

Hanson Elementary Comprehensive School Improvement Plan (CSIP)

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

- **The Reading performance for all HES students – Spring MAP 2023 - 57.7% of students scored proficient and distinguished, which is a 15 percentage point increase from the fall. However, we did not meet our goal of 60%. On the KSA, our Reading Indicator Score increased from 72.8 in 2022 to 75.8 in 2023, which is a 3 point increase, and our percent proficient/distinguished increased from 52% in 2022 to 57% in 2023, which is a 5 point increase.**
- **The Mathematics performance for all HES students - Spring MAP 2023 - 53.8% of students scored proficient and distinguished, which is a 7.3 percentage point increase from the fall. However, we did not meet our goal of 60%. On the KSA, our Math Indicator Score increased from 69.9 in 2022 to 80.4 in 2023, which is a 10.5 point increase, and our percent proficient/distinguished increased from 47% in 2022 to 63% in 2023, which is a 16 point increase.**
- **The Social Studies performance for all HES students - On the KSA, our Social Studies Indicator Score decreased from 79 in 2022 to 67.6 in 2023, which is an 11.4 point decrease, and our percent proficient/distinguished decreased from 57% in 2022 to 46% in 2023, which is an 11 point decrease. We did not meet our goal of 62%.**
- **The Combined Writing performance for all HES students - On the KSA, our Combined Writing Indicator Score decreased from 85.1 in 2022 to 80.7 in 2023, which is a 4.4 point decrease, and our percent proficient/distinguished decreased from 66% in 2022 to 61% in 2023, which is a 5 point decrease. We did not meet our goal of 70%.**

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

- MAP Assessment results
- PLC minutes to analyze classroom data
- Committee minutes to analyze MAP, KSA, and Brigrance data
- Student Support Team minutes to discuss and plan for individual students and KSI plans
- Special Education meetings and IEPs

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	78.1	+6.7
State Assessment Results in science, social studies and writing	76.1	-1.0
English Learner Progress		
Quality of School Climate and Safety	86.8	+5.9

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1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): By 2028, 75% of students at Hanson Elementary will be proficient or distinguished in reading and mathematics as measured by KSA assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percent of students scoring proficient and distinguished on MAP Reading from 55.7% in Fall 2023 to 60% in Spring 2024. Objective 2 Increase the percent of students scoring proficient and distinguished on MAP Reading from 58.3% in Fall 2023 to 60% in Spring 2024.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Teachers will increase individualized instruction via small group instruction and station teaching to differentiate to meet the needs of each learner and increase student engagement. PBIS incentives used to engage and motivate students. Professional development opportunities will provide training for teachers.	Assessment data that demonstrates student growth as a result of small groups and differentiation		Title II funds
		Collaboration will increase in the classrooms through Title I staff, special education building coach, special education assistant, collaborative teachers, class size reduction teacher, special area teachers, and the leadership team (Rescue Readers) to increase the level of adult intervention available for struggling learners via KSI supports, Extended School, station teaching, and small group instruction.	Assessment data that demonstrates student growth and narrowed achievement gaps as a result of increased collaboration, KSI, station teaching, small group instruction		Title I funds Title II funds IDEA B District Staffing ESS funds
		Teachers will utilize the NWEA pathway, Study Island, Google Classroom, eSpark, Exact Path, SplashLearn, ESGI, and other high rigor technology resources on a daily basis to individualize and differentiate instruction.	NWEA pathway student data, Study Island reports, reports from other technology resources		Title V funds Title I funds

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Goal 1 (State your reading and math goal.): By 2028, 75% of students at Hanson Elementary will be proficient or distinguished in reading and mathematics as measured by KSA assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers will monitor reading and math fluency goals to ensure student mastery of basic oral reading fluency and comprehension, as well as math facts and practices at each grade level. PBIS incentives used to engage and motivate students.	Student fluency data on midterm progress reports and report cards		None
		Family resource center will support basic needs and attendance so students are here and ready to receive instruction.	FRC support logs and advisory council minutes will reflect services provided so basic needs of students are met, thus increasing attendance and instructional readiness		FRC grant funds FRC district funds

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2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): By 2028, 75% of students at Hanson Elementary will be proficient or distinguished in science, social studies, and writing as measured by KSA assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percent of students scoring proficient or distinguished on KSA Social Studies from 57% in 2023 to 59% in 2024.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Teachers will implement technology and inquiry based social studies instruction to increase student engagement with the content and a variety of learning styles. Professional development opportunities will provide training for teachers.	Project based assessment data and products		Title II funds
		Teachers will increase technology resources and supplemental resources from district social studies collaboration to present content to students in a variety of ways.	Social studies assessment data		None
		Teachers will integrate more social studies content by incorporating related book studies and integrating social studies across the curriculum, including reading and vocabulary words.	Social studies assessment data		None
		Teachers will provide small group instruction when needed in social studies to ensure all students are grasping the content and differentiate as applicable.	Social studies assessment data		None
Objective 2 Increase the percent of students scoring proficient or distinguished on KSA	KCWP 2: Design and Deliver Instruction	Teachers will increase rigor and frequency of science related comprehension passages across all subject areas to increase	Science passage comprehension data		None

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Goal 2 (State your science, social studies, and writing goal.): By 2028, 75% of students at Hanson Elementary will be proficient or distinguished in science, social studies, and writing as measured by KSA assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Science from 46% in 2023 to 48% in 2024.	KCWP 4: Review, Analyze and Apply Data	student comprehension of technical text and student stamina in long passages.			
		Teachers will incorporate end of unit performance tasks to increase student engagement with the content and reach a variety of learning styles.	End of unit performance task data		None
		Teachers will incorporate a variety of technology resources (Mystery Science, Generation Genius, Study Island) to increase student engagement with the content and reach various learners. Professional development opportunities will provide training for teachers.	Science Assessment Data		Title I funds Title II funds Title V funds
		Teachers in primary grades will dissect the standards and increase the rigor of science instruction to prepare students for the intermediate science curriculum.	Science Assessment Data		None
Objective 3 Increase the percent of students scoring proficient or distinguished on KSA combined writing from 61% in 2023 to 63% in 2024.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Teachers will increase opportunities for students to participate in thematic and interest based writing for authentic purposes and audiences to increase student engagement with the content and reach a variety of learners. Professional development opportunities will provide training for teachers.	Writing samples and data		Title II funds

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Goal 2 (State your science, social studies, and writing goal.): By 2028, 75% of students at Hanson Elementary will be proficient or distinguished in science, social studies, and writing as measured by KSA assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers will increase timed writing opportunities to prepare students for timed writing assessments.	Writing samples and data		None

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school’s underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school’s climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring 2024, Hanson Elementary will increase the percentage of students in the students with disabilities subgroup scoring P/D on reading KSA from 53% to 55% and students in the economically disadvantaged subgroup scoring P/D on reading KSA from 52% to 54%. Objective 2 By Spring 2024, Hanson Elementary will increase the percentage of students in the students with disabilities subgroup scoring P/D on math KSA from 66% to 68% and students in the economically disadvantaged	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Teachers will increase individualized instruction via small group instruction and station teaching to differentiate to meet the needs of each learner and increase student engagement. PBIS incentives used to engage and motivate students. Professional development opportunities will provide training for teachers.	Assessment data that demonstrates student growth as a result of small groups and differentiation.		Title II funds
		Collaboration will increase in the classrooms through Title I staff, special education building coach, special education assistant, collaborative teachers, class size reduction teacher, special area teachers, and the leadership team (Rescue Readers) to increase the level of adult intervention available for struggling learners via KSI supports, Extended School, station teaching, and small group instruction.	Assessment data that demonstrates student growth and narrowed achievement gaps as a result of increased collaboration, KSI, station teaching, small group instruction., station teaching, and small group instruction		Title I funds Title II funds IDEA B District Staffing ESS Funds

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
subgroup scoring P/D on math KSA from 59% to 61%.		Teachers will utilize the NWEA pathway, Study Island, Google Classroom, eSpark, Exact Path, SplashLearn, ESGI, and other high rigor technology resources on a daily basis to individualize and differentiate instruction.	NWEA pathway student data, Study Island reports, reports from other technology resources		District funds Title I funds
		Family resource center will support basic needs and attendance so students are here and ready to receive instruction.	FRC support logs and advisory council minutes will reflect services provided so basic needs of students are met, thus increasing attendance and instructional readiness		FRC grant funds FRC district funds

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2028, EL student proficiency at Hanson Elementary will improve by 5% as measured by MAP reading and math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring of 2024, EL performance in reading and math will improve 2% as measured by MAP.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	EL support staff will provide reading and math collaborative &/or pull out support for HES EL students.	EL students will demonstrate growth on MAP assessments, KSA assessments, and classroom assessments.		Title I funds
		EL support staff will instruct students and teachers in using EL support resources (iPad, bilingual materials, photo materials, etc) in supporting & supplementing students	El students will utilize supports in the classroom and in EL pull out services, causing instructional gain on both classroom work and assessments.		Title III funds
		Instruction will be differentiated for students using technology platforms and small group / station teaching to provide targeted needs for EL students. Professional development opportunities will provide training for teachers.	EL students will demonstrate instructional growth on both classroom work and assessments as a result of the differentiation from the instructional platforms.		Title I funds Title II funds Title III funds Title V funds

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5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2028, Hanson Elementary will increase the climate and safety indicator score to 95 as measured by the KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring 2024, the Hanson Elementary climate index will increase from 89.4 to 91.4 as measured by KSA.	KCWP 6: Establishing Learner Culture and Environment	Students will participate in activities to improve student culture and climate, including the Project Wisdom character education program with Words of Wisdom morning message, school wide positive events, student rewards, and PBIS incentives.	Student behavior will be positive and culture will continue to grow as evidenced by office referral data, house points, and school culture survey data.		PBIS funds
		Full-time Mental Health Counselor will have a caseload of approximately 30 students and will provide therapy and support on a regular basis to these students and families, as well as working with the School Counselor and teachers to meet the daily social-emotional needs of our students.			Mental Health Grant Title IV funds
Objective 2 By Spring 2024, the Hanson Elementary safety index will increase from 84.1 to 86.1 as measured by KSA.	KCWP 6: Establishing Learner Culture and Environment	Students will have practice and training in school wide safety practices, such as drills, lock down practice, web safety, bullying awareness, etc.	Students will demonstrate preparedness for crisis students and indicate feelings of safety on survey data.		None
		SROs will be utilized to ensure a safe and secure learning environment for teachers and students.	Students and parents will indicate safe learning environments on surveys.		School Safety Funds Title IV funds