participate in professional learning and support provided by the company consultants and job embedded learning during faculty meetings and grade level PLCs. Lessons will be supplemented with research based materials for critical thinking skills and extra practice.

Category: Integrated Methods for Learning

Research Cited: KDE Proficiency Delivery Plan (Nov. 2012)

Activity - Implementation of District Pacing Guide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district has provided pacing guides to ensure that alignment of curriculum is occurring and that all KCAS are covered across the district. Rigorous instruction, technology, and best practices will be critical attributes district-wide. Characteristics of highly effective teaching and learning will be used. Benchmark Unit Testing and Fluency Checks will take place for all K-5 a minimum of 6 times per year. This will identify students that are weak in literacy skills.	Academic Support Program	08/06/2014	05/31/2015	\$70000	District Funding	Curriculum Specialist; District Instructional Supervisors; Principal; Teachers

Activity - Monitor Implementation of Journeys ELA Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the instructional strategies through walk through and program fidelity checks.	Academic Support Program	08/06/2014	05/31/2015	\$0	No Funding Required	Principal; Asst. Principal; Curriculum Specialist

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Activity - Program Review Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hanson Elementary will continue to use focus groups that target each portion of the Kentucky Program Review. Teachers will evaluate school progress on each standard in the program review, collect evidence supporting, and plan instructional changes and programs. The areas of Program Review that will be conducted are Arts & Humanities, K-3 Program, Practical Living and Career Studies, and Writing. The Writing Program Reivew includes speaking and listening skills, along with a number of other literacy skills that are 21st Century Skills.	Policy and Process	08/04/2014	05/31/2015	\$0	No Funding Required	Curriculum Specialist, Teachers, Program Review PLCs

Activity - Parental Involvement Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Involvement Night activities will be conducted two times per year. These nights will be utilized to boost literacy skills, as well as science, social studies, mathematics, arts & humanities, and socio-emotional skills. These activities will be incorporated with Title I parent nights to give parents information on supporting student achievement, literacy, and math at home and school.	Parent Involvement	09/08/2014	05/31/2015	\$3000	Title I Schoolwide	Title I Staff, Curriculum Specialist, Administration

Strategy 2:

Math Initiative - The Kentucky Math Initiative provides a strategic plan for educators to ensure students in grades K-8 become proficient with the mathematical content and practices in the Kentucky Core Academic Standards (KCAS). In developing mathematical proficiency, it is important that our students are numerate in their understanding of the quantitative, verbal, and symbolic aspects of number. Hanson Elementary will continue utilizing enVision Math resources aligned to Kentucky Core Academic Standards. Supplement math instruction using other research based materials for critical thinking, problem solving, and extra practice. Teachers will receive job embedded professional learning to increase student achievement scores.

Category: Integrated Methods for Learning

Research Cited: KDE Proficiency Deliver Plan (Nov. 2012)

Activity - Implementation of District Pacing Guide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district has provided pacing guides to ensure that alignment of curriculum is occurring and all KCAS are covered across the district. Rigorous instruction, technology, and best practices will be critical attributes district-wide. Characteristics of highly effective teaching and learning will be used. In addition, Math Fluency Checks will be conducted according to the pacing guide for each grade level K-5 and formally assessed at the midterm and end of each trimester with results appearing on the midterm reports and report cards.	Academic Support Program	08/04/2014	05/31/2015	\$1000	District Funding	Curriculum Specialist; District Instructional Supervisors; Principal; Teachers

Activity - Grade Level PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Hanson Elementary will provide daily common planning sessions that will allow for lesson planning. This will provide consistency for curriculum alignment and a review of KCAS math standards.	Professional Learning	08/04/2014	05/31/2015	\$0	No Funding Required	Principal, Curriculum Specialist, Teachers
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Activity - KSI Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with additional support for Tier 2 and Tier 3 services as needed. These students will be identified through a district wide screener, currently MAP assessments. Research based strategies will be utilized to administer services. enVision Math supplemental materials, GMADE resource library, Study Island, etc., are such research based materials.	Academic Support Program	08/04/2014	05/31/2015	\$1000	General Fund	Curriculum Specialist, Principal, District Interventionist, School Psychologist, Title I teachers, Paraprofessionals, Teachers

Strategy 3:

Curriculum Assessment & Alignment - In order to provide students with access and opportunity to become proficient with the KCAS, teachers need to address curriculum/instructional gaps, utilize appropriate instructional materials and assessments that are aligned to KCAS, and use standards-based reporting to communicate progress for each student. This strategy utilized the Leadership Networks to build capacity to implement the KCAS in each district, school, and classroom.

Category: Continuous Improvement

Research Cited: KDE Proficiency Delivery Plan (Nov. 2012)

Activity - CIITS Access and Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hanson Elementary will use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting. Teachers will prepare lessons and assessments in CIITS, as well as use it for TPGES. Teachers and leaders will share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Academic Support Program	08/04/2014	05/31/2015	\$0	No Funding Required	Administration, Curriculum Specialist

Activity - Staff Assignments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and establish curriculum design team (SBDM and/or grade level PLC members) in order to analyze curriculum to identify gaps make necessary adjustments.	Policy and Process	07/07/2014	05/31/2015	\$0	No Funding Required	Administration

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Analyze curriculum to identify gaps, make necessary adjustments to curriculum, and utilize instructional resources aligned to KCAS.	Academic Support Program	08/04/2014	05/31/2015	\$500	General Fund	All Certified Personnel, Administration, Curriculum Specialist, District Instructional Team
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Strategy 4:

Program Reviews - Program Reviews are to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all content areas.

Category: Continuous Improvement

Research Cited: KDE Proficiency Delivery Plan

Activity - Overall Program Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hanson Elementary will form PLCs to assess the level of performance for the areas of Arts & Humanities, K-3 Program, Practical Living and Career Studies, and Writing.	Policy and Process	08/04/2014	05/31/2015	\$0	No Funding Required	Curriculum Specialist, Administration, Chairpersons of the PLCs

Activity - Development of Action Plan for Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The faculty and staff at Hanson Elementary will utilize findings from the program reviews to determine areas of need. These areas will be addressed through walk-throughs, evidence collecting, and necessary documentation.	Policy and Process	08/04/2014	05/31/2015	\$0	No Funding Required	Curriculum Specialist, Administration, Appointed Chairpersons of PLCs, District Personnel, Classroom Teachers, SBDMC

Strategy 5:

School Readiness and Early Learning - School readiness means that each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success, and every school will be ready and prepared for every child. Child readiness for school encompasses five developmental areas: approaches to learning; health and physical well-being; language and communication development; social and emotional development; and cognitive and general knowledge.

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Category: Early Learning

Research Cited: KDE Proficiency Delivery Plan

Activity - School Readiness Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every kindergarten student will be administered the BRIGANCE screening tool. This will provide needed information for teachers as to the level of readiness skills that kindergarteners possess. This information will provide a guide for instruction.	Academic Support Program	08/04/2014	05/31/2015	\$3000	District Funding	Curriculum Specialist, Kindergarten Faculty and Staff Members, Administration

Strategy 6:

Progress Monitoring - Hanson Elementary will provide a communication plan, guidelines, and training to teachers on how to utilize data and systems for progress monitoring. Kentucky System of Interventions (KSI) will be utilized as a diagnostic and formative data framework to gain understanding of what students know and don't know in order to address the individual learning needs of all students; integrating assessment and intervention to maximize student achievement. Performance and growth of non-duplicated gap group students and lower performing students will be targeted for improvement and growth.

Category: Integrated Methods for Learning

Research Cited: KDE Proficiency Delivery Plan; Guidelines for Closing the Gaps for All Students; Schoolwide Program NCLB, Title I, Part A, section 1114

Activity - KSI Implementation and Title I Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KSI model and Title I intervention groups will continue to be implemented in reading and math through core instruction, supplemental re-teaching, and intensive tutoring to target each student at his/her individual level based on MAP, BRIGANCE, and/or teacher observation. Flexible regrouping of students receiving KSI services and Title I intervention will occur as needed to target students at their level of need. Non duplicated gap students and students having difficulty with growth will be targeted for pull out services as needed as determined by performance data.	Academic Support Program	08/04/2014	05/31/2015	\$64000	Title I Schoolwide	Curriculum Specialist, Title I Teachers, Paraprofessionals, Teachers

Activity - Monitor/Implementation of Fluency Screenings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades K-3 will be screened frequently to assess mastery of Fry words. The goals are defined in the district pacing guides. Feedback will be provided to the parents. Formally, students in grades K-3 will be assessed on their mastery of Fry words at the midterm and end of all three trimesters for reporting on midterm reports and report cards. Reading Fluency Checks will be administered to K-5 students a minimum of six times per year to identify fluency deficits. These results will be reported on the midterm reports and report cards. In addition, Math Fluency Checks will be conducted according to the pacing guide for each grade level K-5 and formally assessed at the midterm and end of each trimester with results appearing on the midterm reports and report cards.	Academic Support Program	08/04/2014	05/31/2015	\$300	Title I Schoolwide	Curriculum Specialist, Title I Teachers, Paraprofessionals, Classroom Teachers, Administration

Goal 3: Hanson Elementary will increase the effectiveness of teachers as measured by TPGES.

Measurable Objective 1:

demonstrate a proficiency of effective teaching by 05/31/2015 as measured by TPGES, TELL Survey Data, student growth, and assessment data.

Strategy 1:

Professional Growth and Effectiveness System - Teachers will develop a professional growth plan, establish student growth goals, complete a self-reflection, utilize student growth survey data, and have observations by the administrative team. Together, this documentation will provide evidence of teacher effectiveness.

Category: Teacher PGES

Activity - Grade Level Teaming and Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teacher groups will team together and plan together to observe, share ideas, and foster relationship building for improving student achievement and professional growth.	Professional Learning	08/04/2014	05/31/2015	\$0	No Funding Required	Principal, Teachers
Activity - PLCs and PAC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs and PAC will be implemented to foster communication, disaggregate data, share strategies, and make instructional decisions.	Professional Learning	08/04/2014	05/31/2015	\$0	No Funding Required	Principal, Asst. Principal, Counselor, Curriculum Specialist, PAC members, Teachers
Activity - Utilization of CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize CIITS to develop and access Professional Growth Plans and Student Growth Goals, plan some lessons, and access resources such as the Educator Development Suite and PD 360.	Professional Learning	08/04/2014	05/31/2015	\$0	No Funding Required	Principal, Asst. Principal, Counselor, Curriculum Specialist, Teachers
Activity - Implementation and Monitoring of Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will implement and monitor student growth goals based on student needs in reading fluency to drive reading instruction.	Professional Learning	08/04/2014	05/31/2015	\$0	No Funding Required	Teachers, Curriculum Specialist, Asst. Principal, Principal
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Activity - Utilization of the Framework for Teaching and Instructional Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Framework for Teaching and feedback from walk-throughs and/or peer mini observations to shape and change planning, curriculum, instruction, assessments, classroom management, and professional behaviors in their classrooms and building roles.	Professional Learning	08/04/2014	05/31/2015	\$0	No Funding Required	Teachers, Peer Observers, Asst. Principal, Principal

Goal 4: Hanson Elementary will increase the effectiveness of the school principal as measured by PPGES.

Measurable Objective 1:

demonstrate a proficiency in effective school leadership by 05/31/2015 as measured by PPGES, TPGES, TELL Survey data, student assessment data, and self-reflection.

Strategy 1:

Implementation of PPGES - The principal will collaborate with the district support team and other administrators to implement PPGES through data from the TELL Survey, TPGES, and student assessment data.

Category: Principal PGES

Activity - Monitor Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will monitor progress toward student growth goals by monitoring reading fluency progress data, MAP scores, learning check scores, Common Assessment scores, and K-PREP scores.	Academic Support Program	08/04/2014	05/31/2015	\$0	No Funding Required	Principal, Asst. Principal, Curriculum Specialist, Counselor, Teachers

Activity - Collaborate with District Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Hanson Elementary School

The district has assigned a support coach to assist the principal with administrative tasks and decision making. The coach will participate in PAC meetings and will participate in other planning, decision making, and coaching, as needed.	Professional Learning	08/04/2014	05/31/2015	\$1000	District Funding	Principal, District Coach, District Instructional Team
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Activity - Monitor the Implementation of the Working Conditions and Professional Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will work to build the culture and climate at Hanson. The principal will work to protect team planning and PLC times, ensuring teachers have adequate time for collaboration and planning. These practices will foster a positive and productive working environment. In addition, the principal will utilize the PLCs and PAC for teacher input in the decision making process.	Professional Learning	08/04/2014	05/31/2015	\$1000	General Fund	Principal, Asst. Principal, Counselor, Curriculum Specialist

Goal 5: Hanson Elementary kindergarten through third grade students will demonstrate proficiency in reading and mathematics by increasing the combined reading and math proficiency from 50% to 60% as measured by the Spring MAP assessment.

Measurable Objective 1:

demonstrate a proficiency with 60% of our kindergarten, first, second, and third grade students in the Common Core Standards for Reading and Math by 05/31/2015 as measured by the Spring MAP assessment.

Strategy 1:

Curriculum Assessment & Alignment - Curriculum assessment and alignment will ensure that Kindergarten through third grade students are receiving best practice instruction in reading and mathematics that is aligned to the Common Core Standards, thus improving combined reading and math achievement.

Category: Continuous Improvement

Activity - Implementation of and Alignment of Common Core Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Core Standards for English Language Arts and Math will be used to plan, instruct, and assess academic core content for kindergarten through third grade students. Teachers will make use of high quality released items, rigorous vocabulary, MAP scores, common assessment data, and other instructional resources to plan, instruct, and assess this content. The district pacing guide for reading and math will also be utilized to ensure content is delivered in a timely manner. Alignment will be discussed and continually monitored through PLCs.	Academic Support Program	08/04/2014	05/31/2015	\$0	No Funding Required	Principal, Curriculum Specialist, Teachers

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Activity - Analysis of Student Progress Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hanson Elementary faculty will prioritize data to emphasize growth in reading and math. Faculty will show how current and longitudinal data is utilized to make informed decisions in curriculum alignment, planning, and assessment. Grade level disaggregation for kindergarten through third grade students will be completed for all student groups. Holes in the curriculum will be addressed as identified through data analysis. Individual growth will be targeted for individuals demonstrating curriculum gaps through KSI and individual progress monitoring.	Academic Support Program	08/04/2014	05/31/2015	\$2000	General Fund	Principal, Asst. Principal, Counselor, Curriculum Specialist, Teachers

Strategy 2:

Literacy Initiative - To be college and career ready, students must be proficient in reading and writing and possess advanced literacy skills. Without literate students, learning cannot take place. The Kentucky Literacy Partnership defines literacy as the creative and analytical processes required to produce and comprehend multiple text forms (oral, written, and visual) and includes reading, writing, and listening/speaking. Hanson Elementary will continue to plan and program for students to be more proficient in literacy and the ELA Common Core.

Category: Continuous Improvement

Research Cited: KDE Proficiency Delivery Plan

Activity - Common Core Aligned Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common core reading / ELA instruction is provided in a 90 to 120 minute uninterrupted block each day to all kindergarten through third grade students. The primary resource for instructing the Common Core Standards is the Journeys Reading Curriculum purchased by the district. A Journeys pacing guide was developed and implemented to ensure all students receive common pacing within the county. Reading instruction incorporates cooperative learning, engaging discussion, small group targeted instruction, and motivating challenges. Skill development and application are reinforced through peer interaction and student feedback resulting in literacy proficiency. Reading instruction is being tailored to a higher level of rigor and to align to the Common Core.	Academic Support Program	08/04/2014	05/31/2015	\$50000	District Funding	Principal, Curriculum Specialist, Teachers

Activity - Writing Planning, Instruction, and Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Writing Policy will continue to be implemented to support developing literacy skills in kindergarten through third grade and revised to align with KCAS. Journeys writing materials, Being a Writer, and Abel and Atherton strategies will be utilized to deliver quality writing instruction based on the ELA Common Core. Teachers will continue training in Abell and Atherton writing strategies this year and will share successes and data in PLCs.	Academic Support Program	08/04/2014	05/31/2015	\$1000	District Funding	Principal, Curriculum Specialist, Trainers, Teachers

Activity - Fluency Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Hanson Elementary School

Kindergarten through third grade teachers at Hanson are targeting reading fluency for student growth goal setting. The outcome of this goal is a school-wide improvement in student fluency and comprehension. Goals were set in CIITS and will be monitored on an ongoing basis by utilizing Journeys fluency materials until the final check point at the end of the year.	Academic Support Program	08/04/2014	05/31/2015	\$0	No Funding Required	Principal, Curriculum Specialist, Teachers
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Strategy 3:

Math Initiative - The Kentucky Math Initiative provides a strategic plan for educators to ensure students in grades K-8 become proficient with the mathematical content and practices in the Kentucky Core Academic Standards (KCAS). In developing mathematical proficiency, it is important that our students are numerate in their understanding of the quantitative, verbal, and symbolic aspects of number.

Category: Continuous Improvement

Research Cited: KDE Proficiency Delivery Plan

Activity - Common Core Aligned Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten through third grade students will receive 60 minutes or more of uninterrupted math instruction on Common Core standards. The enVision MATH Common Core program provides frequent progress monitoring that gives students valuable feedback, while giving teachers information about students that can guide instruction, provide intervention and remediation. Teachers will follow the district wide envision Math pacing guide to ensure instruction is rigorous and on target with the school calendar.	Academic Support Program	08/04/2014	05/31/2015	\$8000	General Fund	Principal, Curriculum specialist, Teachers

Activity - Math Fluency Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on building math fluency in students, such as counting and base ten awareness in kindergarteners, basic addition and subtraction facts in primary, and multiplication and division facts in upper primary students. Knowledge of basic facts will help teachers and students to devote focus to more advance mathematical processes and methods.	Academic Support Program	08/04/2014	05/31/2015	\$0	No Funding Required	Principal, Curriculum Specialist, Teachers

Strategy 4:

Program Reviews - Program Reviews are to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all content areas. Program reviews are a process for evaluating the instruction and planning of Arts & Humanities, K-3 Program, Practical Living and Career Studies, and Writing, Program reviews are tracked and measured by school staff utilizing a state wide rubric. Evidence is tracked to prove program review implementation by photos, writing samples, videos, handouts, lesson plans, and PLC agendas.

Category: Integrated Methods for Learning

Activity - K-3 Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Hanson Elementary School

The K-3 Program Review will be completed as documentation of ongoing curriculum alignment, rigorous instruction, mirrored assessments, and data analysis in the curriculum, planning, and instruction in the primary grades	Academic Support Program	08/04/2014	05/31/2015	\$0	No Funding Required	Principal, Asst. Principal, Curriculum Specialist, Counselor, K-3 Program Review Focus Group, Teachers
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Strategy 5:

School Readiness and Early Learning - School readiness will ensure that each child enters Hanson ready to engage in and benefit from early learning experiences that best promote the child's success, and every school will be ready and prepared for every child. Child readiness for school encompasses five developmental areas: approaches to learning; health and physical well-being; language and communication development; social and emotional development; and cognitive and general knowledge.

Category: Early Learning

Activity - BRIGANCE Administration and Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students entering kindergarten will take the BRIGANCE readiness assessment. Teachers will utilize the assessment data to target instruction to prepare students for readiness in the Common Core.	Academic Support Program	08/04/2014	05/31/2015	\$1000	District Funding	Principal, Curriculum Specialist, Title I Teacher, Kindergarten Teachers

Activity - School Readiness Parent Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of preschoolers and registering kindergarteners will be given a listing of school readiness skills to work with their child at home before the start of kindergarten. This will orient students to skills measured on the BRIGANCE and prepare students for learning at the beginning of the kindergarten school year.	Parent Involvement	08/04/2014	05/31/2015	\$100	General Fund	Principal, Curriculum Specialist, Kindergarten Teachers

Goal 6: Hanson Elementary will continue implementation of Positive Behavior Interventions and Supports (PBIS), maintaining fidelity at Tier 1 and continuing with development at Tier 2.

Measurable Objective 1:

demonstrate a behavior in reducing office discipline referrals by 05/31/2015 as measured by SWIS data and Check In Check Out data.

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Hanson Elementary School

Strategy 1:

Best Practices and Sustainability - School-wide Tier I strategies will be sustained and include the key elements that are the essential components of PBIS: PBIS Leadership Team, Faculty Commitment, Effective Procedures for Dealing with Discipline, Data Entry and Analysis of Current Plan, Expectations and Rules in Use, Reward/Recognition Program in Use, Lesson Plans for Teaching Expectations/Rules, Classroom Systems, Evaluation. By developing a process that identifies/validates strategies that are of high quality, having systems and supports for effective progress with fidelity, and the ability to replicate/scale-up there is a greater likelihood for sustainability.

Category: Continuous Improvement

Research Cited: Kentucky Department of Education Achievement Gap Delivery Plan (Nov. 2012)

Activity - Maintain Fidelity of Tier 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and staff shall strive to have four positive to one negative interaction with students. This will be monitored using walk-through tools by administration. This will foster a culture for learning to occur at Hanson Elementary. Maintain a building-wide team that meets monthly and oversees all development, implementation, modification, and evaluation activities in order to implement procedures and processes intended for all students, staff, and settings. Maintain and continue to post school-wide expectations for behavior in all non-classroom areas and enforce rules and procedures linked to the expectations. Continue to develop and teach lesson plans of school-wide expectations and all procedures/rules for non-classroom areas. Continue to survey students and staff through walkthroughs, Benchmarks of Quality (BoQ), Self-assessment Survey (SAS), and Team Implementation Checklist (TIC) to evaluate PBIS implementation. Modify for improvement a Golden Ticket recognition system to consistently acknowledge and reinforce appropriate behavior. Continue use School-Wide System (SWIS) to collect, analyze, and share office discipline referrals and other PBIS data monthly.	Behavioral Support Program	08/04/2014	05/31/2015	\$2000	General Fund	Principal, Asst. Principal, PBIS Tier 1 Team, All Faculty and Staff

Strategy 2:

Tier 2 PBIS Development and Implementation - Tier 2 PBIS promotes systematic, data driven change using behavior data to plan for students in need of more than universal PBIS supports. Students are paired with mentors for a check in check out social skills program. Data is discussed and analyzed by the Tier 2/3 PBIS team monthly to drive programming changes.

Category: Continuous Improvement

Activity - PBIS Tier 2/3 Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Hanson Elementary School

The PBIS Tier 2/3 Team will receive training on the development of Tier 2/3 of PBIS. They will meet monthly to develop the plan of action of implantation, including the strategies, data analysis, and evaluation of data that will be used. They will choose to implement the program with a minimum number of students during the 2014-2015 school year.	Professional Learning	08/04/2014	05/31/2015	\$2500	District Funding	Asst. Principal, Curriculum Specialist, SST, PBIS Tier 2/3 Team
Activity - Implementation of Check In Check Out Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with two or more office referrals who have been determined to be in need of additional supports by the PBIS Tier 2/3 Team will be paired with an adult mentor for Check In Check Out. Check In Check Out will begin the student's day on a positive note and allow the student to check back in with a mentor at the end of the day for a positive end of the day. Points will be monitored on a point sheet all day, and if the student reaches his/her personal goal, the student receives a treat from the mentor.	Behavioral Support Program	08/04/2014	05/31/2015	\$2500	District Funding	Asst. Principal, Curriculum Specialist, Counselor, SST, PBIS Tier 2/3 Team, Check In Check Out Mentors, Teachers

Goal 7: Hanson Elementary will maintain proficiency in the program review areas of Arts & Humanities, Writing, and K-3 and will reach distinguished in the program review area of Practical Living.

Measurable Objective 1:

demonstrate a proficiency in the Common Core Standards in Reading and Math with 60% of kindergarten, first, second, and third grade students by 05/31/2015 as measured by the Spring MAP assessment.

Strategy 1:

Curriculum Assessment & Alignment - Curriculum assessment and alignment will ensure that kindergarten through third grade students are receiving best practice instruction in reading and mathematics that is aligned to the Common Core Standards, thus improving combined reading and math achievement.

Category: Continuous Improvement

Activity - Implementation of Alignment of Common Core Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Hanson Elementary School

Common Core Standards for English Language Arts and Math will be used to plan, instruct, and assess academic core content for kindergarten through third grade students. Teachers will make use of high quality released items, rigorous vocabulary, MAP scores, common assessment data, and other instructional resources to plan, instruct, and assess this content. The district pacing guide for reading and math will also be utilized to ensure content is delivered in a timely manner. Alignment will be discussed and continually monitored through PLCs.	Academic Support Program	08/04/2014	05/31/2015	\$0	No Funding Required	Principal, Curriculum Specialist, Teachers
Activity - Program Review Focus Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review focus groups will meet in the areas of Arts & Humanities, K-3 Program, Practical Living and Career Studies, and Writing on a regular basis to review our current Program Review documents using the descriptors provided by KDE. They will evaluate our school and plan Next Steps to ensure that our school reaches proficiency and continues to strive to be distinguished. Then, they will share their findings and plan of action with colleagues in grade level PLCs.	Academic Support Program	08/04/2014	05/31/2015	\$0	No Funding Required	Principal, Asst. Principal, Curriculum Specialist, Counselor, Members of Program Review Focus Groups and their Chairpersons
Activity - Focus on Practical Living and Career Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hanson Elementary has chosen to focus on the Practical Living and Career Studies Program Review for the 2014-2015 school year. We are striving to be distinguished in this area. Our plan includes development and implementation of a health curriculum, bolstering our consumerism and career education curricula, and revising our assessments in these areas. The focus group for Practical Living and Career Studies, lead by our physical education teacher, will develop this plan, share with the faculty, and monitor its implementation.	Academic Support Program	08/04/2014	05/31/2015	\$1000	General Fund	Principal, Asst. Principal, Counselor, Curriculum Specialist, Members of Focus Group for PL & CS, Chairperson of Focus Group, Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor the Implementation of Best Practices	The administration team will monitor the implementation of best practices through the use of the district and school walk-through tools. Best practices will be implemented through professional development opportunities as well as weekly team meetings. Characteristics of Highly Effective Teaching and Learning will be the model for such practices.	Direct Instruction	07/07/2014	05/31/2015	\$500	Administration , All Certified Personnel
Total					\$500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review Focus Groups	Program Review focus groups will meet in the areas of Arts & Humanities, K-3 Program, Practical Living and Career Studies, and Writing on a regular basis to review our current Program Review documents using the descriptors provided by KDE. They will evaluate our school and plan Next Steps to ensure that our school reaches proficiency and continues to strive to be distinguished. Then, they will share their findings and plan of action with colleagues in grade level PLCs.	Academic Support Program	08/04/2014	05/31/2015	\$0	Principal, Asst. Principal, Curriculum Specialist, Counselor, Members of Program Review Focus Groups and their Chairpersons
Staff Assignments	Identify and establish curriculum design team (SBDM and/or grade level PLC members) in order to analyze curriculum to identify gaps make necessary adjustments.	Policy and Process	07/07/2014	05/31/2015	\$0	Administration
Grade Level PLCs	Hanson Elementary will provide daily common planning sessions that will allow for lesson planning. This will provide consistency for curriculum alignment and a review of KCAS math standards.	Professional Learning	08/04/2014	05/31/2015	\$0	Principal, Curriculum Specialist, Teachers

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Analysis of Student Reading/ELA Data	Hanson Elementary faculty will prioritize data to emphasize proficiency, gap, and group growth in reading / ELA. Faculty will show how current and longitudinal data is utilized to make informed decisions. Grade level disaggregation within the school will be completed for all student groups. Cross-referenced disaggregation will occur across subgroups (minority, free and reduced lunch, IEP students, etc) to ensure proficiency in the non-duplicated gap group. Individual growth will be targeted within the non-duplicated gap group through KSI and individual progress monitoring. Data to disaggregate and analyze will include KPREP, MAP, learning checks, common assessments, extended responses, and classroom assessments.	Academic Support Program	08/04/2014	05/31/2015	\$0	Principal, Asst. Principal, Curriculum Specialist, Counselor, Teachers
Implementation of and Alignment of Common Core Standards	Common Core Standards for English Language Arts and Math will be used to plan, instruct, and assess academic core content for kindergarten through third grade students. Teachers will make use of high quality released items, rigorous vocabulary, MAP scores, common assessment data, and other instructional resources to plan, instruct, and assess this content. The district pacing guide for reading and math will also be utilized to ensure content is delivered in a timely manner. Alignment will be discussed and continually monitored through PLCs.	Academic Support Program	08/04/2014	05/31/2015	\$0	Principal, Curriculum Specialist, Teachers
Monitor Implementation of Journeys ELA Program	Monitor the implementation of the instructional strategies through walk through and program fidelity checks.	Academic Support Program	08/06/2014	05/31/2015	\$0	Principal; Asst. Principal; Curriculum Specialist
K-3 Program Review	The K-3 Program Review will be completed as documentation of ongoing curriculum alignment, rigorous instruction, mirrored assessments, and data analysis in the curriculum, planning, and instruction in the primary grades	Academic Support Program	08/04/2014	05/31/2015	\$0	Principal, Asst. Principal, Curriculum Specialist, Counselor, K-3 Program Review Focus Group, Teachers
Implementation and Monitoring of Student Growth Goals	Teachers will implement and monitor student growth goals based on student needs in reading fluency to drive reading instruction.	Professional Learning	08/04/2014	05/31/2015	\$0	Teachers, Curriculum Specialist, Asst. Principal, Principal

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Fluency Student Growth Goals	Kindergarten through third grade teachers at Hanson are targeting reading fluency for student growth goal setting. The outcome of this goal is a school-wide improvement in student fluency and comprehension. Goals were set in CIITS and will be monitored on an ongoing basis by utilizing Journeys fluency materials until the final check point at the end of the year.	Academic Support Program	08/04/2014	05/31/2015	\$0	Principal, Curriculum Specialist, Teachers
CIITS Access and Engagement	Hanson Elementary will use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting. Teachers will prepare lessons and assessments in CIITS, as well as use it for TPGES. Teachers and leaders will share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Academic Support Program	08/04/2014	05/31/2015	\$0	Administration, Curriculum Specialist
Overall Program Assessment	Hanson Elementary will form PLCs to assess the level of performance for the areas of Arts & Humanities, K-3 Program, Practical Living and Career Studies, and Writing.	Policy and Process	08/04/2014	05/31/2015	\$0	Curriculum Specialist, Administration, Chairpersons of the PLCs
Professional Learning Communities	Hanson Elementary teachers will meet in Professional Learning Communities to lead each other in new instructional strategies, reflect on impact of instructional strategies, refine practices, analyze data, and to glean methodology from each other as professionals. Teachers will utilize this time for "naming and claiming" non duplicated gap group students and analyzing ELA and math data for gap students and student growth patterns to drive instructional planning and changes.	Professional Learning	08/04/2014	05/31/2015	\$0	Principal, Curriculum Specialist, Counselor, Teachers
Grade Level Teaming and Planning	Grade level teacher groups will team together and plan together to observe, share ideas, and foster relationship building for improving student achievement and professional growth.	Professional Learning	08/04/2014	05/31/2015	\$0	Principal, Teachers
Math Fluency Focus	Teachers will focus on building math fluency in students, such as counting and base ten awareness in kindergarteners, basic addition and subtraction facts in primary, and multiplication and division facts in upper primary students. Knowledge of basic facts will help teachers and students to devote focus to more advance mathematical processes and methods.	Academic Support Program	08/04/2014	05/31/2015	\$0	Principal, Curriculum Specialist, Teachers
PLCs and PAC	PLCs and PAC will be implemented to foster communication, disaggregate data, share strategies, and make instructional decisions.	Professional Learning	08/04/2014	05/31/2015	\$0	Principal, Asst. Principal, Counselor, Curriculum Specialist, PAC members, Teachers

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Development of Action Plan for Improvement	The faculty and staff at Hanson Elementary will utilize findings from the program reviews to determine areas of need. These areas will be addressed through walk-throughs, evidence collecting, and necessary documentation.	Policy and Process	08/04/2014	05/31/2015	\$0	Curriculum Specialist, Administration, Appointed Chairpersons of PLCs, District Personnel, Classroom Teachers, SBDMC
Implementation of Alignment of Common Core Standards	Common Core Standards for English Language Arts and Math will be used to plan, instruct, and assess academic core content for kindergarten through third grade students. Teachers will make use of high quality released items, rigorous vocabulary, MAP scores, common assessment data, and other instructional resources to plan, instruct, and assess this content. The district pacing guide for reading and math will also be utilized to ensure content is delivered in a timely manner. Alignment will be discussed and continually monitored through PLCs.	Academic Support Program	08/04/2014	05/31/2015	\$0	Principal, Curriculum Specialist, Teachers
Program Review Process	Hanson Elementary will continue to use focus groups that target each portion of the Kentucky Program Review. Teachers will evaluate school progress on each standard in the program review, collect evidence supporting, and plan instructional changes and programs. The areas of Program Review that will be conducted are Arts & Humanities, K-3 Program, Practical Living and Career Studies, and Writing. The Writing Program Review includes speaking and listening skills, along with a number of other literacy skills that are 21st Century Skills.	Policy and Process	08/04/2014	05/31/2015	\$0	Curriculum Specialist, Teachers, Program Review PLCs
Monitor Student Growth Goals	The principal will monitor progress toward student growth goals by monitoring reading fluency progress data, MAP scores, learning check scores, Common Assessment scores, and K-PREP scores.	Academic Support Program	08/04/2014	05/31/2015	\$0	Principal, Asst. Principal, Curriculum Specialist, Counselor, Teachers
Utilization of CIITS	Teachers will utilize CIITS to develop and access Professional Growth Plans and Student Growth Goals, plan some lessons, and access resources such as the Educator Development Suite and PD 360.	Professional Learning	08/04/2014	05/31/2015	\$0	Principal, Asst. Principal, Counselor, Curriculum Specialist, Teachers

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Utilization of the Framework for Teaching and Instructional Feedback	Teachers will utilize the Framework for Teaching and feedback from walk-throughs and/or peer mini observations to shape and change planning, curriculum, instruction, assessments, classroom management, and professional behaviors in their classrooms and building roles.	Professional Learning	08/04/2014	05/31/2015	\$0	Teachers, Peer Observers, Asst. Principal, Principal
Principal Advisory Council	The Principal Advisory Council will continue to be utilized as a steering committee to glean ideas from various representations of staff members, to provide input on instructional matters, and to serve as a leader within teams with strategies and information. The PAC will discuss and analyze data for non-duplicated gap group students and patterns of growth for students and utilize that data for building wide instructional planning.	Professional Learning	08/04/2014	05/31/2015	\$0	Principal, District Coach, PAC Faculty Representatives
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
KSI Implementation and Title I Intervention	KSI model and Title I intervention groups will continue to be implemented in reading and math through core instruction, supplemental re-teaching, and intensive tutoring to target each student at his/her individual level based on MAP, BRIGANCE, and/or teacher observation. Flexible regrouping of students receiving KSI services and Title I intervention will occur as needed to target students at their level of need. Non duplicated gap students and students having difficulty with growth will be targeted for pull out services as needed as determined by performance data.	Academic Support Program	08/04/2014	05/31/2015	\$64000	Curriculum Specialist, Title I Teachers, Paraprofessionals, Teachers
Monitor/Implementation of Fluency Screenings	All students in grades K-3 will be screened frequently to assess mastery of Fry words. The goals are defined in the district pacing guides. Feedback will be provided to the parents. Formally, students in grades K-3 will be assessed on their mastery of Fry words at the midterm and end of all three trimesters for reporting on midterm reports and report cards. Reading Fluency Checks will be administered to K-5 students a minimum of six times per year to identify fluency deficits. These results will be reported on the midterm reports and report cards. In addition, Math Fluency Checks will be conducted according to the pacing guide for each grade level K-5 and formally assessed at the midterm and end of each trimester with results appearing on the midterm reports and report cards.	Academic Support Program	08/04/2014	05/31/2015	\$300	Curriculum Specialist, Title I Teachers, Paraprofessionals, Classroom Teachers, Administration

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Parental Involvement Activities	Family Involvement Night activities will be conducted two times per year. These nights will be utilized to boost literacy skills, as well as science, social studies, mathematics, arts & humanities, and socio-emotional skills. These activities will be incorporated with Title I parent nights to give parents information on supporting student achievement, literacy, and math at home and school.	Parent Involvement	09/08/2014	05/31/2015	\$3000	Title I Staff, Curriculum Specialist, Administration
Total					\$67300	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
BRIGANCE Administration and Data Analysis	Students entering kindergarten will take the BRIGANCE readiness assessment. Teachers will utilize the assessment data to target instruction to prepare students for readiness in the Common Core.	Academic Support Program	08/04/2014	05/31/2015	\$1000	Principal, Curriculum Specialist, Title I Teacher, Kindergarten Teachers
Implementation of District Pacing Guide	The district has provided pacing guides to ensure that alignment of curriculum is occurring and that all KCAS are covered across the district. Rigorous instruction, technology, and best practices will be critical attributes district-wide. Characteristics of highly effective teaching and learning will be used. Benchmark Unit Testing and Fluency Checks will take place for all K-5 a minimum of 6 times per year. This will identify students that are weak in literacy skills.	Academic Support Program	08/06/2014	05/31/2015	\$70000	Curriculum Specialist; District Instructional Supervisors; Principal; Teachers
School Readiness Screener	Every kindergarten student will be administered the BRIGANCE screening tool. This will provide needed information for teachers as to the level of readiness skills that kindergarteners possess. This information will provide a guide for instruction.	Academic Support Program	08/04/2014	05/31/2015	\$3000	Curriculum Specialist, Kindergarten Faculty and Staff Members, Administration
PBIS Tier 2/3 Team	The PBIS Tier 2/3 Team will receive training on the development of Tier 2/3 of PBIS. They will meet monthly to develop the plan of action of implantation, including the strategies, data analysis, and evaluation of data that will be used. They will choose to implement the program with a minimum number of students during the 2014-2015 school year.	Professional Learning	08/04/2014	05/31/2015	\$2500	Asst. Principal, Curriculum Specialist, SST, PBIS Tier 2/3 Team

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Family Resource Center Collaboration	The Family Resource Center will serve as an integral part of the school by assisting in meeting the academic, environmental, emotional and material needs of non duplicated gap group students. Barriers and obstacles to learning will be reduced by Family Resource Services, enabling students to attend to learning and academic tasks. When these basic needs are addressed, students will be able to attend to learning in the Common Core Curriculum.	Academic Support Program	08/04/2014	05/31/2015	\$1000	Family Resource Center Director, DPP, Principal
Professional Learning and Coaching Sessions	Teachers will participate in quality professional learning and coaching sessions in the implementation of Journeys Reading, enVisions Math, and Abell and Atherton Writing Strategies. These sessions will support growth in implementation of the Common Core and effectiveness in the utilization of resources. Coaching sessions will give teachers the opportunity to glean diversification strategies for non-duplicated gap group students and lower performing students that struggle with growth.	Professional Learning	08/04/2014	05/31/2015	\$3000	District-Provided Trainers, Principal, Curriculum Specialist
Implementation of Check In Check Out Mentoring	Students with two or more office referrals who have been determined to be in need of additional supports by the PBIS Tier 2/3 Team will be paired with an adult mentor for Check In Check Out. Check In Check Out will begin the student's day on a positive note and allow the student to check back in with a mentor at the end of the day for a positive end of the day. Points will be monitored on a point sheet all day, and if the student reaches his/her personal goal, the student receives a treat from the mentor.	Behavioral Support Program	08/04/2014	05/31/2015	\$2500	Asst. Principal, Curriculum Specialist, Counselor, SST, PBIS Tier 2/3 Team, Check In Check Out Mentors, Teachers
Writing Planning, Instruction, and Training	The Writing Policy will continue to be implemented to support developing literacy skills in kindergarten through third grade and revised to align with KCAS. Journeys writing materials, Being a Writer, and Abel and Atherton strategies will be utilized to deliver quality writing instruction based on the ELA Common Core. Teachers will continue training in Abell and Atherton writing strategies this year and will share successes and data in PLCs.	Academic Support Program	08/04/2014	05/31/2015	\$1000	Principal, Curriculum Specialist, Trainers, Teachers
Collaborate with District Coach	The district has assigned a support coach to assist the principal with administrative tasks and decision making. The coach will participate in PAC meetings and will participate in other planning, decision making, and coaching, as needed.	Professional Learning	08/04/2014	05/31/2015	\$1000	Principal, District Coach, District Instructional Team

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Hanson Elementary School

Common Core Aligned Reading Instruction	Common core reading / ELA instruction is provided in a 90 to 120 minute uninterrupted block each day to all kindergarten through third grade students. The primary resource for instructing the Common Core Standards is the Journeys Reading Curriculum purchased by the district. A Journeys pacing guide was developed and implemented to ensure all students receive common pacing within the county. Reading instruction incorporates cooperative learning, engaging discussion, small group targeted instruction, and motivating challenges. Skill development and application are reinforced through peer interaction and student feedback resulting in literacy proficiency. Reading instruction is being tailored to a higher level of rigor and to align to the Common Core.	Academic Support Program	08/04/2014	05/31/2015	\$50000	Principal, Curriculum Specialist, Teachers
Implementation of District Pacing Guide	The district has provided pacing guides to ensure that alignment of curriculum is occurring and all KCAS are covered across the district. Rigorous instruction, technology, and best practices will be critical attributes district-wide. Characteristics of highly effective teaching and learning will be used. In addition, Math Fluency Checks will be conducted according to the pacing guide for each grade level K-5 and formally assessed at the midterm and end of each trimester with results appearing on the midterm reports and report cards.	Academic Support Program	08/04/2014	05/31/2015	\$1000	Curriculum Specialist; District Instructional Supervisors; Principal; Teachers
Total					\$136000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive School Improvement Plan

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Maintain Fidelity of Tier 1	<p>Faculty and staff shall strive to have four positive to one negative interaction with students. This will be monitored using walk-through tools by administration. This will foster a culture for learning to occur at Hanson Elementary. Maintain a building-wide team that meets monthly and oversees all development, implementation, modification, and evaluation activities in order to implement procedures and processes intended for all students, staff, and settings. Maintain and continue to post school-wide expectations for behavior in all non-classroom areas and enforce rules and procedures linked to the expectations. Continue to develop and teach lesson plans of school-wide expectations and all procedures/rules for non-classroom areas. Continue to survey students and staff through walkthroughs, Benchmarks of Quality (BoQ), Self-assessment Survey (SAS), and Team Implementation Checklist (TIC) to evaluate PBIS implementation. Modify for improvement a Golden Ticket recognition system to consistently acknowledge and reinforce appropriate behavior. Continue use School-Wide System (SWIS) to collect, analyze, and share office discipline referrals and other PBIS data monthly.</p>	Behavioral Support Program	08/04/2014	05/31/2015	\$2000	Principal, Asst. Principal, PBIS Tier 1 Team, All Faculty and Staff
KSI Support	<p>Students will be provided with additional support for Tier 2 and Tier 3 services as needed. These students will be identified through a district wide screener, currently MAP assessments. Research based strategies will be utilized to administer services. enVision Math supplemental materials, GMADE resource library, Study Island, etc., are such research based materials.</p>	Academic Support Program	08/04/2014	05/31/2015	\$1000	Curriculum Specialist, Principal, District Interventionist, School Psychologist, Title I teachers, Paraprofessionals, Teachers
Learning Walks	<p>Learning walks will be conducted by the principal, assistant principal, and curriculum specialist to provide instructional feedback to teachers for improving instruction and strategies, with a particular emphasis on student led strategies and instructional diversification that will improve achievement in the non-duplicated gap group and assist students in individual growth.</p>	Professional Learning	08/04/2014	05/31/2015	\$1000	Principal, Asst. Principal, Curriculum Specialist
Analysis of Student Progress Data	<p>Hanson Elementary faculty will prioritize data to emphasize growth in reading and math. Faculty will show how current and longitudinal data is utilized to make informed decisions in curriculum alignment, planning, and assessment. Grade level disaggregation for kindergarten through third grade students will be completed for all student groups. Holes in the curriculum will be addressed as identified through data analysis. Individual growth will be targeted for individuals demonstrating curriculum gaps through KSI and individual progress monitoring.</p>	Academic Support Program	08/04/2014	05/31/2015	\$2000	Principal, Asst. Principal, Counselor, Curriculum Specialist, Teachers

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Common Core Aligned Math Instruction	Kindergarten through third grade students will receive 60 minutes or more of uninterrupted math instruction on Common Core standards. The enVision MATH Common Core program provides frequent progress monitoring that gives students valuable feedback, while giving teachers information about students that can guide instruction, provide intervention and remediation. Teachers will follow the district wide envision Math pacing guide to ensure instruction is rigorous and on target with the school calendar.	Academic Support Program	08/04/2014	05/31/2015	\$8000	Principal, Curriculum specialist, Teachers
Focus on Practical Living and Career Studies	Hanson Elementary has chosen to focus on the Practical Living and Career Studies Program Review for the 2014-2015 school year. We are striving to be distinguished in this area. Our plan includes development and implementation of a health curriculum, bolstering our consumerism and career education curricula, and revising our assessments in these areas. The focus group for Practical Living and Career Studies, lead by our physical education teacher, will develop this plan, share with the faculty, and monitor its implementation.	Academic Support Program	08/04/2014	05/31/2015	\$1000	Principal, Asst. Principal, Counselor, Curriculum Specialist, Members of Focus Group for PL & CS, Chairperson of Focus Group, Teachers
Monitor the Implementation of the Working Conditions and Professional Growth Goals	The principal will work to build the culture and climate at Hanson. The principal will work to protect team planning and PLC times, ensuring teachers have adequate time for collaboration and planning. These practices will foster a positive and productive working environment. In addition, the principal will utilize the PLCs and PAC for teacher input in the decision making process.	Professional Learning	08/04/2014	05/31/2015	\$1000	Principal, Asst. Principal, Counselor, Curriculum Specialist
School Readiness Parent Awareness	Parents of preschoolers and registering kindergarteners will be given a listing of school readiness skills to work with their child at home before the start of kindergarten. This will orient students to skills measured on the BRIGANCE and prepare students for learning at the beginning of the kindergarten school year.	Parent Involvement	08/04/2014	05/31/2015	\$100	Principal, Curriculum Specialist, Kindergarten Teachers
Curriculum Alignment	Analyze curriculum to identify gaps, make necessary adjustments to curriculum, and utilize instructional resources aligned to KCAS.	Academic Support Program	08/04/2014	05/31/2015	\$500	All Certified Personnel, Administration, Curriculum Specialist, District Instructional Team
Total					\$16600	

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?

Our testing data revealed that much of what the teachers at Hanson Elementary are doing is successful in the area of achievement. However, data shows areas that need improvement. We need to make gains in the areas of Gap and Growth. Writing, math, and reading are areas that could be improved upon for all students. We need to focus on our 4th grade students who were apprentice in Math. 27.5% of them scored Apprentice in Math in the 3rd grade. We also need to focus on our 5th grade students who were apprentice in Reading and Math. 25.3% scored apprentice in Reading and 32.2% scored apprentice in Math when they were in the 4th grade. In addition, a number of students in the gap population scored significantly lower than their peers. Students with disabilities scored 35% Novice and 30% Apprentice in Reading and 15% Apprentice in Math. Students qualifying for free and reduced meals scored lower than their nonqualifying peers. 41% scored apprentice in Math.

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?

Hanson Elementary's achievement scores continue to be an area of strength. Our achievement NAPD in reading was 91.3 Other areas to celebrate include a NAPD calculation in science and social studies of 100, and our writing increased 12.1 points. In order to sustain this high level of performance, we will continue to provide a rigorous curriculum to all. We will continue to individualize instruction as needed to reduce the gap. We will identify students who need to make growth and employ strategies to help them achieve their goals. Classroom technology is continuing to become available to teachers. Integration of this technology, and its use by students, is intended to increase student performance.

Opportunities for Improvement

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

Reading and math are both areas that the teachers of Hanson Elementary would like to see increase. Additional materials will be purchased to supplement our existing programs to develop critical thinking skills. These materials will be used to reinforce test-taking strategies and further develop common core content knowledge to assist lower performing students, as well as students that have previously scored on the cusp of the next level of performance. Teachers are implementing the ELA Journeys program and continuing to use envision Math materials. Teachers will use KCAS and the district ELA and math pacing guides to insure that all content is covered. Standards checklists are additional tools that are being put in place. Teachers will receive additional training on Journeys. A plan will be created to raise the level of proficient and distinguished. KSI will be utilized to meet the needs of those students that are identified by MAP data, BRIGANCE, and teacher referrals. We will be implementing school wide writing strategies of Abell and Atherton. Teachers will receive further training in writing.

Conclusion

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

Teachers will disaggregate data and "name and claim" students who are not showing growth. In addition, students who can be moved to the next level of performance will be identified. We will then select materials that will supplement instruction and focus on the increased performance of these students. The district teacher consultant will be used. Vertical planning will help align our reading and math curriculum, and ensure consistency across grade levels. In addition, faculty members will disaggregate data to determine areas to target in an attempt to reduce gaps. Research based strategies will be evident in every classroom, every day.

The Missing Piece

Introduction

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

Stakeholders

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

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

PTA Officers - Karen Roberts, Lindsey Moore, Kimm Newcom, Toni Sargent

Parent Volunteers - various

Teachers who are also Parents in the Building - Jennifer Gobin, Becky Fulkerson, Letitia Holloman, and Kim Thompson

Administrative Team - Jon Wells, Brandon McClain, John Tichenor, and Amy Polley

Relationship Building

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

Overall Rating: 3.57

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

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

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	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
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

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

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

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

Communications

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

Overall Rating: 3.57

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	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
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 stakeholders work together to learn from and use all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometimes provides community organizations with information about academic expectations for parents who use their services.	Apprentice

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

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

Hanson Elementary School

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

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

Overall Rating: 3.57

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

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

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

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	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
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents and stakeholders are trained to create, measure and sustain authentic participation in all areas of school improvement at School and district level.	Distinguished

KDE Comprehensive School Improvement Plan

Hanson Elementary School

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

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

Overall Rating: 3.83

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

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	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
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
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.	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 an educational advocate or how to access an educational advocate when needed.	Proficient

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

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

Overall Rating: 3.67

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys 	<p>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.</p>	Distinguished

	Statement or Question	Response	Rating
2.	<p>School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.</p>	<p>All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.</p>	Distinguished

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.</p>	Distinguished

	Statement or Question	Response	Rating
4.	<p>School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.</p>	<p>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.</p>	Distinguished

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	Proficient

KDE Comprehensive School Improvement Plan

Hanson Elementary School

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

Community Partnerships

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

Overall Rating: 2.83

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

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

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

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	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
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

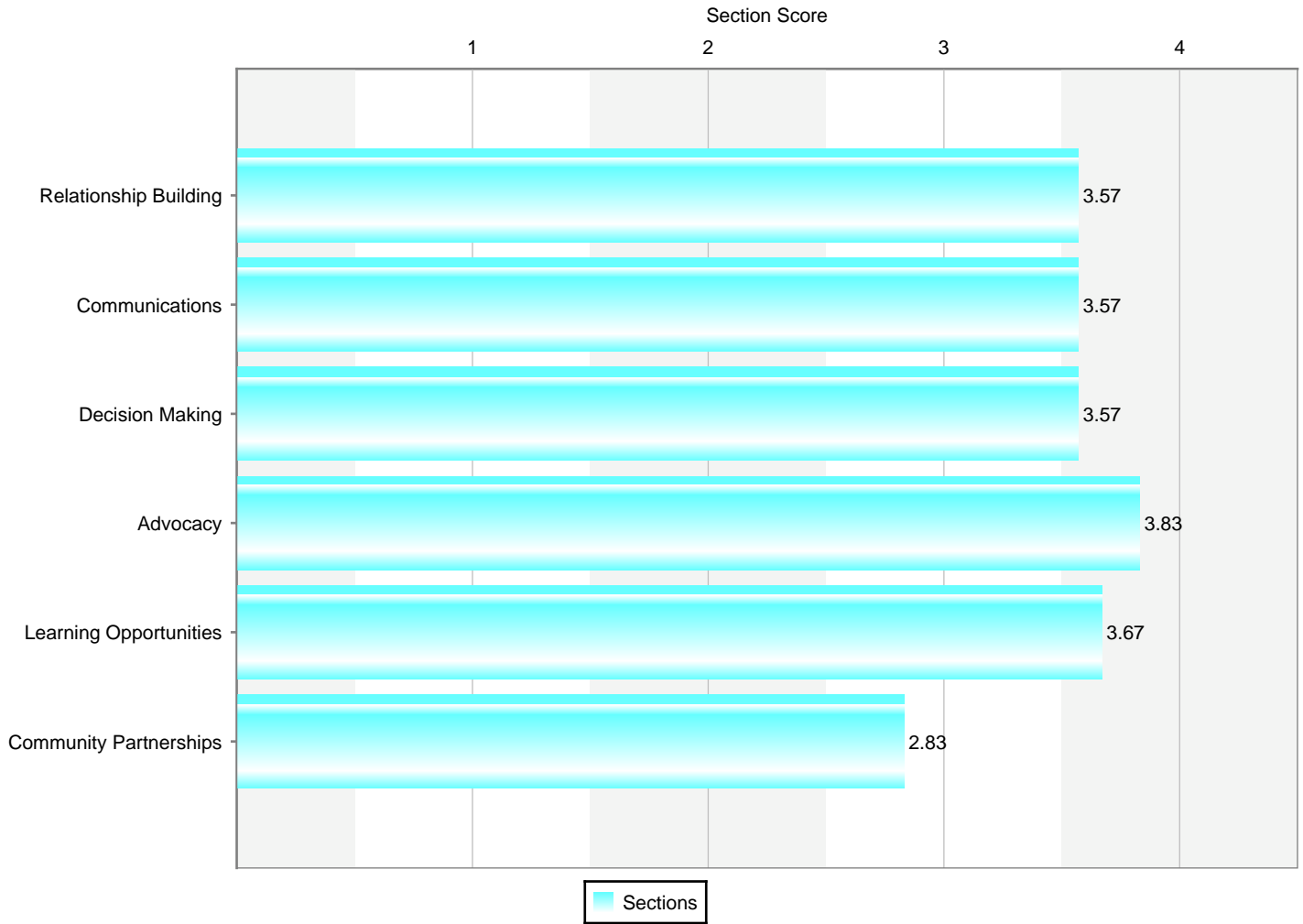
Reflect upon your responses to each of the Missing Piece objectives.

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

Hanson Elementary prides itself on its relationship with parents and the community. It was no surprise that we received overall proficient and distinguished ratings in Relationship-building, Communications, Decision-making, Advocacy, and Learning Opportunities. In Community Partnerships, while we received distinguished ratings in collaborating with willing organizations, consistent and sustained family support services to reduce barriers to learning, and staff and leadership ensuring stakeholders are aware of community-based learning opportunities, we did show some areas in which we need improvement. Hanson needs to be more diligent to partner with businesses and organizations to gain maximum benefits to support student learning and involve the employer network to ensure adult participation in education. While we are a rural community, we need to be creative in finding ways to involve our employers and organizations in the community to enhance our student growth.

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.

Monthly SBDMC meetings are held and are open to the public. The SBDM process allows parent representatives to have input regarding student achievement. Hanson Elementary has professional learning communities that regularly meet to discuss curricular issues. PLCs are usually conducted on Wednesday afternoon, as prescribed in the faculty/staff handbook, and weekly during grade level common planning. SBDMC meetings are scheduled per consensus of the group well in advance for flexibility.

In order to solicit input from a variety of stakeholders, we implemented a parent survey and the TELL survey. The Missing Piece committee members were also involved in rating the school on the Missing Piece rubric. The results of the surveys are shared with the PAC (Principal's Advisory Council), our Administrative Team, and our faculty for discussion.

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

Administration and curriculum specialist facilitated the process of improvement planning. Teachers were active in the disaggregation of data and identifying areas for needed improvement. A focus group of parents and staff members will be instrumental in providing feedback to the plan and in providing information using "The Missing Piece of the Proficiency Puzzle." SBDMC will eventually approve the plan.

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

Administration will provide the final plan to faculty and staff members at the December faculty meeting. The focus group of parents will be informed during the month of December to provide adequate feedback time. On completion, the CSIP will be placed on our school website and the link shared in our classroom newsletters. It will also be emailed as an attachment to our faculty and staff. Since the CSIP is an open record, it will always be available on demand.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

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

KDE Comprehensive School Improvement Plan

Hanson Elementary School

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

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		

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

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	N/A Hanson Elementary is not a targeted assistance school. We are a school wide program school.	

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Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	N/A Hanson Elementary is not a targeted assistance school. We are a school wide program school.	

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	N/A Hanson Elementary is not a targeted assistance school. We are a school wide program school.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	N/A Hanson Elementary is not a targeted assistance school. We are a school wide program school.	

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		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	N/A Hanson Elementary is not a targeted assistance school. We are a school wide program school.	

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Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	N/A Hanson Elementary is not a targeted assistance school. We are a school wide program school.	

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

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	The CSIP is located on the page that is linked below. http://www.hopkins.kyschools.us/HansonElementary.cfm?subpage=719192 You may go directly to the document with this link. http://www.hopkins.kyschools.us/files/719192/2012-13%20school%20improvement%20plan.pdf	

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

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

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Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	N/A Hanson Elementary only pays the Curriculum Specialist, Title I teacher, and a 60-day teacher position with Title I funds. There is documentation indicating the need of these positions in order to improve student achievement.	

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.	No	N/A Hanson is not a targeted assistance school. We are a school wide program school.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	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	No	N/A Hanson is not a targeted assistance school. We are a school wide program school.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	Title 1 funds were not used to staff any positions that are used to address classrooms over cap size.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	No	Hanson Elementary has a Class Size Reduction Teacher that is employed using Title II funds. She is used to address over cap size classrooms in core instruction.	

Compliance and Accountability - Elementary Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Hanson Elementary will increase the averaged combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall percent proficient and distinguished average for reading and math for Hanson Elementary from 69.2% to 73.1% by 05/29/2015 as measured by K-PREP data.

Strategy1:

Math Initiative - The Kentucky Math Initiative provides a strategic plan for educators to ensure students in grades K-8 become proficient with the mathematical content and practices in the Kentucky Core Academic Standards (KCAS). In developing mathematical proficiency, it is important that our students are numerate in their understanding of the quantitative, verbal, and symbolic aspects of number. Hanson Elementary will continue utilizing enVision Math resources aligned to Kentucky Core Academic Standards. Supplement math instruction using other research based materials for critical thinking, problem solving, and extra practice. Teachers will receive job embedded professional learning to increase student achievement scores.

Category: Integrated Methods for Learning

Research Cited: KDE Proficiency Deliver Plan (Nov. 2012)

Activity - Implementation of District Pacing Guide	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district has provided pacing guides to ensure that alignment of curriculum is occurring and all KCAS are covered across the district. Rigorous instruction, technology, and best practices will be critical attributes district-wide. Characteristics of highly effective teaching and learning will be used. In addition, Math Fluency Checks will be conducted according to the pacing guide for each grade level K-5 and formally assessed at the midterm and end of each trimester with results appearing on the midterm reports and report cards.	Academic Support Program			08/04/2014	05/31/2015	\$1000 - District Funding	Curriculum Specialist; District Instructional Supervisors; Principal; Teachers

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Activity - Grade Level PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hanson Elementary will provide daily common planning sessions that will allow for lesson planning. This will provide consistency for curriculum alignment and a review of KCAS math standards.	Professional Learning			08/04/2014	05/31/2015	\$0 - No Funding Required	Principal, Curriculum Specialist, Teachers

Activity - KSI Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided with additional support for Tier 2 and Tier 3 services as needed. These students will be identified through a district wide screener, currently MAP assessments. Research based strategies will be utilized to administer services. enVision Math supplemental materials, GMADE resource library, Study Island, etc., are such research based materials.	Academic Support Program			08/04/2014	05/31/2015	\$1000 - General Fund	Curriculum Specialist, Principal, District Interventionist, School Psychologist, Title I teachers, Paraprofessionals, Teachers

Strategy2:

Curriculum Assessment & Alignment - In order to provide students with access and opportunity to become proficient with the KCAS, teachers need to address curriculum/instructional gaps, utilize appropriate instructional materials and assessments that are aligned to KCAS, and use standards-based reporting to communicate progress for each student. This strategy utilized the Leadership Networks to build capacity to implement the KCAS in each district, school, and classroom.

Category: Continuous Improvement

Research Cited: KDE Proficiency Delivery Plan (Nov. 2012)

Activity - CIITS Access and Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hanson Elementary will use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting. Teachers will prepare lessons and assessments in CIITS, as well as use it for TPGES. Teachers and leaders will share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Academic Support Program			08/04/2014	05/31/2015	\$0 - No Funding Required	Administration, Curriculum Specialist

Activity - Staff Assignments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and establish curriculum design team (SBDM and/or grade level PLC members) in order to analyze curriculum to identify gaps make necessary adjustments.	Policy and Process			07/07/2014	05/31/2015	\$0 - No Funding Required	Administration

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Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze curriculum to identify gaps, make necessary adjustments to curriculum, and utilize instructional resources aligned to KCAS.	Academic Support Program			08/04/2014	05/31/2015	\$500 - General Fund	All Certified Personnel, Administration, Curriculum Specialist, District Instructional Team

Strategy3:

Progress Monitoring - Hanson Elementary will provide a communication plan, guidelines, and training to teachers on how to utilize data and systems for progress monitoring. Kentucky System of Interventions (KSI) will be utilized as a diagnostic and formative data framework to gain understanding of what students know and don't know in order to address the individual learning needs of all students; integrating assessment and intervention to maximize student achievement. Performance and growth of non-duplicated gap group students and lower performing students will be targeted for improvement and growth.

Category: Integrated Methods for Learning

Research Cited: KDE Proficiency Delivery Plan; Guidelines for Closing the Gaps for All Students; Schoolwide Program NCLB, Title I, Part A, section 1114

Activity - KSI Implementation and Title I Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KSI model and Title I intervention groups will continue to be implemented in reading and math through core instruction, supplemental re-teaching, and intensive tutoring to target each student at his/her individual level based on MAP, BRIGANCE, and/or teacher observation. Flexible regrouping of students receiving KSI services and Title I intervention will occur as needed to target students at their level of need. Non duplicated gap students and students having difficulty with growth will be targeted for pull out services as needed as determined by performance data.	Academic Support Program			08/04/2014	05/31/2015	\$64000 - Title I Schoolwide	Curriculum Specialist, Title I Teachers, Paraprofessionals, Teachers

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Activity - Monitor/Implementation of Fluency Screenings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades K-3 will be screened frequently to assess mastery of Fry words. The goals are defined in the district pacing guides. Feedback will be provided to the parents. Formally, students in grades K-3 will be assessed on their mastery of Fry words at the midterm and end of all three trimesters for reporting on midterm reports and report cards. Reading Fluency Checks will be administered to K-5 students a minimum of six times per year to identify fluency deficits. These results will be reported on the midterm reports and report cards. In addition, Math Fluency Checks will be conducted according to the pacing guide for each grade level K-5 and formally assessed at the midterm and end of each trimester with results appearing on the midterm reports and report cards.	Academic Support Program			08/04/2014	05/31/2015	\$300 - Title I Schoolwide	Curriculum Specialist, Title I Teachers, Paraprofessionals, Classroom Teachers, Administration

Strategy4:

Program Reviews - Program Reviews are to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all content areas.

Category: Continuous Improvement

Research Cited: KDE Proficiency Delivery Plan

Activity - Development of Action Plan for Improvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The faculty and staff at Hanson Elementary will utilize findings from the program reviews to determine areas of need. These areas will be addressed through walk-throughs, evidence collecting, and necessary documentation.	Policy and Process			08/04/2014	05/31/2015	\$0 - No Funding Required	Curriculum Specialist, Administration, Appointed Chairpersons of PLCs, District Personnel, Classroom Teachers, SBDMC

Activity - Overall Program Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hanson Elementary will form PLCs to assess the level of performance for the areas of Arts & Humanities, K-3 Program, Practical Living and Career Studies, and Writing.	Policy and Process			08/04/2014	05/31/2015	\$0 - No Funding Required	Curriculum Specialist, Administration, Chairpersons of the PLCs

Strategy5:

Literacy Initiative - To be college and career ready, students must be proficient in reading and writing and possess advanced literacy skills.

The Kentucky Literacy Partnership defines literacy as the creative and analytical processes required to produce and comprehend multiple

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text forms (i.e., oral, written, and visual) and includes reading, writing, and listening/speaking. All Hanson Elementary K-5 teachers will implement the new ELA Journeys curriculum by Houghton Mifflin Harcourt with fidelity. Teachers will participate in professional learning and support provided by the company consultants and job embedded learning during faculty meetings and grade level PLCs. Lessons will be supplemented with research based materials for critical thinking skills and extra practice.

Category: Integrated Methods for Learning

Research Cited: KDE Proficiency Delivery Plan (Nov. 2012)

Activity - Implementation of District Pacing Guide	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district has provided pacing guides to ensure that alignment of curriculum is occurring and that all KCAS are covered across the district. Rigorous instruction, technology, and best practices will be critical attributes district-wide. Characteristics of highly effective teaching and learning will be used. Benchmark Unit Testing and Fluency Checks will take place for all K-5 a minimum of 6 times per year. This will identify students that are weak in literacy skills.	Academic Support Program			08/06/2014	05/31/2015	\$70000 - District Funding	Curriculum Specialist; District Instructional Supervisors; Principal; Teachers

Activity - Parental Involvement Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Involvement Night activities will be conducted two times per year. These nights will be utilized to boost literacy skills, as well as science, social studies, mathematics, arts & humanities, and socio-emotional skills. These activities will be incorporated with Title I parent nights to give parents information on supporting student achievement, literacy, and math at home and school.	Parent Involvement			09/08/2014	05/31/2015	\$3000 - Title I Schoolwide	Title I Staff, Curriculum Specialist, Administration

Activity - Monitor Implementation of Journeys ELA Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies through walk through and program fidelity checks.	Academic Support Program			08/06/2014	05/31/2015	\$0 - No Funding Required	Principal; Asst. Principal; Curriculum Specialist

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Activity - Program Review Process	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hanson Elementary will continue to use focus groups that target each portion of the Kentucky Program Review. Teachers will evaluate school progress on each standard in the program review, collect evidence supporting, and plan instructional changes and programs. The areas of Program Review that will be conducted are Arts & Humanities, K-3 Program, Practical Living and Career Studies, and Writing. The Writing Program Review includes speaking and listening skills, along with a number of other literacy skills that are 21st Century Skills.	Policy and Process			08/04/2014	05/31/2015	\$0 - No Funding Required	Curriculum Specialist, Teachers, Program Review PLCs

Strategy6:

School Readiness and Early Learning - School readiness means that each child enters school ready to engage in and benefit from early learning experiences that best

promote the child's success, and every school will be ready and prepared for every child. Child readiness for school encompasses five developmental areas: approaches to learning; health and physical well-being; language and communication development; social and emotional development; and cognitive and general knowledge.

Category: Early Learning

Research Cited: KDE Proficiency Delivery Plan

Activity - School Readiness Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every kindergarten student will be administered the BRIGANCE screening tool. This will provide needed information for teachers as to the level of readiness skills that kindergarteners possess. This information will provide a guide for instruction.	Academic Support Program			08/04/2014	05/31/2015	\$3000 - District Funding	Curriculum Specialist, Kindergarten Faculty and Staff Members, Administration

Goal 2:

Hanson Elementary will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group percentage from 68% to 70% by 05/31/2015 as measured by K-PREP data.

Strategy1:

Best Practices and Sustainability - Hanson Elementary will utilize best practices as identified in CHETL documents and Stiggins' assessment work to provide rigorous

instruction for all students. Faculty members will identify and communicate best practices based on work of the Priority Schools, Education SY 2014-2015

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Recovery (ER) staff, and other Gap Strategies through a system of validation to ensure strategies are effective in closing gaps and improving student outcomes. By developing a process that identifies/validates strategies that are of high quality, having systems and supports for effective implementation with fidelity, and the ability to replicate/scale-up there is a greater likelihood for sustainability.

Category: Integrated Methods for Learning

Research Cited: KDE Achievement Gap Delivery Plan (Nov. 2012)

Activity - Family Resource Center Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will serve as an integral part of the school by assisting in meeting the academic, environmental, emotional and material needs of non duplicated gap group students. Barriers and obstacles to learning will be reduced by Family Resource Services, enabling students to attend to learning and academic tasks. When these basic needs are addressed, students will be able to attend to learning in the Common Core Curriculum.	Academic Support Program			08/04/2014	05/31/2015	\$1000 - District Funding	Family Resource Center Director, DPP, Principal

Activity - Analysis of Student Reading/ELA Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hanson Elementary faculty will prioritize data to emphasize proficiency,gap, and group growth in reading / ELA. Faculty will show how current and longitudinal data is utilized to make informed decisions. Grade level disaggregation within the school will be completed for all student groups. Cross-referenced disaggregation will occur across subgroups (minority, free and reduced lunch, IEP students, etc) to ensure proficiency in the non- duplicated gap group. Individual growth will be targeted within the non-duplicated gap group through KSI and individual progress monitoring. Data to disaggregate and analyze will include KPREP, MAP, learning checks, common assessments, extended responses, and classroom assessments.	Academic Support Program			08/04/2014	05/31/2015	\$0 - No Funding Required	Principal, Asst. Principal, Curriculum Specialist, Counselor, Teachers

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Activity - Monitor the Implementation of Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administration team will monitor the implementation of best practices through the use of the district and school walk-through tools. Best practices will be implemented through professional development opportunities as well as weekly team meetings. Characteristics of Highly Effective Teaching and Learning will be the model for such practices.	Direct Instruction			07/07/2014	05/31/2015	\$500 - School Council Funds	Administration, All Certified Personnel

Strategy2:

Professional Development - Professional learning will be utilized to provide development to teachers at Hanson through a consistent delivery process based on

effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. Professional development will be focused, directly supporting student outcomes through highly effective engagement and learning strategies.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning and Coaching Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in quality professional learning and coaching sessions in the implementation of Journeys Reading, enVisions Math, and Abell and Atherton Writing Strategies. These sessions will support growth in implementation of the Common Core and effectiveness in the utilization of resources. Coaching sessions will give teachers the opportunity to glean diversification strategies for non-duplicated gap group students and lower performing students that struggle with growth.	Professional Learning			08/04/2014	05/31/2015	\$3000 - District Funding	District-Provided Trainers, Principal, Curriculum Specialist

Activity - Principal Advisory Council	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Principal Advisory Council will continue to be utilized as a steering committee to glean ideas from various representations of staff members, to provide input on instructional matters, and to serve as a leader within teams with strategies and information. The PAC will discuss and analyze data for non-duplicated gap group students and patterns of growth for students and utilize that data for building wide instructional planning.	Professional Learning			08/04/2014	05/31/2015	\$0 - No Funding Required	Principal, District Coach, PAC Faculty Representatives

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Activity - Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning walks will be conducted by the principal, assistant principal, and curriculum specialist to provide instructional feedback to teachers for improving instruction and strategies, with a particular emphasis on student led strategies and instructional diversification that will improve achievement in the non-duplicated gap group and assist students in individual growth.	Professional Learning			08/04/2014	05/31/2015	\$1000 - General Fund	Principal, Asst. Principal, Curriculum Specialist

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hanson Elementary teachers will meet in Professional Learning Communities to lead each other in new instructional strategies, reflect on impact of instructional strategies, refine practices, analyze data, and to glean methodology from each other as professionals. Teachers will utilize this time for "naming and claiming" non duplicated gap group students and analyzing ELA and math data for gap students and student growth patterns to drive instructional planning and changes.	Professional Learning			08/04/2014	05/31/2015	\$0 - No Funding Required	Principal, Curriculum Specialist, Counselor, Teachers

Goal 3:

Hanson Elementary will increase the effectiveness of teachers as measured by TPGES.

Measurable Objective 1:

demonstrate a proficiency of effective teaching by 05/31/2015 as measured by TPGES, TELL Survey Data, student growth, and assessment data.

Strategy1:

Professional Growth and Effectiveness System - Teachers will develop a professional growth plan, establish student growth goals, complete a self-reflection, utilize student growth survey data, and have observations by the administrative team. Together, this documentation will provide evidence of teacher effectiveness.

Category: Teacher PGES

Research Cited:

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Activity - Implementation and Monitoring of Student Growth Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement and monitor student growth goals based on student needs in reading fluency to drive reading instruction.	Professional Learning			08/04/2014	05/31/2015	\$0 - No Funding Required	Teachers, Curriculum Specialist, Asst. Principal, Principal

Activity - Utilization of CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize CIITS to develop and access Professional Growth Plans and Student Growth Goals, plan some lessons, and access resources such as the Educator Development Suite and PD 360.	Professional Learning			08/04/2014	05/31/2015	\$0 - No Funding Required	Principal, Asst. Principal, Counselor, Curriculum Specialist, Teachers

Activity - Grade Level Teaming and Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teacher groups will team together and plan together to observe, share ideas, and foster relationship building for improving student achievement and professional growth.	Professional Learning			08/04/2014	05/31/2015	\$0 - No Funding Required	Principal, Teachers

Activity - Utilization of the Framework for Teaching and Instructional Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the Framework for Teaching and feedback from walk-throughs and/or peer mini observations to shape and change planning, curriculum, instruction, assessments, classroom management, and professional behaviors in their classrooms and building roles.	Professional Learning			08/04/2014	05/31/2015	\$0 - No Funding Required	Teachers, Peer Observers, Asst. Principal, Principal

Activity - PLCs and PAC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs and PAC will be implemented to foster communication, disaggregate data, share strategies, and make instructional decisions.	Professional Learning			08/04/2014	05/31/2015	\$0 - No Funding Required	Principal, Asst. Principal, Counselor, Curriculum Specialist, PAC members, Teachers

Goal 4:

Hanson Elementary will increase the effectiveness of the school principal as measured by PPGES.

Measurable Objective 1:

SY 2014-2015

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demonstrate a proficiency in effective school leadership by 05/31/2015 as measured by PPGES, TPGES, TELL Survey data, student assessment data, and self-reflection.

Strategy1:

Implementation of PPGES - The principal will collaborate with the district support team and other administrators to implement PPGES through data from the TELL Survey, TPGES, and student assessment data.

Category: Principal PGES

Research Cited:

Activity - Monitor Student Growth Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will monitor progress toward student growth goals by monitoring reading fluency progress data, MAP scores, learning check scores, Common Assessment scores, and K-PREP scores.	Academic Support Program			08/04/2014	05/31/2015	\$0 - No Funding Required	Principal, Asst. Principal, Curriculum Specialist, Counselor, Teachers

Activity - Monitor the Implementation of the Working Conditions and Professional Growth Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will work to build the culture and climate at Hanson. The principal will work to protect team planning and PLC times, ensuring teachers have adequate time for collaboration and planning. These practices will foster a positive and productive working environment. In addition, the principal will utilize the PLCs and PAC for teacher input in the decision making process.	Professional Learning			08/04/2014	05/31/2015	\$1000 - General Fund	Principal, Asst. Principal, Counselor, Curriculum Specialist

Activity - Collaborate with District Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district has assigned a support coach to assist the principal with administrative tasks and decision making. The coach will participate in PAC meetings and will participate in other planning, decision making, and coaching, as needed.	Professional Learning			08/04/2014	05/31/2015	\$1000 - District Funding	Principal, District Coach, District Instructional Team

Goal 5:

Hanson Elementary kindergarten through third grade students will demonstrate proficiency in reading and mathematics by increasing the combined reading and math proficiency from 50% to 60% as measured by the Spring MAP assessment.

Measurable Objective 1:

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demonstrate a proficiency with 60% of our kindergarten, first, second, and third grade students in the Common Core Standards for Reading and Math by 05/31/2015 as measured by the Spring MAP assessment.

Strategy1:

Literacy Initiative - To be college and career ready, students must be proficient in reading and writing and possess advanced literacy skills. Without literate students, learning cannot take place. The Kentucky Literacy Partnership defines literacy as the creative and analytical processes required to produce and comprehend multiple text forms (oral, written, and visual) and includes reading, writing, and listening/speaking. Hanson Elementary will continue to plan and program for students to be more proficient in literacy and the ELA Common Core.

Category: Continuous Improvement

Research Cited: KDE Proficiency Delivery Plan

Activity - Fluency Student Growth Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten through third grade teachers at Hanson are targeting reading fluency for student growth goal setting. The outcome of this goal is a school-wide improvement in student fluency and comprehension. Goals were set in CIITS and will be monitored on an ongoing basis by utilizing Journeys fluency materials until the final check point at the end of the year.	Academic Support Program			08/04/2014	05/31/2015	\$0 - No Funding Required	Principal, Curriculum Specialist, Teachers

Activity - Writing Planning, Instruction, and Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Writing Policy will continue to be implemented to support developing literacy skills in kindergarten through third grade and revised to align with KCAS. Journeys writing materials, Being a Writer, and Abel and Atherton strategies will be utilized to deliver quality writing instruction based on the ELA Common Core. Teachers will continue training in Abell and Atherton writing strategies this year and will share successes and data in PLCs.	Academic Support Program			08/04/2014	05/31/2015	\$1000 - District Funding	Principal, Curriculum Specialist, Trainers, Teachers

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Activity - Common Core Aligned Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common core reading / ELA instruction is provided in a 90 to 120 minute uninterrupted block each day to all kindergarten through third grade students. The primary resource for instructing the Common Core Standards is the Journeys Reading Curriculum purchased by the district. A Journeys pacing guide was developed and implemented to ensure all students receive common pacing within the county. Reading instruction incorporates cooperative learning, engaging discussion, small group targeted instruction, and motivating challenges. Skill development and application are reinforced through peer interaction and student feedback resulting in literacy proficiency. Reading instruction is being tailored to a higher level of rigor and to align to the Common Core.	Academic Support Program			08/04/2014	05/31/2015	\$50000 - District Funding	Principal, Curriculum Specialist, Teachers

Strategy2:

Curriculum Assessment & Alignment - Curriculum assessment and alignment will ensure that Kindergarten through third grade students are receiving best practice

instruction in reading and mathematics that is aligned to the Common Core Standards, thus improving combined reading and math achievement.

Category: Continuous Improvement

Research Cited:

Activity - Implementation of and Alignment of Common Core Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common Core Standards for English Language Arts and Math will be used to plan, instruct, and assess academic core content for kindergarten through third grade students. Teachers will make use of high quality released items, rigorous vocabulary, MAP scores, common assessment data, and other instructional resources to plan, instruct, and assess this content. The district pacing guide for reading and math will also be utilized to ensure content is delivered in a timely manner. Alignment will be discussed and continually monitored through PLCs.	Academic Support Program			08/04/2014	05/31/2015	\$0 - No Funding Required	Principal, Curriculum Specialist, Teachers

KDE Comprehensive School Improvement Plan

Hanson Elementary School

Activity - Analysis of Student Progress Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hanson Elementary faculty will prioritize data to emphasize growth in reading and math. Faculty will show how current and longitudinal data is utilized to make informed decisions in curriculum alignment, planning, and assessment. Grade level disaggregation for kindergarten through third grade students will be completed for all student groups. Holes in the curriculum will be addressed as identified through data analysis. Individual growth will be targeted for individuals demonstrating curriculum gaps through KSI and individual progress monitoring.	Academic Support Program			08/04/2014	05/31/2015	\$2000 - General Fund	Principal, Asst. Principal, Counselor, Curriculum Specialist, Teachers

Strategy3:

Math Initiative - The Kentucky Math Initiative provides a strategic plan for educators to ensure students in grades K-8 become proficient with the mathematical content and practices in the Kentucky Core Academic Standards (KCAS). In developing mathematical proficiency, it is important that our students are numerate in their understanding of the quantitative, verbal, and symbolic aspects of number.

Category: Continuous Improvement

Research Cited: KDE Proficiency Delivery Plan

Activity - Common Core Aligned Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten through third grade students will receive 60 minutes or more of uninterrupted math instruction on Common Core standards. The enVision MATH Common Core program provides frequent progress monitoring that gives students valuable feedback, while giving teachers information about students that can guide instruction, provide intervention and remediation. Teachers will follow the district wide envision Math pacing guide to ensure instruction is rigorous and on target with the school calendar.	Academic Support Program			08/04/2014	05/31/2015	\$8000 - General Fund	Principal, Curriculum specialist, Teachers

Activity - Math Fluency Focus	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on building math fluency in students, such as counting and base ten awareness in kindergarteners, basic addition and subtraction facts in primary, and multiplication and division facts in upper primary students. Knowledge of basic facts will help teachers and students to devote focus to more advance mathematical processes and methods.	Academic Support Program			08/04/2014	05/31/2015	\$0 - No Funding Required	Principal, Curriculum Specialist, Teachers

KDE Comprehensive School Improvement Plan

Hanson Elementary School

Strategy4:

School Readiness and Early Learning - School readiness will ensure that each child enters Hanson ready to engage in and benefit from early learning experiences

that best promote the child's success, and every school will be ready and prepared for every child. Child readiness for school encompasses five developmental areas: approaches to learning; health and physical well-being; language and communication development; social and emotional development; and cognitive and general knowledge.

Category: Early Learning

Research Cited:

Activity - BRIGANCE Administration and Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students entering kindergarten will take the BRIGANCE readiness assessment. Teachers will utilize the assessment data to target instruction to prepare students for readiness in the Common Core.	Academic Support Program			08/04/2014	05/31/2015	\$1000 - District Funding	Principal, Curriculum Specialist, Title I Teacher, Kindergarten Teachers

Activity - School Readiness Parent Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of preschoolers and registering kindergarteners will be given a listing of school readiness skills to work with their child at home before the start of kindergarten. This will orient students to skills measured on the BRIGANCE and prepare students for learning at the beginning of the kindergarten school year.	Parent Involvement			08/04/2014	05/31/2015	\$100 - General Fund	Principal, Curriculum Specialist, Kindergarten Teachers

Strategy5:

Program Reviews - Program Reviews are to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all content areas. Program reviews are a process for evaluating the instruction and planning of Arts & Humanities, K-3 Program, Practical Living and Career Studies, and Writing, Program reviews are tracked and measured by school staff utilizing a state wide rubric. Evidence is tracked to prove program review implementation by photos, writing samples, videos, handouts, lesson plans, and PLC agendas.

Category: Integrated Methods for Learning

Research Cited:

KDE Comprehensive School Improvement Plan

Hanson Elementary School

Activity - K-3 Program Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The K-3 Program Review will be completed as documentation of ongoing curriculum alignment, rigorous instruction, mirrored assessments, and data analysis in the curriculum, planning, and instruction in the primary grades	Academic Support Program			08/04/2014	05/31/2015	\$0 - No Funding Required	Principal, Asst. Principal, Curriculum Specialist, Counselor, K-3 Program Review Focus Group, Teachers

Goal 6:

Hanson Elementary will continue implementation of Positive Behavior Interventions and Supports (PBIS), maintaining fidelity at Tier 1 and continuing with development at Tier 2.

Measurable Objective 1:

demonstrate a behavior in reducing office discipline referrals by 05/31/2015 as measured by SWIS data and Check In Check Out data.

Strategy1:

Best Practices and Sustainability - School-wide Tier I strategies will be sustained and include the key elements that are the essential components of PBIS: PBIS

Leadership Team, Faculty Commitment, Effective Procedures for Dealing with Discipline, Data Entry and Analysis of Current Plan, Expectations and Rules in Use, Reward/Recognition Program in Use, Lesson Plans for Teaching Expectations/Rules, Classroom Systems, Evaluation. By developing a process that identifies/validates strategies that are of high quality, having systems and supports for effective progress with fidelity, and the ability to replicate/scale-up there is a greater likelihood for sustainability.

Category: Continuous Improvement

Research Cited: Kentucky Department of Education Achievement Gap Delivery Plan (Nov. 2012)

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Hanson Elementary School

Activity - Maintain Fidelity of Tier 1	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Faculty and staff shall strive to have four positive to one negative interaction with students. This will be monitored using walk-through tools by administration. This will foster a culture for learning to occur at Hanson Elementary. Maintain a building-wide team that meets monthly and oversees all development, implementation, modification, and evaluation activities in order to implement procedures and processes intended for all students, staff, and settings. Maintain and continue to post school-wide expectations for behavior in all non-classroom areas and enforce rules and procedures linked to the expectations. Continue to develop and teach lesson plans of school-wide expectations and all procedures/rules for non-classroom areas. Continue to survey students and staff through walkthroughs, Benchmarks of Quality (BoQ), Self-assessment Survey (SAS), and Team Implementation Checklist (TIC) to evaluate PBIS implementation. Modify for improvement a Golden Ticket recognition system to consistently acknowledge and reinforce appropriate behavior. Continue use School-Wide System (SWIS) to collect, analyze, and share office discipline referrals and other PBIS data monthly.</p>	Behavioral Support Program			08/04/2014	05/31/2015	\$2000 - General Fund	Principal, Asst. Principal, PBIS Tier 1 Team, All Faculty and Staff

Strategy2:

Tier 2 PBIS Development and Implementation - Tier 2 PBIS promotes systematic, data driven change using behavior data to plan for students in need of more than

universal PBIS supports. Students are paired with mentors for a check in check out social skills program. Data is discussed and analyzed by the Tier 2/3 PBIS team monthly to drive programming changes.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Hanson Elementary School

Activity - Implementation of Check In Check Out Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with two or more office referrals who have been determined to be in need of additional supports by the PBIS Tier 2/3 Team will be paired with an adult mentor for Check In Check Out. Check In Check Out will begin the student's day on a positive note and allow the student to check back in with a mentor at the end of the day for a positive end of the day. Points will be monitored on a point sheet all day, and if the student reaches his/her personal goal, the student receives a treat from the mentor.	Behavioral Support Program			08/04/2014	05/31/2015	\$2500 - District Funding	Asst. Principal, Curriculum Specialist, Counselor, SST, PBIS Tier 2/3 Team, Check In Check Out Mentors, Teachers

Activity - PBIS Tier 2/3 Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PBIS Tier 2/3 Team will receive training on the development of Tier 2/3 of PBIS. They will meet monthly to develop the plan of action of implantation, including the strategies, data analysis, and evaluation of data that will be used. They will choose to implement the program with a minimum number of students during the 2014-2015 school year.	Professional Learning			08/04/2014	05/31/2015	\$2500 - District Funding	Asst. Principal, Curriculum Specialist, SST, PBIS Tier 2/3 Team

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

Goal 1:
Hanson Elementary will increase the averaged combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:
collaborate to increase the overall percent proficient and distinguished average for reading and math for Hanson Elementary from 69.2% to 73.1% by 05/29/2015 as measured by K-PREP data.

Strategy1:
School Readiness and Early Learning - School readiness means that each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success, and every school will be ready and prepared for every child. Child readiness for school encompasses five developmental areas: approaches to learning; health and physical well-being; language and communication development; social and emotional development; and cognitive and general knowledge.

Category: Early Learning

KDE Comprehensive School Improvement Plan

Hanson Elementary School

Research Cited: KDE Proficiency Delivery Plan

Activity - School Readiness Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every kindergarten student will be administered the BRIGANCE screening tool. This will provide needed information for teachers as to the level of readiness skills that kindergarteners possess. This information will provide a guide for instruction.	Academic Support Program			08/04/2014	05/31/2015	\$3000 - District Funding	Curriculum Specialist, Kindergarten Faculty and Staff Members, Administration

Strategy2:

Math Initiative - The Kentucky Math Initiative provides a strategic plan for educators to ensure students in grades K-8 become proficient with the mathematical content and practices in the Kentucky Core Academic Standards (KCAS). In developing mathematical proficiency, it is important that our students are numerate in their understanding of the quantitative, verbal, and symbolic aspects of number. Hanson Elementary will continue utilizing enVision Math resources aligned to Kentucky Core Academic Standards. Supplement math instruction using other research based materials for critical thinking, problem solving, and extra practice. Teachers will receive job embedded professional learning to increase student achievement scores.

Category: Integrated Methods for Learning

Research Cited: KDE Proficiency Deliver Plan (Nov. 2012)

Activity - Implementation of District Pacing Guide	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district has provided pacing guides to ensure that alignment of curriculum is occurring and all KCAS are covered across the district. Rigorous instruction, technology, and best practices will be critical attributes district-wide. Characteristics of highly effective teaching and learning will be used. In addition, Math Fluency Checks will be conducted according to the pacing guide for each grade level K-5 and formally assessed at the midterm and end of each trimester with results appearing on the midterm reports and report cards.	Academic Support Program			08/04/2014	05/31/2015	\$1000 - District Funding	Curriculum Specialist; District Instructional Supervisors; Principal; Teachers

Activity - Grade Level PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hanson Elementary will provide daily common planning sessions that will allow for lesson planning. This will provide consistency for curriculum alignment and a review of KCAS math standards.	Professional Learning			08/04/2014	05/31/2015	\$0 - No Funding Required	Principal, Curriculum Specialist, Teachers

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Hanson Elementary School

Activity - KSI Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided with additional support for Tier 2 and Tier 3 services as needed. These students will be identified through a district wide screener, currently MAP assessments. Research based strategies will be utilized to administer services. enVision Math supplemental materials, GMADE resource library, Study Island, etc., are such research based materials.	Academic Support Program			08/04/2014	05/31/2015	\$1000 - General Fund	Curriculum Specialist, Principal, District Interventionist, School Psychologist, Title I teachers, Paraprofessionals, Teachers

Strategy3:

Progress Monitoring - Hanson Elementary will provide a communication plan, guidelines, and training to teachers on how to utilize data and systems for progress monitoring. Kentucky System of Interventions (KSI) will be utilized as a diagnostic and formative data framework to gain understanding of what students know and don't know in order to address the individual learning needs of all students; integrating assessment and intervention to maximize student achievement. Performance and growth of non-duplicated gap group students and lower performing students will be targeted for improvement and growth.

Category: Integrated Methods for Learning

Research Cited: KDE Proficiency Delivery Plan; Guidelines for Closing the Gaps for All Students; Schoolwide Program NCLB, Title I, Part A, section 1114

Activity - KSI Implementation and Title I Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KSI model and Title I intervention groups will continue to be implemented in reading and math through core instruction, supplemental re-teaching, and intensive tutoring to target each student at his/her individual level based on MAP, BRIGANCE, and/or teacher observation. Flexible regrouping of students receiving KSI services and Title I intervention will occur as needed to target students at their level of need. Non duplicated gap students and students having difficulty with growth will be targeted for pull out services as needed as determined by performance data.	Academic Support Program			08/04/2014	05/31/2015	\$64000 - Title I Schoolwide	Curriculum Specialist, Title I Teachers, Paraprofessionals, Teachers

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Activity - Monitor/Implementation of Fluency Screenings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades K-3 will be screened frequently to assess mastery of Fry words. The goals are defined in the district pacing guides. Feedback will be provided to the parents. Formally, students in grades K-3 will be assessed on their mastery of Fry words at the midterm and end of all three trimesters for reporting on midterm reports and report cards. Reading Fluency Checks will be administered to K-5 students a minimum of six times per year to identify fluency deficits. These results will be reported on the midterm reports and report cards. In addition, Math Fluency Checks will be conducted according to the pacing guide for each grade level K-5 and formally assessed at the midterm and end of each trimester with results appearing on the midterm reports and report cards.	Academic Support Program			08/04/2014	05/31/2015	\$300 - Title I Schoolwide	Curriculum Specialist, Title I Teachers, Paraprofessionals, Classroom Teachers, Administration

Strategy4:

Curriculum Assessment & Alignment - In order to provide students with access and opportunity to become proficient with the KCAS, teachers need to address curriculum/instructional gaps, utilize appropriate instructional materials and assessments that are aligned to KCAS, and use standards-based reporting to communicate progress for each student. This strategy utilized the Leadership Networks to build capacity to implement the KCAS in each district, school, and classroom.

Category: Continuous Improvement

Research Cited: KDE Proficiency Delivery Plan (Nov. 2012)

Activity - Staff Assignments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and establish curriculum design team (SBDM and/or grade level PLC members) in order to analyze curriculum to identify gaps make necessary adjustments.	Policy and Process			07/07/2014	05/31/2015	\$0 - No Funding Required	Administration

Activity - CIITS Access and Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hanson Elementary will use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting. Teachers will prepare lessons and assessments in CIITS, as well as use it for TPGES. Teachers and leaders will share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Academic Support Program			08/04/2014	05/31/2015	\$0 - No Funding Required	Administration, Curriculum Specialist

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Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze curriculum to identify gaps, make necessary adjustments to curriculum, and utilize instructional resources aligned to KCAS.	Academic Support Program			08/04/2014	05/31/2015	\$500 - General Fund	All Certified Personnel, Administration, Curriculum Specialist, District Instructional Team

Strategy5:

Program Reviews - Program Reviews are to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all content areas.

Category: Continuous Improvement

Research Cited: KDE Proficiency Delivery Plan

Activity - Overall Program Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hanson Elementary will form PLCs to assess the level of performance for the areas of Arts & Humanities, K-3 Program, Practical Living and Career Studies, and Writing.	Policy and Process			08/04/2014	05/31/2015	\$0 - No Funding Required	Curriculum Specialist, Administration, Chairpersons of the PLCs

Activity - Development of Action Plan for Improvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The faculty and staff at Hanson Elementary will utilize findings from the program reviews to determine areas of need. These areas will be addressed through walk-throughs, evidence collecting, and necessary documentation.	Policy and Process			08/04/2014	05/31/2015	\$0 - No Funding Required	Curriculum Specialist, Administration, Appointed Chairpersons of PLCs, District Personnel, Classroom Teachers, SBDMC

Strategy6:

Literacy Initiative - To be college and career ready, students must be proficient in reading and writing and possess advanced literacy skills. The Kentucky Literacy Partnership defines literacy as the creative and analytical processes required to produce and comprehend multiple text forms (i.e., oral, written, and visual) and includes reading, writing, and listening/speaking. All Hanson Elementary K-5 teachers will implement the new ELA Journeys curriculum by Houghton Mifflin Harcourt with fidelity. Teachers will participate in professional learning and support provided by the company consultants and job embedded learning during faculty meetings and grade level PLCs. Lessons will be supplemented with research based materials for critical thinking skills and extra practice.

Category: Integrated Methods for Learning

Research Cited: KDE Proficiency Delivery Plan (Nov. 2012)

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Activity - Program Review Process	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hanson Elementary will continue to use focus groups that target each portion of the Kentucky Program Review. Teachers will evaluate school progress on each standard in the program review, collect evidence supporting, and plan instructional changes and programs. The areas of Program Review that will be conducted are Arts & Humanities, K-3 Program, Practical Living and Career Studies, and Writing. The Writing Program Reivew includes speaking and listening skills, along with a number of other literacy skills that are 21st Century Skills.	Policy and Process			08/04/2014	05/31/2015	\$0 - No Funding Required	Curriculum Specialist, Teachers, Program Review PLCs

Activity - Implementation of District Pacing Guide	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district has provided pacing guides to ensure that alignment of curriculum is occurring and that all KCAS are covered across the district. Rigorous instruction, technology, and best practices will be critical attributes district-wide. Characteristics of highly effective teaching and learning will be used. Benchmark Unit Testing and Fluency Checks will take place for all K-5 a minimum of 6 times per year. This will identify students that are weak in literacy skills.	Academic Support Program			08/06/2014	05/31/2015	\$70000 - District Funding	Curriculum Specialist; District Instructional Supervisors; Principal; Teachers

Activity - Parental Involvement Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Involvement Night activities will be conducted two times per year. These nights will be utilized to boost literacy skills, as well as science, social studies, mathematics, arts & humanities, and socio-emotional skills. These activities will be incorporated with Title I parent nights to give parents information on supporting student achievement, literacy, and math at home and school.	Parent Involvement			09/08/2014	05/31/2015	\$3000 - Title I Schoolwide	Title I Staff, Curriculum Specialist, Administration

Activity - Monitor Implementation of Journeys ELA Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies through walk through and program fidelity checks.	Academic Support Program			08/06/2014	05/31/2015	\$0 - No Funding Required	Principal; Asst. Principal; Curriculum Specialist

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Hanson Elementary School

All children were screened for kindergarten readiness.

Goal 1:

Hanson Elementary will increase the averaged combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall percent proficient and distinguished average for reading and math for Hanson Elementary from 69.2% to 73.1% by 05/29/2015 as measured by K-PREP data.

Strategy1:

School Readiness and Early Learning - School readiness means that each child enters school ready to engage in and benefit from early learning experiences that best

promote the child's success, and every school will be ready and prepared for every child. Child readiness for school encompasses five developmental areas: approaches to learning; health and physical well-being; language and communication development; social and emotional development; and cognitive and general knowledge.

Category: Early Learning

Research Cited: KDE Proficiency Delivery Plan

Activity - School Readiness Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every kindergarten student will be administered the BRIGANCE screening tool. This will provide needed information for teachers as to the level of readiness skills that kindergarteners possess. This information will provide a guide for instruction.	Academic Support Program			08/04/2014	05/31/2015	\$3000 - District Funding	Curriculum Specialist, Kindergarten Faculty and Staff Members, Administration

Narrative:

All kindergartners are screened using the BRIGANCE during the first 30 days of school.

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

Goal 1:

Hanson Elementary will increase the averaged combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall percent proficient and distinguished average for reading and math for Hanson Elementary from 69.2% to SY 2014-2015

KDE Comprehensive School Improvement Plan

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73.1% by 05/29/2015 as measured by K-PREP data.

Strategy1:

School Readiness and Early Learning - School readiness means that each child enters school ready to engage in and benefit from early learning experiences that best

promote the child's success, and every school will be ready and prepared for every child. Child readiness for school encompasses five developmental areas: approaches to learning; health and physical well-being; language and communication development; social and emotional development; and cognitive and general knowledge.

Category: Early Learning

Research Cited: KDE Proficiency Delivery Plan

Activity - School Readiness Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every kindergarten student will be administered the BRIGANCE screening tool. This will provide needed information for teachers as to the level of readiness skills that kindergarteners possess. This information will provide a guide for instruction.	Academic Support Program			08/04/2014	05/31/2015	\$3000 - District Funding	Curriculum Specialist, Kindergarten Faculty and Staff Members, Administration

Goal 2:

Hanson Elementary kindergarten through third grade students will demonstrate proficiency in reading and mathematics by increasing the combined reading and math proficiency from 50% to 60% as measured by the Spring MAP assessment.

Measurable Objective 1:

demonstrate a proficiency with 60% of our kindergarten, first, second, and third grade students in the Common Core Standards for Reading and Math by 05/31/2015 as measured by the Spring MAP assessment.

Strategy1:

School Readiness and Early Learning - School readiness will ensure that each child enters Hanson ready to engage in and benefit from early learning experiences

that best promote the child's success, and every school will be ready and prepared for every child. Child readiness for school encompasses five developmental areas: approaches to learning; health and physical well-being; language and communication development; social and emotional development; and cognitive and general knowledge.

Category: Early Learning

Research Cited:

KDE Comprehensive School Improvement Plan

Hanson Elementary School

Activity - School Readiness Parent Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of preschoolers and registering kindergarteners will be given a listing of school readiness skills to work with their child at home before the start of kindergarten. This will orient students to skills measured on the BRIGANCE and prepare students for learning at the beginning of the kindergarten school year.	Parent Involvement			08/04/2014	05/31/2015	\$100 - General Fund	Principal, Curriculum Specialist, Kindergarten Teachers

Activity - BRIGANCE Administration and Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students entering kindergarten will take the BRIGANCE readiness assessment. Teachers will utilize the assessment data to target instruction to prepare students for readiness in the Common Core.	Academic Support Program			08/04/2014	05/31/2015	\$1000 - District Funding	Principal, Curriculum Specialist, Title I Teacher, 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:

Hanson Elementary kindergarten through third grade students will demonstrate proficiency in reading and mathematics by increasing the combined reading and math proficiency from 50% to 60% as measured by the Spring MAP assessment.

Measurable Objective 1:

demonstrate a proficiency with 60% of our kindergarten, first, second, and third grade students in the Common Core Standards for Reading and Math by 05/31/2015 as measured by the Spring MAP assessment.

Strategy1:

Math Initiative - The Kentucky Math Initiative provides a strategic plan for educators to ensure students in grades K-8 become proficient with the mathematical content and practices in the Kentucky Core Academic Standards (KCAS). In developing mathematical proficiency, it is important that our students are numerate in their understanding of the quantitative, verbal, and symbolic aspects of number.

Category: Continuous Improvement

Research Cited: KDE Proficiency Delivery Plan

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Hanson Elementary School

Activity - Common Core Aligned Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten through third grade students will receive 60 minutes or more of uninterrupted math instruction on Common Core standards. The enVision MATH Common Core program provides frequent progress monitoring that gives students valuable feedback, while giving teachers information about students that can guide instruction, provide intervention and remediation. Teachers will follow the district wide envision Math pacing guide to ensure instruction is rigorous and on target with the school calendar.	Academic Support Program			08/04/2014	05/31/2015	\$8000 - General Fund	Principal, Curriculum specialist, Teachers

Activity - Math Fluency Focus	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on building math fluency in students, such as counting and base ten awareness in kindergarteners, basic addition and subtraction facts in primary, and multiplication and division facts in upper primary students. Knowledge of basic facts will help teachers and students to devote focus to more advance mathematical processes and methods.	Academic Support Program			08/04/2014	05/31/2015	\$0 - No Funding Required	Principal, Curriculum Specialist, Teachers

Strategy2:

Curriculum Assessment & Alignment - Curriculum assessment and alignment will ensure that Kindergarten through third grade students are receiving best practice

instruction in reading and mathematics that is aligned to the Common Core Standards, thus improving combined reading and math achievement.

Category: Continuous Improvement

Research Cited:

Activity - Analysis of Student Progress Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hanson Elementary faculty will prioritize data to emphasize growth in reading and math. Faculty will show how current and longitudinal data is utilized to make informed decisions in curriculum alignment, planning, and assessment. Grade level disaggregation for kindergarten through third grade students will be completed for all student groups. Holes in the curriculum will be addressed as identified through data analysis. Individual growth will be targeted for individuals demonstrating curriculum gaps through KSI and individual progress monitoring.	Academic Support Program			08/04/2014	05/31/2015	\$2000 - General Fund	Principal, Asst. Principal, Counselor, Curriculum Specialist, Teachers

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Activity - Implementation of and Alignment of Common Core Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common Core Standards for English Language Arts and Math will be used to plan, instruct, and assess academic core content for kindergarten through third grade students. Teachers will make use of high quality released items, rigorous vocabulary, MAP scores, common assessment data, and other instructional resources to plan, instruct, and assess this content. The district pacing guide for reading and math will also be utilized to ensure content is delivered in a timely manner. Alignment will be discussed and continually monitored through PLCs.	Academic Support Program			08/04/2014	05/31/2015	\$0 - No Funding Required	Principal, Curriculum Specialist, Teachers

Strategy3:

School Readiness and Early Learning - School readiness will ensure that each child enters Hanson ready to engage in and benefit from early learning experiences

that best promote the child's success, and every school will be ready and prepared for every child. Child readiness for school encompasses five developmental areas: approaches to learning; health and physical well-being; language and communication development; social and emotional development; and cognitive and general knowledge.

Category: Early Learning

Research Cited:

Activity - BRIGANCE Administration and Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students entering kindergarten will take the BRIGANCE readiness assessment. Teachers will utilize the assessment data to target instruction to prepare students for readiness in the Common Core.	Academic Support Program			08/04/2014	05/31/2015	\$1000 - District Funding	Principal, Curriculum Specialist, Title I Teacher, Kindergarten Teachers

Activity - School Readiness Parent Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of preschoolers and registering kindergarteners will be given a listing of school readiness skills to work with their child at home before the start of kindergarten. This will orient students to skills measured on the BRIGANCE and prepare students for learning at the beginning of the kindergarten school year.	Parent Involvement			08/04/2014	05/31/2015	\$100 - General Fund	Principal, Curriculum Specialist, Kindergarten Teachers

Strategy4:

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Program Reviews - Program Reviews are to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all content areas. Program reviews are a process for evaluating the instruction and planning of Arts & Humanities, K-3 Program, Practical Living and Career Studies, and Writing, Program reviews are tracked and measured by school staff utilizing a state wide rubric. Evidence is tracked to prove program review implementation by photos, writing samples, videos, handouts, lesson plans, and PLC agendas.

Category: Integrated Methods for Learning

Research Cited:

Activity - K-3 Program Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The K-3 Program Review will be completed as documentation of ongoing curriculum alignment, rigorous instruction, mirrored assessments, and data analysis in the curriculum, planning, and instruction in the primary grades	Academic Support Program			08/04/2014	05/31/2015	\$0 - No Funding Required	Principal, Asst. Principal, Curriculum Specialist, Counselor, K-3 Program Review Focus Group, Teachers

Strategy5:

Literacy Initiative - To be college and career ready, students must be proficient in reading and writing and possess advanced literacy skills. Without literate students, learning cannot take place. The Kentucky Literacy Partnership defines literacy as the creative and analytical processes required to produce and comprehend multiple text forms (oral, written, and visual) and includes reading, writing, and listening/speaking. Hanson Elementary will continue to plan and program for students to be more proficient in literacy and the ELA Common Core.

Category: Continuous Improvement

Research Cited: KDE Proficiency Delivery Plan

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Activity - Common Core Aligned Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common core reading / ELA instruction is provided in a 90 to 120 minute uninterrupted block each day to all kindergarten through third grade students. The primary resource for instructing the Common Core Standards is the Journeys Reading Curriculum purchased by the district. A Journeys pacing guide was developed and implemented to ensure all students receive common pacing within the county. Reading instruction incorporates cooperative learning, engaging discussion, small group targeted instruction, and motivating challenges. Skill development and application are reinforced through peer interaction and student feedback resulting in literacy proficiency. Reading instruction is being tailored to a higher level of rigor and to align to the Common Core.	Academic Support Program			08/04/2014	05/31/2015	\$50000 - District Funding	Principal, Curriculum Specialist, Teachers

Activity - Writing Planning, Instruction, and Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Writing Policy will continue to be implemented to support developing literacy skills in kindergarten through third grade and revised to align with KCAS. Journeys writing materials, Being a Writer, and Abel and Atherton strategies will be utilized to deliver quality writing instruction based on the ELA Common Core. Teachers will continue training in Abell and Atherton writing strategies this year and will share successes and data in PLCs.	Academic Support Program			08/04/2014	05/31/2015	\$1000 - District Funding	Principal, Curriculum Specialist, Trainers, Teachers

Activity - Fluency Student Growth Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten through third grade teachers at Hanson are targeting reading fluency for student growth goal setting. The outcome of this goal is a school-wide improvement in student fluency and comprehension. Goals were set in CIITS and will be monitored on an ongoing basis by utilizing Journeys fluency materials until the final check point at the end of the year.	Academic Support Program			08/04/2014	05/31/2015	\$0 - No Funding Required	Principal, Curriculum Specialist, Teachers

The school identified specific strategies to address subgroup achievement gaps.

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Goal 1:

Hanson Elementary will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group percentage from 68% to 70% by 05/31/2015 as measured by K-PREP data.

Strategy1:

Professional Development - Professional learning will be utilized to provide development to teachers at Hanson through a consistent delivery process based on

effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. Professional development will be focused, directly supporting student outcomes through highly effective engagement and learning strategies.

Category: Professional Learning & Support

Research Cited:

Activity - Principal Advisory Council	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Principal Advisory Council will continue to be utilized as a steering committee to glean ideas from various representations of staff members, to provide input on instructional matters, and to serve as a leader within teams with strategies and information. The PAC will discuss and analyze data for non-duplicated gap group students and patterns of growth for students and utilize that data for building wide instructional planning.	Professional Learning			08/04/2014	05/31/2015	\$0 - No Funding Required	Principal, District Coach, PAC Faculty Representatives

Activity - Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning walks will be conducted by the principal, assistant principal, and curriculum specialist to provide instructional feedback to teachers for improving instruction and strategies, with a particular emphasis on student led strategies and instructional diversification that will improve achievement in the non-duplicated gap group and assist students in individual growth.	Professional Learning			08/04/2014	05/31/2015	\$1000 - General Fund	Principal, Asst. Principal, Curriculum Specialist

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Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hanson Elementary teachers will meet in Professional Learning Communities to lead each other in new instructional strategies, reflect on impact of instructional strategies, refine practices, analyze data, and to glean methodology from each other as professionals. Teachers will utilize this time for "naming and claiming" non duplicated gap group students and analyzing ELA and math data for gap students and student growth patterns to drive instructional planning and changes.	Professional Learning			08/04/2014	05/31/2015	\$0 - No Funding Required	Principal, Curriculum Specialist, Counselor, Teachers

Activity - Professional Learning and Coaching Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in quality professional learning and coaching sessions in the implementation of Journeys Reading, enVisions Math, and Abell and Atherton Writing Strategies. These sessions will support growth in implementation of the Common Core and effectiveness in the utilization of resources. Coaching sessions will give teachers the opportunity to glean diversification strategies for non-duplicated gap group students and lower performing students that struggle with growth.	Professional Learning			08/04/2014	05/31/2015	\$3000 - District Funding	District-Provided Trainers, Principal, Curriculum Specialist

Strategy2:

Best Practices and Sustainability - Hanson Elementary will utilize best practices as identified in CHETL documents and Stiggins' assessment work to provide rigorous

instruction for all students. Faculty members will identify and communicate best practices based on work of the Priority Schools, Education Recovery (ER) staff, and other Gap Strategies through a system of validation to ensure strategies are effective in closing gaps and improving student outcomes. By developing a process that identifies/validates strategies that are of high quality, having systems and supports for effective implementation with fidelity, and the ability to replicate/scale-up there is a greater likelihood for sustainability.

Category: Integrated Methods for Learning

Research Cited: KDE Achievement Gap Delivery Plan (Nov. 2012)

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Activity - Monitor the Implementation of Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administration team will monitor the implementation of best practices through the use of the district and school walk-through tools. Best practices will be implemented through professional development opportunities as well as weekly team meetings. Characteristics of Highly Effective Teaching and Learning will be the model for such practices.	Direct Instruction			07/07/2014	05/31/2015	\$500 - School Council Funds	Administration, All Certified Personnel

Activity - Analysis of Student Reading/ELA Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hanson Elementary faculty will prioritize data to emphasize proficiency, gap, and group growth in reading / ELA. Faculty will show how current and longitudinal data is utilized to make informed decisions. Grade level disaggregation within the school will be completed for all student groups. Cross-referenced disaggregation will occur across subgroups (minority, free and reduced lunch, IEP students, etc) to ensure proficiency in the non-duplicated gap group. Individual growth will be targeted within the non-duplicated gap group through KSI and individual progress monitoring. Data to disaggregate and analyze will include KPREP, MAP, learning checks, common assessments, extended responses, and classroom assessments.	Academic Support Program			08/04/2014	05/31/2015	\$0 - No Funding Required	Principal, Asst. Principal, Curriculum Specialist, Counselor, Teachers

Activity - Family Resource Center Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will serve as an integral part of the school by assisting in meeting the academic, environmental, emotional and material needs of non duplicated gap group students. Barriers and obstacles to learning will be reduced by Family Resource Services, enabling students to attend to learning and academic tasks. When these basic needs are addressed, students will be able to attend to learning in the Common Core Curriculum.	Academic Support Program			08/04/2014	05/31/2015	\$1000 - District Funding	Family Resource Center Director, DPP, Principal

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

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Hanson Elementary School

Goal 1:

Hanson Elementary will maintain proficiency in the program review areas of Arts & Humanities, Writing, and K-3 and will reach distinguished in the program review area of Practical Living.

Measurable Objective 1:

demonstrate a proficiency in the Common Core Standards in Reading and Math with 60% of kindergarten, first, second, and third grade students by 05/31/2015 as measured by the Spring MAP assessment.

Strategy1:

Curriculum Assessment & Alignment - Curriculum assessment and alignment will ensure that kindergarten through third grade students are receiving best practice

instruction in reading and mathematics that is aligned to the Common Core Standards, thus improving combined reading and math achievement.

Category: Continuous Improvement

Research Cited:

Activity - Focus on Practical Living and Career Studies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hanson Elementary has chosen to focus on the Practical Living and Career Studies Program Review for the 2014-2015 school year. We are striving to be distinguished in this area. Our plan includes development and implementation of a health curriculum, bolstering our consumerism and career education curricula, and revising our assessments in these areas. The focus group for Practical Living and Career Studies, lead by our physical education teacher, will develop this plan, share with the faculty, and monitor its implementation.	Academic Support Program			08/04/2014	05/31/2015	\$1000 - General Fund	Principal, Asst. Principal, Counselor, Curriculum Specialist, Members of Focus Group for PL & CS, Chairperson of Focus Group, Teachers

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Activity - Program Review Focus Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review focus groups will meet in the areas of Arts & Humanities, K-3 Program, Practical Living and Career Studies, and Writing on a regular basis to review our current Program Review documents using the descriptors provided by KDE. They will evaluate our school and plan Next Steps to ensure that our school reaches proficiency and continues to strive to be distinguished. Then, they will share their findings and plan of action with colleagues in grade level PLCs.	Academic Support Program			08/04/2014	05/31/2015	\$0 - No Funding Required	Principal, Asst. Principal, Curriculum Specialist, Counselor, Members of Program Review Focus Groups and their Chairpersons