



Comprehensive School Improvement Plan

Hindman Elementary School
Knott County

Mr. Wesley Moore, Principal
Hindman, KY 41822

TABLE OF CONTENTS

Introduction.....	1
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Executive Summary

Introduction.....	3
-------------------	---

Description of the School.....	4
--------------------------------	---

School's Purpose.....	5
-----------------------	---

Notable Achievements and Areas of Improvement.....	6
--	---

Additional Information.....	7
-----------------------------	---

Hindman Elementary School Improvement Plan 2013-2014

Overview.....	9
---------------	---

Goals Summary.....	10
--------------------	----

Goal 1: Increase average daily attendance rate from 93% to at or above 95% by May 2015.	11
--	----

Goal 2: Increase the percentage of students who are college and career ready from 48% to 64.5% by 2015.....	12
---	----

Goal 3: Increase the average combined Reading and Mathematics Proficiency ratings for all students in the non-duplicated gap group from 35.8% (E) to 71.7% and 40.3%(M) to 70% by May 2017.....	14
---	----

Goal 4: Increase the percentage of highly qualified and highly effective teachers to 100% in 2017 by implementing and monitoring the new professional growth and evaluation system.....	17
---	----

Goal 5: Increase the overall program review proficiency rating from needs improvement to proficient by May 2015... ..	19
---	----

Goal 6: Increase the averaged, combined Reading and Mathematics K-Prep scores for elementary students from 40.8% to 75.8% and middle school students from 45.2% to 73.2% by May 2017.....	22
---	----

Goal 7: Increase the graduation rate from 87.7% to 90% by 2015.	27
--	----

Activity Summary by Funding Source.....	30
---	----

KDE Needs Assessment

Introduction.....	38
-------------------	----

Data Analysis 39

Areas of Strengths 40

Opportunities for Improvement..... 41

Conclusion..... 42

KDE Assurances - School

Introduction 44

Assurances 45

Title I Schoolwide Diagnostic

Introduction 51

Component 1: Comprehensive Needs Assessment..... 52

Component 2: Schoolwide Reform Strategies 68

Component 3: Instruction By Highly Qualified Teachers and Paraeducators..... 86

Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals..... 89

Component 5: Strategies to Attract Highly Qualified Teachers 93

Component 6: Parent Involvement..... 96

Component 7: Transition to Kindergarten..... 98

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction..... 99

Component 9: Activities to Ensure that Students Meet State Academic Standards..... 107

Component 10: Coordination and Integration of Programs..... 111

Title I Targeted Assistance Diagnostic

Introduction 116

Component 1: Activities to Ensure Students Meet State Standards 117

Component 2: School Planning 121

Component 3: Effective Methods and Instructional Strategies 124

Component 4: Coordinate and Support Regular Program 127

Component 5: Instruction by Highly Qualified Teachers and Paraeducators 130

Component 6: High Quality Professional Development 133

Component 7: Parent Involvement 136

Component 8: Coordination and Integration of Programs 138

The Missing Piece

Introduction 143

Stakeholders 144

Relationship Building 145

Communications 146

Decision Making 148

Advocacy 150

Learning Opportunities 151

Community Partnerships 153

Reflection 154

Report Summary 155

Improvement Plan Stakeholder Involvement

Introduction.....	157
Improvement Planning Process.....	158

School Safety Diagnostic

Introduction.....	160
School Safety Requirements.....	161

Compliance and Accountability - Elementary Schools

Introduction.....	164
Planning and Accountability Requirements.....	165

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 2014. 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?

Rich in Appalachian heritage, Hindman Elementary is one of six elementary schools serving the rural area of Knott County which has a population of 16, 346. The school is located in the county seat of Hindman with a total population of 775 people. The 2013 school enrollment is 561.

The school population includes slightly more males than females with a 52.2% to 47.8% gender difference. This population is devised of 98.6% Causcasion students, 1.2% Hispanic students, and 0.2 African American students. 67.2% of the student body receive free/reduced lunch services.

The Hindman Elementary faculty is comprised of 100% Highly Qualified Educators with a 15:1 teacher to student ratio. The average years of teaching experience amongst the current faculty is 16.9.

All classrooms at Hindman Elementary are 21st-Century classrooms with a student to Internet accessible computer ratio of 1.7: 1 Every classroom is equipped with a SmartBoard, digital projector, and document camera to support student learning.

Hindman Elementary embraces parent participation. Our 2012 volunteer log boasts 503 volunteer hours.

While our community is full of local culture, we face challenges unique to our area which include high poverty and unemployment rates, a low percentage of post-secondary attainment, and a lack of home access to technology.

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.

All stakeholders at Hindman Elementary School shall work together to create a learning environment that will enable all students to become productive members of the 21st Century. Our learning environment will encompass good communication skills, social responsibility, critical thinking skills, and problem solving abilities. All stakeholders embody high expectations for providing rigorous learning environments in order to develop higher levels of achievement from the students.

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.

Over the last three years, Hindman Elementary has attained many of our goals. We continue to strive for gains in daily attendance, and a positive promotion of school culture. The 2012-2013 Kentucky Performance Report indicated a needs improvement/progressing rating for elementary and needs improvement rating for middle school. During the next three years, we would like to meet or exceed our Annual Measurable Objective (AMO), continue to meet or exceed our attendance goal of greater than 96%, and continue to strengthen our collaborative school culture with staff and community stakeholders.

Additional Information

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

Hindman Elementary will continue to consult with the Site-Based Decision Making Council on a monthly basis to evaluate the implementation and impact of our Comprehensive Improvement Plan.

Hindman Elementary School Improvement Plan 2013-2014

Overview

Plan Name

Hindman Elementary School Improvement Plan 2013-2014

Plan Description

Hindman Elementary School

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	Increase average daily attendance rate from 93% to at or above 95% by May 2015.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$0
2	Increase the percentage of students who are college and career ready from 48% to 64.5% by 2015.	Objectives: 1 Strategies: 6 Activities: 8	Academic	\$2000
3	Increase the average combined Reading and Mathematics Proficiency ratings for all students in the non-duplicated gap group from 35.8% (E) to 71.7% and 40.3%(M) to 70% by May 2017.	Objectives: 2 Strategies: 7 Activities: 16	Academic	\$0
4	Increase the percentage of highly qualified and highly effective teachers to 100% in 2017 by implementing and monitoring the new professional growth and evaluation system.	Objectives: 2 Strategies: 7 Activities: 7	Organizational	\$0
5	Increase the overall program review proficiency rating from needs improvement to proficient by May 2015.	Objectives: 3 Strategies: 12 Activities: 13	Organizational	\$1200
6	Increase the averaged, combined Reading and Mathematics K-Prep scores for elementary students from 40.8% to 75.8% and middle school students from 45.2% to 73.2% by May 2017.	Objectives: 3 Strategies: 15 Activities: 18	Academic	\$10600
7	Increase the graduation rate from 87.7% to 90% by 2015.	Objectives: 1 Strategies: 5 Activities: 9	Organizational	\$500

Goal 1: Increase average daily attendance rate from 93% to at or above 95% by May 2015.

Measurable Objective 1:

collaborate to increase in daily attendance by 05/15/2014 as measured by Infinite Campus Attendance Summary..

Strategy 1:

Daily Attendance Promotion - Student daily attendance will be publicly posted in the foyer of Hindman Elementary. Classrooms with 100% daily attendance will be announced and students with perfect attendance on a monthly basis will be rewarded.

Activity - Perfect Attendance Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and classrooms with perfect attendance will be recognized and rewarded.	Behavioral Support Program	12/01/2013	05/01/2014	\$0	Other	Administrators and Attendance Committee Members

Strategy 2:

Attendance Committee - A monthly attendance committee will be held to review the attendance plan.

Activity - Attendance Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hindman Elementary will have an updated attendance plan that will reward classrooms and students that exhibit above average daily attendance.	Policy and Process	12/19/2012	05/15/2013	\$0	No Funding Required	Administration and Attendance Committee

Strategy 3:

Home School Communication - The Family Resource, Attendance Clerk, Administration, and DPP will coordinate efforts to complete daily phone calls home and weekly home-visits with children who are absent from school and have been identified as a truant. This will be a comprehensive effort to remove barriers that families may be experiencing.

Activity - Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct weekly home-visits of students have been identified as truant.	Policy and Process	12/01/2013	05/01/2014	\$0	No Funding Required	Administrators/FRYSC/DPP

Activity - Phone Calls Home	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Hindman Elementary School

The attendance clerk will maintain a daily log of phone calls home to each household that has an absent child to determine if the family needs assistance.	Policy and Process	12/01/2013	05/01/2014	\$0	No Funding Required	Administrator and Attendance Clerk
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Goal 2: Increase the percentage of students who are college and career ready from 48% to 64.5% by 2015.

Measurable Objective 1:

A 17% increase of Eighth grade students will demonstrate a proficiency to meet benchmark in Language Arts, Reading, and Mathematics in Career & Technical by 10/01/2015 as measured by Explore.

Strategy 1:

Explore Preparation - The Explore will be administered to 7th grade students, providing teachers with an early intervention system, to make instructional changes to meet diverse learners needs.

Activity - Early Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The explore exam will be administered to grade 7 students and test score analysis will be completed by middle school teachers.	Academic Support Program	11/01/2013	02/01/2014	\$2000	Other	Teachers and Administrators

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Data Analysis session will be completed based on 7th grade Explore results that to identify students that did not meet benchmark.	Academic Support Program	12/15/2013	05/01/2014	\$0	No Funding Required	Administrators and Middle School Staff

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide lesson intervention based Data Analysis of 7th Grade Explore.	Academic Support Program	12/15/2013	05/01/2014	\$0	No Funding Required	Middle School Staff

Strategy 2:

Curriculum - Ensure that CCR standards are embedded in the middle school curriculum and that appropriate transitions are in place for 8th graders performing below benchmark.

Activity - Transition Coursework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Hindman Elementary School

Coursework will be provided to transition students into highschool to improve CCR.	Academic Support Program	12/10/2013	05/15/2014	\$0	Other	Classroom Teachers
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Strategy 3:

ILP Development - Utilize the ILP process in conducting on-going College and Career Awareness activities throughout the year for all middle school students and their families.

Activity - College and Career Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All middle students and their families will be invited to attend an ILP training and development session.	Community Engagement	12/09/2013	05/15/2014	\$0	Other	Gear Up, Middle School Staff

Strategy 4:

Testing Incentives and Support - Students will be encouraged to take advantage of additional testing opportunities (CCR), and provided incentives for increased performance.

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades 3-8 will have access to tutoring services before and after school to provide additional academic support.	Academic Support Program	12/09/2013	05/15/2014	\$0	Other	Tutoring staff

Strategy 5:

Monitoring - A targeted list of students will be developed noting the deficient benchmark areas and 8th grade CCR /RTI will be populated with students in their designated areas of weakness.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide lesson intervention based on data analysis of 7th grade Explore.	Academic Support Program	12/09/2013	05/15/2014	\$0	Other	Middle School Staff

Strategy 6:

Professional Development - Ongoing, job-embedded professional development will be provided for all teachers regarding how to implement EPAS strategies in content area classes.

Activity - EPAS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Hindman Elementary School

Job-embedded professional training for teachers regarding EPAS.	Professional Learning	12/10/2013	05/15/2014	\$0	District Funding	Principals, District Level Professional Development Coordinator
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Goal 3: Increase the average combined Reading and Mathematics Proficiency ratings for all students in the non-duplicated gap group from 35.8% (E) to 71.7% and 40.3%(M) to 70% by May 2017.

Measurable Objective 1:

A 15% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency to reduce the number of students scoring novice in Reading by 05/01/2014 as measured by KPREP.

Strategy 1:

Response to Intervention - Teachers will identify all students that scored at novice level on the previous years test scores.

Research Cited: D. Fuchs, LS Fuchs (2006) Introduction to Response to Intervention

Activity - Name and Claim	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the previous years test scores to identify students that scored at the novice levels.	Academic Support Program	11/01/2013	12/01/2014	\$0	No Funding Required	Teachers and Administrators

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that have been identified as "at risk" will have 30 minutes of RTI Instruction daily.	Academic Support Program	12/15/2013	05/01/2014	\$0	No Funding Required	Teachers and Administrators

Activity - Progress Monitoring Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress Monitoring Folders will be maintained for each child that is identified as "at risk" and folders will be reviewed monthly during PLC.	Academic Support Program	12/15/2013	05/01/2014	\$0	No Funding Required	Teachers and Administrators

Activity - Review Fridays	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students that have not mastered goals differentiated learning opportunities on a weekly basis.	Academic Support Program	12/15/2013	05/01/2014	\$0	No Funding Required	Teachers and Administrators

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Name and Claim	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify all students scoring novice in reading based on prior years KPREP results and conduct mentoring/confrencing with individual students.	Academic Support Program	11/30/2013	05/31/2014	\$0	Other	Middle School Teachers and Administrators

Strategy 2:

IEP Progress Monitoring - (Reference protocol developed for special education teachers.)

Activity - IEP Goal Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers will collect data in a progress monitoring folder measuring students success mastering IEP goals.	Academic Support Program	12/10/2013	05/15/2014	\$0	Other	Special Education Teachers

Strategy 3:

Program Monitoring - Ensure that teachers are monitoring student progress and are instructionally responsive to student need, while overall administrative monitoring of the instructional program is occurring.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress monitoring folders will be maintained for each child that is identified as "at risk" and folders will be reviewed monthly during PLC's.	Academic Support Program	12/09/2013	05/15/2014	\$0	Other	Classroom teachers/ Staff

Measurable Objective 2:

A 21% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency increase the number of students scoring at or above proficiency level while reducing the number of students scoring novice in Mathematics by 05/01/2014 as measured by KPREP.

Strategy 1:

Explicit Instruction - Teachers will implement research based practices and instructional support programs to improve student learning.

Research Cited: <http://maupinhouse.com/index.php/teaching-written-response-totext.html>

Activity - Singapore Lesson Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All elementary grades will utilize the Math In Focus planning format uploaded into CIITS for daily lesson plans.	Academic Support Program	12/15/2013	05/01/2014	\$0	No Funding Required	Teacher, Administrators, and Technology Coordinator

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Math In Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Math In Focus Lessons for Daily Instruction.	Academic Support Program	12/15/2013	06/01/2014	\$0	No Funding Required	Teachers and Administrators

Activity - Learning Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and Instructional Coach will complete learning walks on a monthly basis to review and evaluate the Math Program.	Academic Support Program	12/15/2013	05/01/2014	\$0	No Funding Required	Administrators and Instructional Coach

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Administrators will receive a professional development update on Singapore Lessons from Leadership Team and Instructional Coaches.	Academic Support Program	12/15/2013	06/01/2014	\$0	No Funding Required	Leadership Team and Instructional Coach

Activity - KPREP Like Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide ongoing open response and multiple choice assessments on a weekly basis and evidence will be provided in assessment notebooks.	Academic Support Program	12/15/2013	05/01/2014	\$0	No Funding Required	Teachers and Administrators

Activity - Assessment Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment Notebooks will be maintained by the all classroom teachers that provide an example of one weekly open response and one set of multiple questions. This notebooks will be monitored monthly by building level administrators.	Policy and Process	12/15/2013	05/01/2014	\$0	No Funding Required	Administrators and Teachers

Strategy 2:

Intervention- - Ensure that targeted intervention, frequent progress measurements, and intentional strategies are occurring across grade levels.

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified "at-risk" students will be given 30 minutes of small group instruction daily.	Academic Support Program	09/01/2013	05/15/2014	\$0	No Funding Required	Classroom Teachers

Strategy 3:

IEP Progress Monitoring- - (Reference protocol developed for special education teachers)

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - IEP Goal Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers will collect data in a progress monitoring folder measuring students success mastering IEP goals.	Academic Support Program	12/10/2013	05/15/2014	\$0	Other	Special Education Teachers

Strategy 4:

Program Monitoring- - Ensure that teachers are monitoring student progress and are instructionally responsive to student need, while overall administrative monitoring of the instructional program is occurring.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress monitoring folders will be maintained for each child identified as "at risk" and folders will be reviewed monthly during PLC's.	Academic Support Program	12/09/2013	05/15/2014	\$0	Other	Classroom Teachers

Goal 4: Increase the percentage of highly qualified and highly effective teachers to 100% in 2017 by implementing and monitoring the new professional growth and evaluation system.

Measurable Objective 1:

demonstrate a proficiency by Increasing teacher awareness of the TPGES in preparation for the implementation during the 2014-2015 school year by 05/01/2015 as measured by the CIITS Educator Development reports.

Strategy 1:

TPGES Training - Hindman Elementary will provide training pertaining to the implementation of the TPGES.

Research Cited: Danielson Framework for Teaching and the implementation of Peer Observation.

Activity - TPGES Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers in regards to TPGES and components of the Danielson Framework.	Professional Learning	11/01/2013	05/01/2015	\$0	No Funding Required	Principal and Assistant Principal

Strategy 2:

Peer Observation - Ensure the development and provision of training in the area of the Danielson Framework for Teaching and the implementation of Peer Observation.

Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Hindman Elementary School

All staff members will be trained with the Danielson Framework to provide support to peer mentors.	Professional Learning	12/10/2013	05/15/2014	\$0	General Fund	Administrators & Classroom Teachers
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Strategy 3:

Student Growth Goals - Ensure the training pertaining to and implementation of Student Growth Goals.

Activity - SMART Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained using SMART goals as related to the Student Growth Goals.	Academic Support Program	12/09/2013	05/15/2014	\$0	Other	Administrators, Classroom teachers

Strategy 4:

Professional Growth Plan and Goals - Ensure the training pertaining to and implementation of Professional Growth Goals and TPGES Professional Growth Plan.

Activity - Professional Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will create and implement a TPGES professional growth plan based on individual needs.	Academic Support Program	12/10/2013	05/15/2014	\$0	General Fund	Teaching Staff

Strategy 5:

Student Voice Survey - Ensure the training pertaining to and implementation of Student Voice Surveys.

Activity - Student Voice Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Voice surveys will be conducted on an annual basis.	Other	12/10/2013	05/15/2014	\$0	General Fund	Administrators & Classroom Teachers

Strategy 6:

TPGES schedule/plan - Ensure the development and implementation of a specific administrative observation and evaluation schedule/plan, as well as daily monitoring of TPGES implementation.

Activity - Observation Cycle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A plan will be developed to implement a formative and summative observation cycle.	Policy and Process	12/10/2013	05/15/2014	\$0	No Funding Required	0

Comprehensive School Improvement Plan

Hindman Elementary School

Measurable Objective 2:

demonstrate a behavior by increasing teacher response rate on constructive feedback that can improve teaching from 77% to 92% by 05/15/2015 as measured by TELL Survey results.

Strategy 1:

E-Walk Observations - E-walk observations will reflect constructive feedback to teachers based on the Danielson Framework for Teaching.

Activity - Constructive Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive current constructive feedback based on e-walk observations.	Behavioral Support Program	12/10/2013	05/15/2015	\$0	No Funding Required	Administrators

Goal 5: Increase the overall program review proficiency rating from needs improvement to proficient by May 2015.

Measurable Objective 1:

demonstrate a proficiency by increasing the combined elementary and middle Arts & Humanities accountability index from .9 to 8 by 05/01/2015 as measured by the Program Review evaluation.

Strategy 1:

Curriculum and Instruction - Ensure the development and implementation of curriculum and instructional strategies that meet the demands of state program review in practical living and career studies.

Activity - Arts & Humanities Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop an Arts & Humanities Curriculum that provides discipline based instruction in all grades and will be adopted through SBDM.	Academic Support Program	12/10/2013	05/15/2014	\$0	General Fund	Administrator

Activity - Exemplary Models	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers provide models of exemplary artistic performances and products to enhance students understanding of the arts discipline on a quarterly basis.	Academic Support Program	12/10/2013	05/15/2014	\$1200	General Fund	Administrators, Classroom Teachers, & FRYSC

Strategy 2:

Professional Development - Ensure the development and provision of professional development that meet the demands of the state program review in arts and humanities.

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Job embedded professional development are available to Arts and Humanities teachers to encourage continuous growth and supports quality instruction in Arts and Humanities disciplines.	Academic Support Program	12/10/2013	05/15/2014	\$0	Other	Administrators

Strategy 3:

Assessments - Ensure the development and implementation of formative and summative assessments that meet the demands of the state program review in arts and humanities.

Activity - On going Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KCAS, 21st century skills and knowledge, and other applicable content standards are used to address a variety of learning styles that support individual growth of all Arts and Humanities students.	Academic Support Program	12/10/2013	05/15/2014	\$0	Other	Classroom Teachers

Strategy 4:

School Policy-- - Ensure the development and implementation of school policies and administrative monitoring that meet the demands of the state program review in arts and humanities.

Activity - Program Audit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct a bi-annual school wide audit of the Arts & Humanities program to determine the program's strengths and weaknesses.	Academic Support Program	12/10/2013	05/15/2014	\$0	General Fund	Administrator & Classroom Teachers

Measurable Objective 2:

demonstrate a proficiency by increasing the combined elementary and middle Practical Living accountability index from 1.3 to 8 by 05/01/2015 as measured by the Program Review evaluation.

Strategy 1:

Curriculum- - Ensure the development and implementation of curriculum and instructional strategies that meet the demands of the state program review in practical living and career studies.

Activity - Practical Living Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a Practical Living Curriculum that provides discipline based instruction in all grades and will be adopted through SBDM.	Academic Support Program	12/10/2013	05/15/2014	\$0	Other	Administrators

Comprehensive School Improvement Plan

Hindman Elementary School

Strategy 2:

Professional Development- - Ensure the development and provision of professional development that meet the demands of the state program review in practical living and career studies.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Job embedded professional development are available to PLCS teachers to encourage continuous growth and supports quality instruction in PLCS disciplines.	Academic Support Program	12/10/2013	04/15/2014	\$0	Other	Administrators

Strategy 3:

Assessments- - Ensure the development and implementation of formative and summative assessments that meet the demands of the state program review in practical living and career studies.

Activity - On going Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KCAS, 21st century skills and knowledge, and other applicable content standards are used to address a variety of learning styles that support individual growth of all PLCS students.	Academic Support Program	12/15/2013	05/15/2014	\$0	Other	Classroom Teachers

Strategy 4:

School Policy- - Ensure the development and implementation of school policies and administrative monitoring that meet the demands of the state program review in practical living and career studies.

Activity - Program Audit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct a bi-annual school wide audit of the Practical Living/Career Studies program to determine the program's strengths and weaknesses.	Academic Support Program	12/10/2013	05/15/2014	\$0	General Fund	Administrators, Classroom Teachers

Measurable Objective 3:

demonstrate a proficiency by increasing the combined elementary and middle Writing accountability index from 2.0 to 8 by 05/01/2015 as measured by the Program Review evaluation.

Strategy 1:

Curriculum - Ensure the development and implementation of curriculum and instructional strategies that meet the demands of the state program review in writing.

Activity - Writing Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a Writing Curriculum that provides discipline based instruction in all grades and will be adopted through SBDM.	Academic Support Program	12/09/2013	05/15/2014	\$0	Other	Administrators

Comprehensive School Improvement Plan

Hindman Elementary School

Strategy 2:

Professional Development - Ensure the development and provision of professional development that meet the demands of the state program review in writing.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Job embedded professional development are available to Writing teachers to encourage continuous growth and supports quality instruction in Writing disciplines.	Professional Learning	12/09/2013	05/15/2014	\$0	Other	Administrators

Strategy 3:

Assessments - Ensure the development and implementation of formative and summative assessments that meet the demands of the state program review in writing.

Activity - On going assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KCAS, 21st century skills and knowledge, and other applicable content standards are used to address a variety of learning styles that support individual growth of all Writing students.	Academic Support Program	12/09/2013	05/15/2014	\$0	Other	Classroom teachers

Strategy 4:

School Policy - Ensure the development and implementation of school policies and administrative monitoring that meet the demands of the state program review in writing.

Activity - Program Audit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct a bi-annual school wide audit of the Writing program to determine the program's strengths and weaknesses.	Policy and Process	12/09/2013	05/15/2014	\$0	Other	Administrators

Goal 6: Increase the averaged, combined Reading and Mathematics K-Prep scores for elementary students from 40.8% to 75.8% and middle school students from 45.2% to 73.2% by May 2017.

Measurable Objective 1:

A 10% increase of Kindergarten, First and Second grade students will demonstrate a proficiency in Reading and in Mathematics by 05/15/2014 as measured by Stanford 10 Assessment.

Comprehensive School Improvement Plan

Hindman Elementary School

Strategy 1:

Primary Curriculum - The school will ensure the implementation of a rigorous and comprehensive language arts curriculum that is aligned to KCAS.

Activity - Daily Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create and use daily lesson plans on CIITS that are aligned to the KCAS and the Knott County Curriculum Pacing Guide.	Academic Support Program	12/09/2013	05/15/2014	\$0	Other	Classroom Teachers

Strategy 2:

Primary Professional Development - On going professional development will be provided for all teachers regarding implementation of varied instructional strategies for primary reading, writing, and math.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with job-embedded professional development opportunities throughout the year that will enhance instructional practices.	Professional Learning	12/09/2013	05/15/2014	\$0	Other	Professional Development Coordinator, Administrators

Strategy 3:

Primary RtI - Ensure that early intervention, frequent progress measurements, and intentional researched-based instructional interventions are occurring across grade levels.

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Eggs will be utilized during learning centers to students to provide students reinforcement of identified RTI skills.	Academic Support Program	12/09/2013	05/15/2014	\$1000	General Fund	Classroom teachers

Activity - Tyner Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Beverly Tyner program will be utilized during guided reading instruction for 30 minutes daily.	Academic Support Program	12/10/2013	05/15/2014	\$1000	General Fund	Elementary Teachers, Support Staff

Strategy 4:

Primary Testing Incentives and Support - Students will be encouraged to take advantage of additional testing opportunities (STAR, etc), and provided incentives for increased performance.

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Academic Celebrations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be recognized for scoring distinguished, proficient, or making growth on the KPREP assessment.	Behavioral Support Program	12/10/2013	05/15/2014	\$1000	Other	Administrators

Strategy 5:

Primary Monitoring - Ensure that teachers are monitoring student progress and are instructionally responsive to students' needs.

Activity - STAR Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All primary students will be administered the STAR Reading and Math tests 3 times per year to measure and monitor reading and math growth.	Academic Support Program	12/10/2013	05/15/2014	\$0	District Funding	Classroom Teachers, SAVE Coordinator, Media Specialist

Measurable Objective 2:

A 20% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in Reading and in Mathematics by 05/15/2014 as measured by K-Prep test results.

Strategy 1:

Elementary Curriculum - The school will ensure the implementation of a rigorous and comprehensive language arts curriculum that is aligned to KCAS.

Activity - Daily Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create and use daily lesson plans on CIITS that are aligned to the KCAS and the Knott County Curriculum Pacing Guide.	Academic Support Program	12/09/2013	05/15/2014	\$0	Other	Classroom Teachers

Strategy 2:

Elementary Professional Development - On going professional development will be provided for all teachers regarding implementation of varied instructional strategies for elementary reading, writing, and math.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with job-embedded professional development opportunities throughout the year that will enhance instructional practices.	Professional Learning	12/09/2013	05/15/2014	\$0	Other	District Professional Development Coordinator

Strategy 3:

Elementary Rtl - Ensure that early intervention, frequent progress measurements, and intentional researched-based instructional interventions are occurring across

Comprehensive School Improvement Plan

Hindman Elementary School

grade levels.

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as "At Risk" will be given 30 minutes of daily small group instruction in reading or math.	Academic Support Program	12/10/2013	05/15/2014	\$0	General Fund	General Education Staff

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Study Island program will be utilized by all students in grades 3-5 to reinforce classroom content and identified RTI skills.	Academic Support Program	12/10/2013	05/15/2014	\$2800	District Funding	General Education Teachers

Strategy 4:

Elementary Testing Incentives and Support - Students will be encouraged to take advantage of additional testing opportunities (STAR, etc), and provided incentives for increased performance.

Activity - Academic Celebrations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be recognized for scoring distinguished, proficient, or making growth on the KPREP assessment.	Behavioral Support Program	12/10/2013	05/15/2014	\$1000	Other	Administrators

Strategy 5:

Elementary Monitoring - Ensure that teachers are monitoring student progress and are instructionally responsive to students' needs.

Activity - STAR Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be administered the STAR Reading and MATH tests 3 times per year to measure and monitor reading and math growth.	Academic Support Program	12/10/2013	05/15/2014	\$0	District Funding	Classroom Teachers, SAVE Coordinator, Media Specialist

Measurable Objective 3:

A 12% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in Reading and in Mathematics by 05/15/2014 as measured by K-Prep test results.

Strategy 1:

Middle Curriculum - The school will ensure the implementation of a rigorous and comprehensive language arts curriculum that is aligned to KCAS.

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Daily Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create and use daily lesson plans on CIITS that are alligned to the KCAS and the Knott County Curriculum Pacing Guide.	Academic Support Program	12/09/2013	05/15/2014	\$0	Other	Classroom Teachers

Strategy 2:

Middle Professional Development - On going professional development will be provided for all teachers regarding implementation of varied instructional strategies for middle grades reading, writing, and math.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with job-embedded professional development oppornites throughtout the year that will enhance instructional practices	Professional Learning	12/09/2013	05/15/2014	\$0	Other	District Professional Development Coordinator, Administrators

Strategy 3:

Middle RtI - Ensure that early intervention, frequent progress measurements, and intentional researched-based instructional interventions are occurring across grade levels.

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as "At Risk" will be given 30 minutes of daily small group instruction in reading or math.	Academic Support Program	12/10/2013	05/15/2014	\$0	General Fund	Classroom Teachers

Activity - StudyIsland	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The StudyIsland program will be utilized by all middle grade students to reinforce classroom content and identified RTI skills.	Academic Support Program	12/10/2013	05/15/2014	\$2800	District Funding	Classroom Teachers

Strategy 4:

Middle Testing Incentives and Support - Students will be encouraged to take advantage of additional testing opportunities (STAR, etc), and provided incentives for increased performance.

Activity - Academic Celebrations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Hindman Elementary School

Students will be recognized for scoring distinguished, proficient, or making growth on the KPREP assessment.	Behavioral Support Program	12/10/2013	04/15/2014	\$1000	Other	Administrators
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Strategy 5:

Middle Monitoring - Ensure that teachers are monitoring student progress and are instructionally responsive to students' needs.

Activity - Star Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be administered the STAR Reading and Math tests 3 times per year to measure and monitor reading and math growth.	Academic Support Program	12/10/2013	05/15/2014	\$0	District Funding	Classroom Teacher, SAVE Coordinator, Media Specialist.

Goal 7: Increase the graduation rate from 87.7% to 90% by 2015.

Measurable Objective 1:

collaborate to Increase Freshman Graduation rate from 87.7% to 88.8% by 05/15/2014 as measured by 2014 graduation rates..

Strategy 1:

Appropriate Learning Transitions - Ensure appropriate learning environment transition by implementing intentional transition activities at all levels. (Clarification: Transition from Early Childhood to Kindergarten; Primary to Intermediate; Middle to Secondary; Special Education student transition)

Activity - Brigance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the first grading period, all Kindergarten students will complete the Brigance Early Childhood Assessment to determine current Kindergarten readiness skills.	Academic Support Program	08/08/2013	05/15/2014	\$0	District Funding	Kindergarten Teachers

Activity - Kindercamp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students entering Kindergarten at Hindman Elementary will attend a two day camp to ensure easier transition into the classroom . Students will be introduced to teachers and become familiar with the building.	Academic Support Program	12/09/2013	05/15/2014	\$0	Other	Kindergarten teachers, staff

Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Hindman Elementary School

An ILP informational and training session will be held during the Fall and Spring of each year to provide increased parental awareness/exploration in the tools provided in the ILP program.	Parent Involvement	12/10/2013	12/10/2015	\$0	No Funding Required	Administrators/Counselors
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Strategy 2:

Decrease retention rate - Decrease retention and ensure student progression (grade-to-grade success) by tracking and evaluating student performance. (Clarification: exiting on grade level; meeting benchmarks on time, etc.)

Activity - Progress Monitoring Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress Monitoring Folders will be maintained for each child that is identified as "at risk" and folders will be reviewed monthly during PLC.	Academic Support Program	12/10/2013	05/15/2014	\$0	No Funding Required	Staff, Teachers, Administrators

Strategy 3:

Behavioral Interventions - Provide Behavioral Interventions

Activity - Counseling Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counseling services will be provided by KRCC and on staff counselor to students identified as having "behavioral or emotional problems" that impact student learning.	Behavioral Support Program	12/09/2013	05/15/2014	\$0	Other	Janie Slone, KRCC

Strategy 4:

Increase Attendance - Decrease barriers that influence truancy in order to increase attendance.

Activity - Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FRYSC and the DPP will conduct home visits when students have excessive unexcused absences.	Behavioral Support Program	12/09/2013	05/15/2014	\$0	Other	FRYSC, DPP, classroom teachers, school attendance clerk

Strategy 5:

Targeted Interventions - Targeted interventions for watchlist students.

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Hindman Elementary School

Students identified as "at risk" will receive thirty minutes of small group intervention strategies daily.	Academic Support Program	12/09/2013	05/15/2014	\$0	No Funding Required	Classroom Teachers/ Staff
Activity - Name and Claim	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify all students scoring novice on one or more areas of the KPREP assessment and conduct mentoring/ conferencing with individual students .	Academic Support Program	12/09/2013	05/15/2014	\$0	Other	Classroom teachers/ staff
Activity - Enrichment Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A family Math and Literacy Night will be schedule each Semester for the Fall and Spring.	Parent Involvement	08/15/2013	08/15/2014	\$500	Title I Schoolwide	RTA Coordinator and Teacher

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Name and Claim	Teachers will utilize the previous years test scores to identify students that scored at the novice levels.	Academic Support Program	11/01/2013	12/01/2014	\$0	Teachers and Administrators
RTI	Identified "at-risk" students will be given 30 minutes of small group instruction daily.	Academic Support Program	09/01/2013	05/15/2014	\$0	Classroom Teachers
Professional Development	Teachers and Administrators will receive a professional development update on Singapore Lessons from Leadership Team and Instructional Coaches.	Academic Support Program	12/15/2013	06/01/2014	\$0	Leadership Team and Instructional Coach
Review Fridays	Teachers will provide students that have not mastered goals differentiated learning opportunities on a weekly basis.	Academic Support Program	12/15/2013	05/01/2014	\$0	Teachers and Administrators
RTI	Students that have been identified as "at risk" will have 30 minutes of RTI Instruction daily.	Academic Support Program	12/15/2013	05/01/2014	\$0	Teachers and Administrators
Home Visits	Conduct weekly home-visits of students have been identified as truant.	Policy and Process	12/01/2013	05/01/2014	\$0	Administrators/FRYSC/DPP
Progress Monitoring Folders	Progress Monitoring Folders will be maintained for each child that is identified as "at risk" and folders will be reviewed monthly during PLC.	Academic Support Program	12/10/2013	05/15/2014	\$0	Staff, Teachers, Administrators
Data Analysis	A Data Analysis session will be completed based on 7th grade Explore results that to identify students that did not meet benchmark.	Academic Support Program	12/15/2013	05/01/2014	\$0	Administrators and Middle School Staff
Math In Focus	Teachers will utilize Math In Focus Lessons for Daily Instruction.	Academic Support Program	12/15/2013	06/01/2014	\$0	Teachers and Administrators
RTI	Students identified as "at risk" will receive thirty minutes of small group intervention strategies daily.	Academic Support Program	12/09/2013	05/15/2014	\$0	Classroom Teachers/Staff
Progress Monitoring	Teachers will provide lesson intervention based Data Analysis of 7th Grade Explore.	Academic Support Program	12/15/2013	05/01/2014	\$0	Middle School Staff

Comprehensive School Improvement Plan

Hindman Elementary School

Attendance Committee	Hindman Elementary will have an updated attendance plan that will reward classrooms and students that exhibit above average daily attendance.	Policy and Process	12/19/2012	05/15/2013	\$0	Administration and Attendance Committee
TPGES Training	Train teachers in regards to TPGES and components of the Danielson Framework.	Professional Learning	11/01/2013	05/01/2015	\$0	Principal and Assistant Principal
Learning Walks	Administrators and Instructional Coach will complete learning walks on a monthly basis to review and evaluate the Math Program.	Academic Support Program	12/15/2013	05/01/2014	\$0	Administrators and Instructional Coach
Assessment Notebooks	Assessment Notebooks will be maintained by the all classroom teachers that provide an example of one weekly open response and one set of multiple questions. This notebooks will be monitored monthly by building level administrators.	Policy and Process	12/15/2013	05/01/2014	\$0	Administrators and Teachers
ILP	An ILP informational and training session will be held during the Fall and Spring of each year to provide increased parental awareness/exploration in the tools provided in the ILP program.	Parent Involvement	12/10/2013	12/10/2015	\$0	Administrators/Counselors
Progress Monitoring Folders	Progress Monitoring Folders will be maintained for each child that is identified as "at risk" and folders will be reviewed monthly during PLC.	Academic Support Program	12/15/2013	05/01/2014	\$0	Teachers and Administrators
Observation Cycle	A plan will be developed to implement a formative and summative observation cycle.	Policy and Process	12/10/2013	05/15/2014	\$0	0
Constructive Feedback	Teachers will receive current constructive feedback based on e-walk observations.	Behavioral Support Program	12/10/2013	05/15/2015	\$0	Administrators
Singapore Lesson Plan	All elementary grades will utilize the Math In Focus planning format uploaded into CIITS for daily lesson plans.	Academic Support Program	12/15/2013	05/01/2014	\$0	Teacher, Administrators, and Technology Coordinator
Phone Calls Home	The attendance clerk will maintain a daily log of phone calls home to each household that has an absent child to determine if the family needs assistance.	Policy and Process	12/01/2013	05/01/2014	\$0	Administrator and Attendance Clerk
KPREP Like Assessments	Teachers will provide ongoing open response and multiple choice assessments on a weekly basis and evidence will be provided in assessment notebooks.	Academic Support Program	12/15/2013	05/01/2014	\$0	Teachers and Administrators
Total					\$0	

Title I Schoolwide

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

Hindman Elementary School

Enrichment Nights	A family Math and Literacy Night will be schedule each Semester for the Fall and Spring.	Parent Involvement	08/15/2013	08/15/2014	\$500	RTA Coordinator and Teacher
Total					\$500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will be provided with job-embedded professional development opportunities throughout the year that will enhance instructional practices	Professional Learning	12/09/2013	05/15/2014	\$0	District Professional Development Coordinator, Administrators
Professional Development	Job embedded professional development are available to Arts and Humanities teachers to encourage continuous growth and supports quality instruction in Arts and Humanities disciplines.	Academic Support Program	12/10/2013	05/15/2014	\$0	Administrators
Academic Celebrations	Students will be recognized for scoring distinguished, proficient, or making growth on the KPREP assessment.	Behavioral Support Program	12/10/2013	04/15/2014	\$1000	Administrators
Writing Curriculum	Develop a Writing Curriculum that provides discipline based instruction in all grades and will be adopted through SBDM.	Academic Support Program	12/09/2013	05/15/2014	\$0	Administrators
Progress Monitoring	Progress monitoring folders will be maintained for each child that is identified as "at risk" and folders will be reviewed monthly during PLC's.	Academic Support Program	12/09/2013	05/15/2014	\$0	Classroom teachers/ Staff
Daily Lesson Plans	Teachers will create and use daily lesson plans on CIITS that are aligned to the KCAS and the Knott County Curriculum Pacing Guide.	Academic Support Program	12/09/2013	05/15/2014	\$0	Classroom Teachers
IEP Goal Monitoring	Special Education teachers will collect data in a progress monitoring folder measuring students success mastering IEP goals.	Academic Support Program	12/10/2013	05/15/2014	\$0	Special Education Teachers
Progress Monitoring	Teachers will provide lesson intervention based on data analysis of 7th grade Explore.	Academic Support Program	12/09/2013	05/15/2014	\$0	Middle School Staff
Academic Celebrations	Students will be recognized for scoring distinguished, proficient, or making growth on the KPREP assessment.	Behavioral Support Program	12/10/2013	05/15/2014	\$1000	Administrators
College and Career Night	All middle students and their families will be invited to attend an ILP training and development session.	Community Engagement	12/09/2013	05/15/2014	\$0	Gear Up, Middle School Staff

Comprehensive School Improvement Plan

Hindman Elementary School

Perfect Attendance Recognition	Students and classrooms with perfect attendance will be recognized and rewarded.	Behavioral Support Program	12/01/2013	05/01/2014	\$0	Administrators and Attendance Committee Members
Practical Living Curriculum	Develop a Practical Living Curriculum that provides discipline based instruction in all grades and will be adopted through SBDM.	Academic Support Program	12/10/2013	05/15/2014	\$0	Administrators
Academic Celebrations	Students will be recognized for scoring distinguished, proficient, or making growth on the KPREP assessment.	Behavioral Support Program	12/10/2013	05/15/2014	\$1000	Administrators
IEP Goal Monitoring	Special Education teachers will collect data in a progress monitoring folder measuring students success mastering IEP goals.	Academic Support Program	12/10/2013	05/15/2014	\$0	Special Education Teachers
Professional Development	Teachers will be provided with job-embedded professional development opportunities throughout the year that will enhance instructional practices.	Professional Learning	12/09/2013	05/15/2014	\$0	Professional Development Coordinator, Administrators
On going Assessments	KCAS, 21st century skills and knowledge, and other applicable content standards are used to address a variety of learning styles that support individual growth of all Arts and Humanities students.	Academic Support Program	12/10/2013	05/15/2014	\$0	Classroom Teachers
Early Intervention	The explore exam will be administered to grade 7 students and test score analysis will be completed by middle school teachers.	Academic Support Program	11/01/2013	02/01/2014	\$2000	Teachers and Administrators
Program Audit	Conduct a bi-annual school wide audit of the Writing program to determine the program's strengths and weaknesses.	Policy and Process	12/09/2013	05/15/2014	\$0	Administrators
On going Assessments	KCAS, 21st century skills and knowledge, and other applicable content standards are used to address a variety of learning styles that support individual growth of all PLCS students.	Academic Support Program	12/15/2013	05/15/2014	\$0	Classroom Teachers
Counseling Services	Counseling services will be provided by KRCC and on staff counselor to students identified as having "behavioral or emotional problems" that impact student learning.	Behavioral Support Program	12/09/2013	05/15/2014	\$0	Janie Slone, KRCC
SMART Training	All staff will be trained using SMART goals as related to the Student Growth Goals.	Academic Support Program	12/09/2013	05/15/2014	\$0	Administrators, Classroom teachers

Comprehensive School Improvement Plan

Hindman Elementary School

Name and Claim	Teachers will identify all students scoring novice on one or more areas of the KPREP assessment and conduct mentoring/ conferencing with individual students .	Academic Support Program	12/09/2013	05/15/2014	\$0	Classroom teachers/ staff
On going assessments	KCAS, 21st century skills and knowledge, and other applicable content standards are used to address a variety of learning styles that support individual growth of all Writing students.	Academic Support Program	12/09/2013	05/15/2014	\$0	Classroom teachers
Daily Lesson Plans	Teachers will create and use daily lesson plans on CIITS that are alligned to the KCAS and the Knott County Curriculum Pacing Guide.	Academic Support Program	12/09/2013	05/15/2014	\$0	Classroom Teachers
Kindercamp	All students entering Kindergarten at Hindman Elementary will attend a two day camp to ensure easier transition into the classroom . Students will be introduced to teachers and become familiar with the building.	Academic Support Program	12/09/2013	05/15/2014	\$0	Kindergarten teachers, staff
Name and Claim	Teachers will identify all students scoring novice in reading based on prior years KPREP results and conduct mentoring/conferencing with individual students.	Academic Support Program	11/30/2013	05/31/2014	\$0	Middle School Teachers and Administrators
Tutoring	All students in grades 3-8 will have access to tutoring services before and after school to provide additional academic support.	Academic Support Program	12/09/2013	05/15/2014	\$0	Tutoring staff
Professional Development	Teachers will be provided with job-embedded professional development opportunities throughout the year that will enhance instructional practices.	Professional Learning	12/09/2013	05/15/2014	\$0	District Professional Development Coordinator
Professional Development	Job embedded professional development are available to Writing teachers to encourage continuous growth and supports quality instruction in Writing disciplines.	Professional Learning	12/09/2013	05/15/2014	\$0	Administrators
Progress Monitoring	Progress monitoring folders will be maintained for each child identified as "at risk" and folders will be reviewed monthly during PLC's.	Academic Support Program	12/09/2013	05/15/2014	\$0	Classroom Teachers
Home Visits	FRYSC and the DPP will conduct home visits when students have excessive unexcused absences.	Behavioral Support Program	12/09/2013	05/15/2014	\$0	FRYSC, DPP, classroom teachers, school attendance clerk
Transition Coursework	Coursework will be provided to transition students into highschool to improve CCR.	Academic Support Program	12/10/2013	05/15/2014	\$0	Classroom Teachers
Daily Lesson Plans	Teachers will create and use daily lesson plans on CIITS that are alligned to the KCAS and the Knott County Curriculum Pacing Guide.	Academic Support Program	12/09/2013	05/15/2014	\$0	Classroom Teachers
Professional Development	Job embedded professional development are available to PLCS teachers to encourage continuous growth and supports quality instruction in PLCS disciplines.	Academic Support Program	12/10/2013	04/15/2014	\$0	Administrators
Total					\$5000	

Comprehensive School Improvement Plan

Hindman Elementary School

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Exemplary Models	Teachers provide models of exemplary artistic performances and products to enhance students understanding of the arts discipline on a quarterly basis.	Academic Support Program	12/10/2013	05/15/2014	\$1200	Administrators, Classroom Teachers, & FRYSC
RTI	Students identified as "At Risk" will be given 30 minutes of daily small group instruction in reading or math.	Academic Support Program	12/10/2013	05/15/2014	\$0	General Education Staff
Program Audit	Conduct a bi-annual school wide audit of the Practical Living/Career Studies program to determine the program's strengths and weaknesses.	Academic Support Program	12/10/2013	05/15/2014	\$0	Administrators, Classroom Teachers
Professional Growth Plan	All staff will create and implement a TPGES professional growth plan based on individual needs.	Academic Support Program	12/10/2013	05/15/2014	\$0	Teaching Staff
Arts & Humanities Curriculum	Develop an Arts & Humanities Curriculum that provides discipline based instruction in all grades and will be adopted through SBDM.	Academic Support Program	12/10/2013	05/15/2014	\$0	Administrator
Tyner Program	The Beverly Tyner program will be utilized during guided reading instruction for 30 minutes daily.	Academic Support Program	12/10/2013	05/15/2014	\$1000	Elementary Teachers, Support Staff
Peer Observation Training	All staff members will be trained with the Danielson Framework to provide support to peer mentors.	Professional Learning	12/10/2013	05/15/2014	\$0	Administrators & Classroom Teachers
Student Voice Surveys	Student Voice surveys will be conducted on an annual basis.	Other	12/10/2013	05/15/2014	\$0	Administrators & Classroom Teachers
Reading Eggs	Reading Eggs will be utilized during learning centers to students to provide students reinforcement of identified RTI skills.	Academic Support Program	12/09/2013	05/15/2014	\$1000	Classroom teachers
Program Audit	Conduct a bi-annual school wide audit of the Arts & Humanities program to determine the program's strengths and weaknesses.	Academic Support Program	12/10/2013	05/15/2014	\$0	Administrator & Classroom Teachers
RTI	Students identified as "At Risk" will be given 30 minutes of daily small group instruction in reading or math.	Academic Support Program	12/10/2013	05/15/2014	\$0	Classroom Teachers
Total					\$3200	

District Funding

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

Hindman Elementary School

EPAS Training	Job-embedded professional training for teachers regarding EPAS.	Professional Learning	12/10/2013	05/15/2014	\$0	Principals, District Level Professional Development Coordinator
Brigance	During the first grading period, all Kindergarten students will complete the Brigance Early Childhood Assessment to determine current Kindergarten readiness skills.	Academic Support Program	08/08/2013	05/15/2014	\$0	Kindergarten Teachers
STAR Testing	All primary students will be administered the STAR Reading and Math tests 3 times per year to measure and monitor reading and math growth.	Academic Support Program	12/10/2013	05/15/2014	\$0	Classroom Teachers, SAVE Coordinator, Media Specialist
Star Testing	All students will be administered the STAR Reading and Math tests 3 times per year to measure and monitor reading and math growth.	Academic Support Program	12/10/2013	05/15/2014	\$0	Classroom Teacher, SAVE Coordinator, Media Specialist.
STAR Testing	All students will be administered the STAR Reading and MATH tests 3 times per year to measure and monitor reading and math growth.	Academic Support Program	12/10/2013	05/15/2014	\$0	Classroom Teachers, SAVE Coordinator, Media Specialist
Study Island	The Study Island program will be utilized by all students in grades 3-5 to reinforce classroom content and identified RTI skills.	Academic Support Program	12/10/2013	05/15/2014	\$2800	General Education Teachers
StudyIsland	The StudyIsland program will be utilized by all middle grade students to reinforce classroom content and identified RTI skills.	Academic Support Program	12/10/2013	05/15/2014	\$2800	Classroom Teachers
Total					\$5600	

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?

The questions we are trying to answer with the provided information include, are there any gaps among our sub-population groups? What gains are needed to meet our delivery targets? What strategies or activities can be used to meet the learning needs of our student population?

The data provides us with several key pieces of information. We know how our student sub-populations performed compared to the student body as a whole. We also know our immediate delivery targets for the 2013-2014 school year, the scale score of each individual student, and the research based programs that are currently in place.

The data, however, does not provide information regarding individual students performance on specific standards.

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?

The data indicated several areas of strength. Hindman Elementary scored at or above the state mean in elementary Reading and Science. We also scored at above the state mean in middle school Reading, Science, and Writing. We received 99.2 points for achievement in elementary science and the middle school science received the maximum of 100 total achievement points. Our Language Mechanics scores, at both the elementary and middle school level, increased.

To increase our level of achievement, we are continuing several successful initiatives which include Professional Learning Communities(PLC), goal setting, Response To Intervention(RTI), and multiple research based academic programs. During PLCs, teachers collaboratively plan to address the needs of targeted students in all sub-populations. Teachers conference with students to set specific individual goals for each content area. The conferencing continues through out the year to monitor progress and adjust goals. Students who are not meeting individual goals are placed in the RTI program so that they may receive specific small group instruction.

Hindman Elementary has implemented several research based academic programs which we feel have been instrumental to our student success and continual growth. Therefore, we plan to continue the further execution of programs such as; Beverly Tiner, Math In Focus (based on the Singapore Math approach), Classroom Assessment for Student Learning, and Study Island.

Opportunities for Improvement

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

The 2011-2012 data indicated several academic areas that need improvement. The subject areas that were below the state mean were elementary math, social studies, and writing. The middle school subjects that were below the state mean were Math and Social Studies. The overall elementary school score was 55.2, .4 higher than our 2013 Annual Measurable Objective (AMO) Goal of 54.8. Even though the elementary scores indicate areas of positive growth, every assessed academic area needs to show improvement to meet the 2013-2014 delivery targets. Our overall middle school score for 2013 was 58.5, 2.8 points below our AMO of 61.3. Our middle school needs to improve their overall score to meet the 2014 AMO. Other areas of needed improvement include student daily attendance, school climate, communication amongst all stakeholders, and promotion of student achievement.

To improve scores, Hindman Elementary faculty will determine the weakness in the current academic programs and implement needed changes. In order to promote continued growth across all assessed areas, the faculty will continue to collaborate during PLCs to identify and improve areas of weakness within our curriculum structure. Faculty and staff will continue to receive updates and modern training in all subject areas.

To make gains in the area of daily attendance, a school committee will determine attendance incentives and public displays. Students will be recognized and rewarded for positive attendance.

To further improve the school climate, the school will promote positive student communication through goal setting and progress monitoring with each individual student. Each teacher will practice effective goal setting with students to improve motivation, self-confidence, and to involve students in their own learning. The staff will actively work to increase parental involvement/communication from school to home through newsletters, e-mails, Friday Folders, Internet resources, and School Cast calls. Students' positive achievements and gains will be recognized in a variety of formats.

Conclusion

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

Hindman Elementary's test data indicates several areas of positive growth and achievement which should be celebrated and publicized in the community. The test data will be used with each child to set specific goals and guide classroom instruction.

The faculty and staff will work together to identify and strengthen the areas which need improvement, including the specific subject test data, the need for all students to meet their 2014 delivery targets, the student daily attendance, school climate, and stakeholder communication concerns.

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		

Comprehensive School Improvement Plan

Hindman 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.	Yes		

Comprehensive School Improvement Plan

Hindman Elementary School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

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.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

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

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

Comprehensive School Improvement Plan

Hindman Elementary 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	http://www.knott.kyschools.us/hindmanelementary_home.aspx	

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

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

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Comprehensive School Improvement Plan

Hindman Elementary School

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for 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	Yes		

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

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

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required schoolwide planning components are being met by either a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP or b) inserting a narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

Component 1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

Goal 1:

Increase average daily attendance rate from 93% to at or above 95% by May 2015.

Measurable Objective 1:

collaborate to increase in daily attendance by 05/15/2014 as measured by Infinite Campus Attendance Summary..

Strategy1:

Attendance Committee - A monthly attendance committee will be held to review the attendance plan.

Research Cited:

Activity - Attendance Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hindman Elementary will have an updated attendance plan that will reward classrooms and students that exhibit above average daily attendance.	Policy and Process	12/19/2012	05/15/2013	\$0 - No Funding Required	Administration and Attendance Committee

Strategy2:

Home School Communication - The Family Resource, Attendance Clerk, Administration, and DPP will coordinate efforts to complete daily phone calls home and weekly home-visits with children who are absent from school and have been identified as a truant. This will be a comprehensive effort to remove barriers that families may be experiencing.

Research Cited:

Activity - Phone Calls Home	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The attendance clerk will maintain a daily log of phone calls home to each household that has an absent child to determine if the family needs assistance.	Policy and Process	12/01/2013	05/01/2014	\$0 - No Funding Required	Administrator and Attendance Clerk

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct weekly home-visits of students have been identified as truant.	Policy and Process	12/01/2013	05/01/2014	\$0 - No Funding Required	Administrators/FRY SC/DPP

Strategy3:

Daily Attendance Promotion - Student daily attendance will be publicly posted in the foyer of Hindman Elementary. Classrooms with 100%

Comprehensive School Improvement Plan

Hindman Elementary School

daily attendance will be announced and students with perfect attendance on a monthly basis will be rewarded.

Research Cited:

Activity - Perfect Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and classrooms with perfect attendance will be recognized and rewarded.	Behavioral Support Program	12/01/2013	05/01/2014	\$0 - Other	Administrators and Attendance Committee Members

Goal 2:

Increase the Average Combined Middle School Proficiency Rating for Reading and Mathematics from 45.2% to 75.8% by May 2017.

Measurable Objective 1:

A 11% increase of All Students will demonstrate a proficiency in combined Reading and in Mathematics by 05/15/2014 as measured by as measured by the KPREP Testing.

Strategy1:

Response to Intervention - Teachers will use Response to Intervention to reduce the number of students scoring novice.

Research Cited: D Fuchs (2006). Introduction to Response to Intervention

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize KPREP results to identify students scoring novice at novice performance levels.	Academic Support Program	11/01/2013	05/01/2014	\$0 - No Funding Required	Middle School Teachers and Administrators

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students that have been identified as "at risk" will be provided 30 minutes of small group instruction weekly to work on skill building activities.	Academic Support Program	11/01/2013	05/01/2014	\$0 - No Funding Required	Teachers and Administrators

Goal 3:

Increase the percentage of students who are college and career ready from 48% to 64.5% by 2015.

Measurable Objective 1:

A 17% increase of All Students will demonstrate a proficiency to meet benchmark in Language Arts, Reading, and Mathematics in Career & Technical by 10/01/2015 as measured by Explore.

Strategy1:

Comprehensive School Improvement Plan

Hindman Elementary School

ILP Development - Utilize the ILP process in conducting on-going College and Career Awareness activities throughout the year for all middle school students and their families.

Research Cited:

Activity - College and Career Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All middle students and their families will be invited to attend an ILP training and development session.	Community Engagement	12/09/2013	05/15/2014	\$0 - Other	Gear Up, Middle School Staff

Strategy2:

Professional Development - Ongoing, job-embedded professional development will be provided for all teachers regarding how to implement EPAS strategies in content area classes.

Research Cited:

Activity - EPAS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job-embedded professional training for teachers regarding EPAS.	Professional Learning	12/10/2013	05/15/2014	\$0 - District Funding	Principals, District Level Professional Development Coordinator

Strategy3:

Curriculum - Ensure that CCR standards are embedded in the middle school curriculum and that appropriate transitions are in place for 8th graders performing below benchmark.

Research Cited:

Activity - Transition Coursework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coursework will be provided to transition students into highschool to improve CCR.	Academic Support Program	12/10/2013	05/15/2014	\$0 - Other	Classroom Teachers

Strategy4:

Testing Incentives and Support - Students will be encouraged to take advantage of additional testing opportunities (CCR), and provided incentives for increased performance.

Research Cited:

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 3-8 will have access to tutoring services before and after school to provide additional academic support.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Tutoring staff

Strategy5:

Explore Preparation - The Explore will be administered to 7th grade students, providing teachers with an early intervention system, to make

Comprehensive School Improvement Plan

Hindman Elementary School

instructional changes to meet diverse learners needs.

Research Cited:

Activity - Early Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The explore exam will be administered to grade 7 students and test score analysis will be completed by middle school teachers.	Academic Support Program	11/01/2013	02/01/2014	\$2000 - Other	Teachers and Administrators

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Data Analysis session will be completed based on 7th grade Explore results that to identify students that did not meet benchmark.	Academic Support Program	12/15/2013	05/01/2014	\$0 - No Funding Required	Administrators and Middle School Staff

Strategy6:

Monitoring - A targeted list of students will be developed noting the deficient benchmark areas and 8th grade CCR /RTI will be populated with students in their designated areas of weakness.

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide lesson intervention based on data analysis of 7th grade Explore.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Middle School Staff

Goal 4:

Increase the percentage of highly qualified and highly effective teachers to 100% in 2017 by implementing and monitoring the new professional growth and evaluation system.

Measurable Objective 1:

demonstrate a behavior by increasing teacher response rate on constructive feedback that can improve teaching from 77% to 92% by 05/15/2015 as measured by TELL Survey results.

Strategy1:

E-Walk Observations - E-walk observations will reflect constructive feedback to teachers based on the Danielson Framework for Teaching.

Research Cited:

Activity - Constructive Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive current constructive feedback based on e-walk observations.	Behavioral Support Program	12/10/2013	05/15/2015	\$0 - No Funding Required	Administrators

Comprehensive School Improvement Plan

Hindman Elementary School

Measurable Objective 2:

demonstrate a proficiency by Increasing teacher awareness of the TPGES in preparation for the implementation during the 2014-2015 school year by 05/01/2015 as measured by the CIITS Educator Development reports.

Strategy1:

TPGES schedule/plan - Ensure the development and implementation of a specific administrative observation and evaluation schedule/plan, as well as daily monitoring of TPGES implementation.

Research Cited:

Activity - Observation Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A plan will be developed to implement a formative and summative observation cycle.	Policy and Process	12/10/2013	05/15/2014	\$0 - No Funding Required	0

Strategy2:

Student Growth Goals - Ensure the training pertaining to and implementation of Student Growth Goals.

Research Cited:

Activity - SMART Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained using SMART goals as related to the Student Growth Goals.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Administrators, Classroom teachers

Strategy3:

Professional Growth Plan and Goals - Ensure the training pertaining to and implementation of Professional Growth Goals and TPGES Professional Growth Plan.

Research Cited:

Activity - Professional Growth Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will create and implement a TPGES professional growth plan based on individual needs.	Academic Support Program	12/10/2013	05/15/2014	\$0 - General Fund	Teaching Staff

Strategy4:

Student Voice Survey - Ensure the training pertaining to and implementation of Student Voice Surveys.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Student Voice Surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Voice surveys will be conducted on an annual basis.	Other	12/10/2013	05/15/2014	\$0 - General Fund	Administrators & Classroom Teachers

Strategy5:

Peer Observation - Ensure the development and provision of training in the area of the Danielson Framework for Teaching and the implementation of Peer Observation.

Research Cited:

Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff members will be trained with the Danielson Framework to provide support to peer mentors.	Professional Learning	12/10/2013	05/15/2014	\$0 - General Fund	Administrators & Classroom Teachers

Strategy6:

TPGES Training - Hindman Elementary will provide training pertaining to the implementation of the TPGES.

Research Cited: Danielson Framework for Teaching and the implementation of Peer Observation.

Activity - TPGES Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in regards to TPGES and components of the Danielson Framework.	Professional Learning	11/01/2013	05/01/2015	\$0 - No Funding Required	Principal and Assistant Principal

Goal 5:

Increase the overall program review proficiency rating from needs improvement to proficient by May 2015.

Measurable Objective 1:

demonstrate a proficiency by increasing the combined elementary and middle Practical Living accountability index from 1.3 to 8 by 05/01/2015 as measured by the Program Review evaluation.

Strategy1:

Curriculum- - Ensure the development and implementation of curriculum and instructional strategies that meet the demands of the state program review in practical living and career studies.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Practical Living Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a Practical Living Curriculum that provides discipline based instruction in all grades and will be adopted through SBDM.	Academic Support Program	12/10/2013	05/15/2014	\$0 - Other	Administrators

Strategy2:

Assessments- - Ensure the development and implementation of formative and summative assessments that meet the demands of the state program review in practical living and career studies.

Research Cited:

Activity - On going Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KCAS, 21st century skills and knowledge, and other applicable content standards are used to address a variety of learning styles that support individual growth of all PLCS students.	Academic Support Program	12/15/2013	05/15/2014	\$0 - Other	Classroom Teachers

Strategy3:

Professional Development- - Ensure the development and provision of professional development that meet the demands of the state program review in practical living and career studies.

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded professional development are available to PLCS teachers to encourage continuous growth and supports quality instruction in PLCS disciplines.	Academic Support Program	12/10/2013	04/15/2014	\$0 - Other	Administrators

Strategy4:

School Policy- - Ensure the development and implementation of school policies and administrative monitoring that meet the demands of the state program review in practical living and career studies.

Research Cited:

Activity - Program Audit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct a bi-annual school wide audit of the Practical Living/Career Studies program to determine the program's strengths and weaknesses.	Academic Support Program	12/10/2013	05/15/2014	\$0 - General Fund	Administrators, Classroom Teachers

Measurable Objective 2:

demonstrate a proficiency by increasing the combined elementary and middle Arts & Humanities accountability index from .9 to 8 by 05/01/2015 as measured by the Program Review evaluation.

Comprehensive School Improvement Plan

Hindman Elementary School

Strategy1:

Professional Development - Ensure the development and provision of professional development that meet the demands of the state program review in arts and humanities.

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded professional development are available to Arts and Humanities teachers to encourage continuous growth and supports quality instruction in Arts and Humanities disciplines.	Academic Support Program	12/10/2013	05/15/2014	\$0 - Other	Administrators

Strategy2:

Curriculum and Instruction - Ensure the development and implementation of curriculum and instructional strategies that meet the demands of state program review in practical living and career studies.

Research Cited:

Activity - Exemplary Models	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers provide models of exemplary artistic performances and products to enhance students understanding of the arts discipline on a quarterly basis.	Academic Support Program	12/10/2013	05/15/2014	\$1200 - General Fund	Administrators, Classroom Teachers, & FRYSC

Activity - Arts & Humanities Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop an Arts & Humanities Curriculum that provides discipline based instruction in all grades and will be adopted through SBDM.	Academic Support Program	12/10/2013	05/15/2014	\$0 - General Fund	Administrator

Strategy3:

School Policy-- - Ensure the development and implementation of school policies and administrative monitoring that meet the demands of the state program review in arts and humanities.

Research Cited:

Activity - Program Audit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct a bi-annual school wide audit of the Arts & Humanities program to determine the program's strengths and weaknesses.	Academic Support Program	12/10/2013	05/15/2014	\$0 - General Fund	Administrator & Classroom Teachers

Strategy4:

Assessments - Ensure the development and implementation of formative and summative assessments that meet the demands of the state program review in arts and humanities.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - On going Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KCAS, 21st century skills and knowledge, and other applicable content standards are used to address a variety of learning styles that support individual growth of all Arts and Humanities students.	Academic Support Program	12/10/2013	05/15/2014	\$0 - Other	Classroom Teachers

Measurable Objective 3:

demonstrate a proficiency by increasing the combined elementary and middle Writing accountability index from 2.0 to 8 by 05/01/2015 as measured by the Program Review evaluation.

Strategy1:

Curriculum - Ensure the development and implementation of curriculum and instructional strategies that meet the demands of the state program review in writing.

Research Cited:

Activity - Writing Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a Writing Curriculum that provides discipline based instruction in all grades and will be adopted through SBDM.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Administrators

Strategy2:

Professional Development - Ensure the development and provision of professional development that meet the demands of the state program review in writing.

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded professional development are available to Writing teachers to encourage continuous growth and supports quality instruction in Writing disciplines.	Professional Learning	12/09/2013	05/15/2014	\$0 - Other	Administrators

Strategy3:

School Policy - Ensure the development and implementation of school policies and administrative monitoring that meet the demands of the state program review in writing.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Program Audit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct a bi-annual school wide audit of the Writing program to determine the program's strengths and weaknesses.	Policy and Process	12/09/2013	05/15/2014	\$0 - Other	Administrators

Strategy4:

Assessments - Ensure the development and implementation of formative and summative assessments that meet the demands of the state program review in writing.

Research Cited:

Activity - On going assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KCAS, 21st century skills and knowledge, and other applicable content standards are used to address a variety of learning styles that support individual growth of all Writing students.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Classroom teachers

Goal 6:

Increase the averaged, combined Reading and Mathematics K-Prep scores for elementary students from 40.8% to 75.8% and middle school students from 45.2% to 73.2% by May 2017.

Measurable Objective 1:

A 20% increase of All Students will demonstrate a proficiency in Reading and in Mathematics by 05/15/2014 as measured by K-Prep test results.

Strategy1:

Elementary Monitoring - Ensure that teachers are monitoring student progress and are instructionally responsive to students' needs.

Research Cited:

Activity - STAR Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be administered the STAR Reading and MATH tests 3 times per year to measure and monitor reading and math growth.	Academic Support Program	12/10/2013	05/15/2014	\$0 - District Funding	Classroom Teachers, SAVE Coordinator, Media Specialist

Strategy2:

Elementary Curriculum - The school will ensure the implementation of a rigorous and comprehensive language arts curriculum that is aligned to KCAS.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Daily Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and use daily lesson plans on CIITS that are aligned to the KCAS and the Knott County Curriculum Pacing Guide.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Classroom Teachers

Strategy3:

Elementary Professional Development - On going professional development will be provided for all teachers regarding implementation of varied instructional strategies for elementary reading, writing, and math.

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with job-embedded professional development opportunities throughout the year that will enhance instructional practices.	Professional Learning	12/09/2013	05/15/2014	\$0 - Other	District Professional Development Coordinator

Strategy4:

Elementary Testing Incentives and Support - Students will be encouraged to take advantage of additional testing opportunities (STAR, etc), and provided incentives for increased performance.

Research Cited:

Activity - Academic Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be recognized for scoring distinguished, proficient, or making growth on the KPREP assessment.	Behavioral Support Program	12/10/2013	05/15/2014	\$1000 - Other	Administrators

Strategy5:

Elementary RtI - Ensure that early intervention, frequent progress measurements, and intentional researched-based instructional interventions are occurring across grade levels.

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as "At Risk" will be given 30 minutes of daily small group instruction in reading or math.	Academic Support Program	12/10/2013	05/15/2014	\$0 - General Fund	General Education Staff

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Study Island program will be utilized by all students in grades 3-5 to reinforce classroom content and identified RTI skills.	Academic Support Program	12/10/2013	05/15/2014	\$2800 - District Funding	General Education Teachers

Measurable Objective 2:

A 10% increase of All Students will demonstrate a proficiency in Reading and in Mathematics by 05/15/2014 as measured by Stanford 10 SY 2013-2014

Comprehensive School Improvement Plan

Hindman Elementary School

Assessment.

Strategy1:

Primary Curriculum - The school will ensure the implementation of a rigorous and comprehensive language arts curriculum that is aligned to KCAS.

Research Cited:

Activity - Daily Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and use daily lesson plans on CIITS that are aligned to the KCAS and the Knott County Curriculum Pacing Guide.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Classroom Teachers

Strategy2:

Primary Rtl - Ensure that early intervention, frequent progress measurements, and intentional researched-based instructional interventions are occurring across grade levels.

Research Cited:

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Eggs will be utilized during learning centers to students to provide students reinforcement of identified RTI skills.	Academic Support Program	12/09/2013	05/15/2014	\$1000 - General Fund	Classroom teachers

Activity - Tyner Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Beverly Tyner program will be utilized during guided reading instruction for 30 minutes daily.	Academic Support Program	12/10/2013	05/15/2014	\$1000 - General Fund	Elementary Teachers, Support Staff

Strategy3:

Primary Monitoring - Ensure that teachers are monitoring student progress and are instructionally responsive to students' needs.

Research Cited:

Activity - STAR Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All primary students will be administered the STAR Reading and Math tests 3 times per year to measure and monitor reading and math growth.	Academic Support Program	12/10/2013	05/15/2014	\$0 - District Funding	Classroom Teachers, SAVE Coordinator, Media Specialist

Strategy4:

Primary Professional Development - On going professional development will be provided for all teachers regarding implementation of varied instructional strategies for primary reading, writing, and math.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with job-embedded professional development opportunities throughout the year that will enhance instructional practices.	Professional Learning	12/09/2013	05/15/2014	\$0 - Other	Professional Development Coordinator, Administrators

Strategy5:

Primary Testing Incentives and Support - Students will be encouraged to take advantage of additional testing opportunities (STAR, etc), and provided incentives for increased performance.

Research Cited:

Activity - Academic Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be recognized for scoring distinguished, proficient, or making growth on the KPREP assessment.	Behavioral Support Program	12/10/2013	05/15/2014	\$1000 - Other	Administrators

Measurable Objective 3:

A 12% increase of All Students will demonstrate a proficiency in Reading and in Mathematics by 05/15/2014 as measured by K-Prep test results.

Strategy1:

Middle Testing Incentives and Support - Students will be encouraged to take advantage of additional testing opportunities (STAR, etc), and provided incentives for increased performance.

Research Cited:

Activity - Academic Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be recognized for scoring distinguished, proficient, or making growth on the KPREP assessment.	Behavioral Support Program	12/10/2013	04/15/2014	\$1000 - Other	Administrators

Strategy2:

Middle Curriculum - The school will ensure the implementation of a rigorous and comprehensive language arts curriculum that is aligned to KCAS.

Research Cited:

Activity - Daily Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and use daily lesson plans on CIITS that are aligned to the KCAS and the Knott County Curriculum Pacing Guide.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Classroom Teachers

Comprehensive School Improvement Plan

Hindman Elementary School

Strategy3:

Middle RtI - Ensure that early intervention, frequent progress measurements, and intentional researched-based instructional interventions are occurring across grade levels.

Research Cited:

Activity - StudyIsland	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The StudyIsland program will be utilized by all middle grade students to reinforce classroom content and identified RTI skills.	Academic Support Program	12/10/2013	05/15/2014	\$2800 - District Funding	Classroom Teachers

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as "At Risk" will be given 30 minutes of daily small group instruction in reading or math.	Academic Support Program	12/10/2013	05/15/2014	\$0 - General Fund	Classroom Teachers

Strategy4:

Middle Professional Development - On going professional development will be provided for all teachers regarding implementation of varied instructional strategies for middle grades reading, writing, and math.

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with job-embedded professional development opportunities throughout the year that will enhance instructional practices	Professional Learning	12/09/2013	05/15/2014	\$0 - Other	District Professional Development Coordinator, Administrators

Strategy5:

Middle Monitoring - Ensure that teachers are monitoring student progress and are instructionally responsive to students' needs.

Research Cited:

Activity - Star Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be administered the STAR Reading and Math tests 3 times per year to measure and monitor reading and math growth.	Academic Support Program	12/10/2013	05/15/2014	\$0 - District Funding	Classroom Teacher, SAVE Coordinator, Media Specialist.

Goal 7:

Increase the graduation rate from 87.7% to 90% by 2015.

Measurable Objective 1:

SY 2013-2014

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Comprehensive School Improvement Plan

Hindman Elementary School

collaborate to Increase Freshman Graduation rate from 87.7% to 88.8% by 05/15/2014 as measured by 2014 graduation rates..

Strategy1:

Decrease retention rate - Decrease retention and ensure student progression (grade-to-grade success) by tracking and evaluating student performance. (Clarification: exiting on grade level; meeting benchmarks on time, etc.)

Research Cited:

Activity - Progress Monitoring Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress Monitoring Folders will be maintained for each child that is identified as "at risk" and folders will be reviewed monthly during PLC.	Academic Support Program	12/10/2013	05/15/2014	\$0 - No Funding Required	Staff, Teachers, Administrators

Strategy2:

Targeted Interventions - Targeted interventions for watchlist students.

Research Cited:

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify all students scoring novice on one or more areas of the KPREP assessment and conduct mentoring/ conferencing with individual students .	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Classroom teachers/ staff

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as "at risk" will receive thirty minutes of small group intervention strategies daily.	Academic Support Program	12/09/2013	05/15/2014	\$0 - No Funding Required	Classroom Teachers/ Staff

Strategy3:

Increase Attendance - Decrease barriers that influence truancy in order to increase attendance.

Research Cited:

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRYSC and the DPP will conduct home visits when students have excessive unexcused absences.	Behavioral Support Program	12/09/2013	05/15/2014	\$0 - Other	FRYSC, DPP, classroom teachers, school attendance clerk

Strategy4:

Appropriate Learning Transitions - Ensure appropriate learning environment transition by implementing intentional transition activities at all levels. (Clarification: Transition from Early Childhood to Kindergarten; Primary to Intermediate; Middle to Secondary; Special Education student transition)

Research Cited:

SY 2013-2014

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Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the first grading period, all Kindergarten students will complete the Brigance Early Childhood Assessment to determine current Kindergarten readiness skills.	Academic Support Program	08/08/2013	05/15/2014	\$0 - District Funding	Kindergarten Teachers

Activity - Kindercamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students entering Kindergarten at Hindman Elementary will attend a two day camp to ensure easier transition into the classroom . Students will be introduced to teachers and become familiar with the building.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Kindergarten teachers, staff

Strategy5:

Behavioral Interventions - Provide Behavioral Interventions

Research Cited:

Activity - Counseling Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counseling services will be provided by KRCC and on staff counselor to students identified as having " behavioral or emotional problems" that impact student learning.	Behavioral Support Program	12/09/2013	05/15/2014	\$0 - Other	Janie Slone, KRCC

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

Increase average daily attendance rate from 93% to at or above 95% by May 2015.

Measurable Objective 1:

collaborate to increase in daily attendance by 05/15/2014 as measured by Infinite Campus Attendance Summary..

Strategy1:

Daily Attendance Promotion - Student daily attendance will be publicly posted in the foyer of Hindman Elementary. Classrooms with 100% daily attendance will be announced and students with perfect attendance on a monthly basis will be rewarded.

Research Cited:

Activity - Perfect Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and classrooms with perfect attendance will be recognized and rewarded.	Behavioral Support Program	12/01/2013	05/01/2014	\$0 - Other	Administrators and Attendance Committee Members

Strategy2:

Attendance Committee - A monthly attendance committee will be held to review the attendance plan.

Research Cited:

Activity - Attendance Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hindman Elementary will have an updated attendance plan that will reward classrooms and students that exhibit above average daily attendance.	Policy and Process	12/19/2012	05/15/2013	\$0 - No Funding Required	Administration and Attendance Committee

Strategy3:

Home School Communication - The Family Resource, Attendance Clerk, Administration, and DPP will coordinate efforts to complete daily phone calls home and weekly home-visits with children who are absent from school and have been identified as a truant. This will be a comprehensive effort to remove barriers that families may be experiencing.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Phone Calls Home	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The attendance clerk will maintain a daily log of phone calls home to each household that has an absent child to determine if the family needs assistance.	Policy and Process	12/01/2013	05/01/2014	\$0 - No Funding Required	Administrator and Attendance Clerk

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct weekly home-visits of students have been identified as truant.	Policy and Process	12/01/2013	05/01/2014	\$0 - No Funding Required	Administrators/FRY SC/DPP

Goal 2:

Increase the percentage of students who are college and career ready from 48% to 64.5% by 2015.

Measurable Objective 1:

A 17% increase of All Students will demonstrate a proficiency to meet benchmark in Language Arts, Reading, and Mathematics in Career & Technical by 10/01/2015 as measured by Explore.

Strategy1:

ILP Development - Utilize the ILP process in conducting on-going College and Career Awareness activities throughout the year for all middle school students and their families.

Research Cited:

Activity - College and Career Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All middle students and their families will be invited to attend an ILP training and development session.	Community Engagement	12/09/2013	05/15/2014	\$0 - Other	Gear Up, Middle School Staff

Strategy2:

Monitoring - A targeted list of students will be developed noting the deficient benchmark areas and 8th grade CCR /RTI will be populated with students in their designated areas of weakness.

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide lesson intervention based on data analysis of 7th grade Explore.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Middle School Staff

Strategy3:

Testing Incentives and Support - Students will be encouraged to take advantage of additional testing opportunities (CCR), and provided incentives for increased performance.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 3-8 will have access to tutoring services before and after school to provide additional academic support.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Tutoring staff

Strategy4:

Professional Development - Ongoing, job-embedded professional development will be provided for all teachers regarding how to implement EPAS strategies in content area classes.

Research Cited:

Activity - EPAS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job-embedded professional training for teachers regarding EPAS.	Professional Learning	12/10/2013	05/15/2014	\$0 - District Funding	Principals, District Level Professional Development Coordinator

Strategy5:

Explore Preparation - The Explore will be administered to 7th grade students, providing teachers with an early intervention system, to make instructional changes to meet diverse learners needs.

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Data Analysis session will be completed based on 7th grade Explore results that to identify students that did not meet benchmark.	Academic Support Program	12/15/2013	05/01/2014	\$0 - No Funding Required	Administrators and Middle School Staff

Activity - Early Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The explore exam will be administered to grade 7 students and test score analysis will be completed by middle school teachers.	Academic Support Program	11/01/2013	02/01/2014	\$2000 - Other	Teachers and Administrators

Strategy6:

Curriculum - Ensure that CCR standards are embedded in the middle school curriculum and that appropriate transitions are in place for 8th graders performing below benchmark.

Research Cited:

Activity - Transition Coursework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coursework will be provided to transition students into highschool to improve CCR.	Academic Support Program	12/10/2013	05/15/2014	\$0 - Other	Classroom Teachers

Comprehensive School Improvement Plan

Hindman Elementary School

Goal 3:

Increase the average combined Reading and Mathematics Proficiency ratings for all students in the non-duplicated gap group from 35.8% (E) to 71.7% and 40.3%(M) to 70% by May 2017.

Measurable Objective 1:

A 21% increase of All Students will demonstrate a proficiency increase the number of students scoring at or above proficiency level while reducing the number of students scoring novice in Mathematics by 05/01/2014 as measured by KPREP.

Strategy1:

Program Monitoring- - Ensure that teachers are monitoring student progress and are instructionally responsive to student need, while overall administrative monitoring of the instructional program is occurring.

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring folders will be maintained for each child identified as "at risk" and folders will be reviewed monthly during PLC's.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Classroom Teachers

Strategy2:

Intervention- - Ensure that targeted intervention, frequent progress measurements, and intentional strategies are occurring across grade levels.

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified "at-risk" students will be given 30 minutes of small group instruction daily.	Academic Support Program	09/01/2013	05/15/2014	\$0 - No Funding Required	Classroom Teachers

Strategy3:

IEP Progress Monitoring- - (Reference protocol developed for special education teachers)

Research Cited:

Activity - IEP Goal Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will collect data in a progress monitoring folder measuring students success mastering IEP goals.	Academic Support Program	12/10/2013	05/15/2014	\$0 - Other	Special Education Teachers

Strategy4:

Explicit Instruction - Teachers will implement research based practices and instructional support programs to improve student learning.

Comprehensive School Improvement Plan

Hindman Elementary School

Research Cited: <http://maupinhouse.com/index.php/teaching-written-response-totext.html>

Activity - Math In Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Math In Focus Lessons for Daily Instruction.	Academic Support Program	12/15/2013	06/01/2014	\$0 - No Funding Required	Teachers and Administrators

Activity - KPREP Like Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide ongoing open response and multiple choice assessments on a weekly basis and evidence will be provided in assessment notebooks.	Academic Support Program	12/15/2013	05/01/2014	\$0 - No Funding Required	Teachers and Administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Administrators will receive a professional development update on Singapore Lessons from Leadership Team and Instructional Coaches.	Academic Support Program	12/15/2013	06/01/2014	\$0 - No Funding Required	Leadership Team and Instructional Coach

Activity - Assessment Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessment Notebooks will be maintained by the all classroom teachers that provide an example of one weekly open response and one set of multiple questions. This notebooks will be monitored monthly by building level administrators.	Policy and Process	12/15/2013	05/01/2014	\$0 - No Funding Required	Administrators and Teachers

Activity - Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and Instructional Coach will complete learning walks on a monthly basis to review and evaluate the Math Program.	Academic Support Program	12/15/2013	05/01/2014	\$0 - No Funding Required	Administrators and Instructional Coach

Measurable Objective 2:

A 15% increase of All Students will demonstrate a proficiency to reduce the number of students scoring novice in Reading by 05/01/2014 as measured by KPREP.

Strategy1:

Response to Intervention - Teachers will identify all students that scored at novice level on the previous years test scores.

Research Cited: D. Fuchs, LS Fuchs (2006) Introduction to Response to Intervention

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified as "at risk" will have 30 minutes of RTI Instruction daily.	Academic Support Program	12/15/2013	05/01/2014	\$0 - No Funding Required	Teachers and Administrators

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify all students scoring novice in reading based on prior years KPREP results and conduct mentoring/confrencing with individual students.	Academic Support Program	11/30/2013	05/31/2014	\$0 - Other	Middle School Teachers and Administrators

Activity - Review Fridays	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students that have not mastered goals differentiated learning opportunities on a weekly basis.	Academic Support Program	12/15/2013	05/01/2014	\$0 - No Funding Required	Teachers and Administrators

Strategy2:

Program Monitoring - Ensure that teachers are monitoring student progress and are instructionally responsive to student need, while overall administrative monitoring of the instructional program is occurring.

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring folders will be maintained for each child that is identified as "at risk" and folders will be reviewed monthly during PLC's.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Classroom teachers/ Staff

Strategy3:

IEP Progress Monitoring - (Reference protocol developed for special education teachers.)

Research Cited:

Activity - IEP Goal Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will collect data in a progress monitoring folder measuring students success mastering IEP goals.	Academic Support Program	12/10/2013	05/15/2014	\$0 - Other	Special Education Teachers

Goal 4:

Increase the percentage of highly qualified and highly effective teachers to 100% in 2017 by implementing and monitoring the new professional growth and evaluation system.

Measurable Objective 1:

demonstrate a behavior by increasing teacher response rate on constructive feedback that can improve teaching from 77% to 92% by 05/15/2015 as measured by TELL Survey results.

Comprehensive School Improvement Plan

Hindman Elementary School

Strategy1:

E-Walk Observations - E-walk observations will reflect constructive feedback to teachers based on the Danielson Framework for Teaching.

Research Cited:

Activity - Constructive Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive current constructive feedback based on e-walk observations.	Behavioral Support Program	12/10/2013	05/15/2015	\$0 - No Funding Required	Administrators

Measurable Objective 2:

demonstrate a proficiency by Increasing teacher awareness of the TPGES in preparation for the implementation during the 2014-2015 school year by 05/01/2015 as measured by the CIITS Educator Development reports.

Strategy1:

Peer Observation - Ensure the development and provision of training in the area of the Danielson Framework for Teaching and the implementation of Peer Observation.

Research Cited:

Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff members will be trained with the Danielson Framework to provide support to peer mentors.	Professional Learning	12/10/2013	05/15/2014	\$0 - General Fund	Administrators & Classroom Teachers

Strategy2:

Professional Growth Plan and Goals - Ensure the training pertaining to and implementation of Professional Growth Goals and TPGES Professional Growth Plan.

Research Cited:

Activity - Professional Growth Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will create and implement a TPGES professional growth plan based on individual needs.	Academic Support Program	12/10/2013	05/15/2014	\$0 - General Fund	Teaching Staff

Strategy3:

Student Growth Goals - Ensure the training pertaining to and implementation of Student Growth Goals.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - SMART Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained using SMART goals as related to the Student Growth Goals.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Administrators, Classroom teachers

Strategy4:

TPGES schedule/plan - Ensure the development and implementation of a specific administrative observation and evaluation schedule/plan, as well as daily monitoring of TPGES implementation.

Research Cited:

Activity - Observation Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A plan will be developed to implement a formative and summative observation cycle.	Policy and Process	12/10/2013	05/15/2014	\$0 - No Funding Required	0

Strategy5:

Student Voice Survey - Ensure the training pertaining to and implementation of Student Voice Surveys.

Research Cited:

Activity - Student Voice Surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Voice surveys will be conducted on an annual basis.	Other	12/10/2013	05/15/2014	\$0 - General Fund	Administrators & Classroom Teachers

Strategy6:

TPGES Training - Hindman Elementary will provide training pertaining to the implementation of the TPGES.

Research Cited: Danielson Framework for Teaching and the implementation of Peer Observation.

Activity - TPGES Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in regards to TPGES and components of the Danielson Framework.	Professional Learning	11/01/2013	05/01/2015	\$0 - No Funding Required	Principal and Assistant Principal

Goal 5:

Increase the overall program review proficiency rating from needs improvement to proficient by May 2015.

Measurable Objective 1:

demonstrate a proficiency by increasing the combined elementary and middle Arts & Humanities accountability index from .9 to 8 by 05/01/2015 as measured by the Program Review evaluation.

Strategy1:

Professional Development - Ensure the development and provision of professional development that meet the demands of the state program

Comprehensive School Improvement Plan

Hindman Elementary School

review in arts and humanities.

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded professional development are available to Arts and Humanities teachers to encourage continuous growth and supports quality instruction in Arts and Humanities disciplines.	Academic Support Program	12/10/2013	05/15/2014	\$0 - Other	Administrators

Strategy2:

Curriculum and Instruction - Ensure the development and implementation of curriculum and instructional strategies that meet the demands of state program review in practical living and career studies.

Research Cited:

Activity - Exemplary Models	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers provide models of exemplary artistic performances and products to enhance students understanding of the arts discipline on a quarterly basis.	Academic Support Program	12/10/2013	05/15/2014	\$1200 - General Fund	Administrators, Classroom Teachers, & FRYSC

Activity - Arts & Humanities Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop an Arts & Humanities Curriculum that provides discipline based instruction in all grades and will be adopted through SBDM.	Academic Support Program	12/10/2013	05/15/2014	\$0 - General Fund	Administrator

Strategy3:

School Policy-- - Ensure the development and implementation of school policies and administrative monitoring that meet the demands of the state program review in arts and humanities.

Research Cited:

Activity - Program Audit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct a bi-annual school wide audit of the Arts & Humanities program to determine the program's strengths and weaknesses.	Academic Support Program	12/10/2013	05/15/2014	\$0 - General Fund	Administrator & Classroom Teachers

Strategy4:

Assessments - Ensure the development and implementation of formative and summative assessments that meet the demands of the state program review in arts and humanities.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - On going Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KCAS, 21st century skills and knowledge, and other applicable content standards are used to address a variety of learning styles that support individual growth of all Arts and Humanities students.	Academic Support Program	12/10/2013	05/15/2014	\$0 - Other	Classroom Teachers

Measurable Objective 2:

demonstrate a proficiency by increasing the combined elementary and middle Practical Living accountability index from 1.3 to 8 by 05/01/2015 as measured by the Program Review evaluation.

Strategy1:

Curriculum- - Ensure the development and implementation of curriculum and instructional strategies that meet the demands of the state program review in practical living and career studies.

Research Cited:

Activity - Practical Living Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a Practical Living Curriculum that provides discipline based instruction in all grades and will be adopted through SBDM.	Academic Support Program	12/10/2013	05/15/2014	\$0 - Other	Administrators

Strategy2:

Assessments- - Ensure the development and implementation of formative and summative assessments that meet the demands of the state program review in practical living and career studies.

Research Cited:

Activity - On going Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KCAS, 21st century skills and knowledge, and other applicable content standards are used to address a variety of learning styles that support individual growth of all PLCS students.	Academic Support Program	12/15/2013	05/15/2014	\$0 - Other	Classroom Teachers

Strategy3:

Professional Development- - Ensure the development and provision of professional development that meet the demands of the state program review in practical living and career studies.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded professional development are available to PLCS teachers to encourage continuous growth and supports quality instruction in PLCS disciplines.	Academic Support Program	12/10/2013	04/15/2014	\$0 - Other	Administrators

Strategy4:

School Policy- - Ensure the development and implementation of school policies and administrative monitoring that meet the demands of the state program review in practical living and career studies.

Research Cited:

Activity - Program Audit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct a bi-annual school wide audit of the Practical Living/Career Studies program to determine the program's strengths and weaknesses.	Academic Support Program	12/10/2013	05/15/2014	\$0 - General Fund	Administrators, Classroom Teachers

Measurable Objective 3:

demonstrate a proficiency by increasing the combined elementary and middle Writing accountability index from 2.0 to 8 by 05/01/2015 as measured by the Program Review evaluation.

Strategy1:

Curriculum - Ensure the development and implementation of curriculum and instructional strategies that meet the demands of the state program review in writing.

Research Cited:

Activity - Writing Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a Writing Curriculum that provides discipline based instruction in all grades and will be adopted through SBDM.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Administrators

Strategy2:

Assessments - Ensure the development and implementation of formative and summative assessments that meet the demands of the state program review in writing.

Research Cited:

Activity - On going assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KCAS, 21st century skills and knowledge, and other applicable content standards are used to address a variety of learning styles that support individual growth of all Writing students.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Classroom teachers

Strategy3:

Comprehensive School Improvement Plan

Hindman Elementary School

School Policy - Ensure the development and implementation of school policies and administrative monitoring that meet the demands of the state program review in writing.

Research Cited:

Activity - Program Audit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct a bi-annual school wide audit of the Writing program to determine the program's strengths and weaknesses.	Policy and Process	12/09/2013	05/15/2014	\$0 - Other	Administrators

Strategy4:

Professional Development - Ensure the development and provision of professional development that meet the demands of the state program review in writing.

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded professional development are available to Writing teachers to encourage continuous growth and supports quality instruction in Writing disciplines.	Professional Learning	12/09/2013	05/15/2014	\$0 - Other	Administrators

Goal 6:

Increase the averaged, combined Reading and Mathematics K-Prep scores for elementary students from 40.8% to 75.8% and middle school students from 45.2% to 73.2% by May 2017.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in Reading and in Mathematics by 05/15/2014 as measured by Stanford 10 Assessment.

Strategy1:

Primary Testing Incentives and Support - Students will be encouraged to take advantage of additional testing opportunities (STAR, etc), and provided incentives for increased performance.

Research Cited:

Activity - Academic Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be recognized for scoring distinguished, proficient, or making growth on the KPREP assessment.	Behavioral Support Program	12/10/2013	05/15/2014	\$1000 - Other	Administrators

Comprehensive School Improvement Plan

Hindman Elementary School

Strategy2:

Primary Monitoring - Ensure that teachers are monitoring student progress and are instructionally responsive to students' needs.

Research Cited:

Activity - STAR Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All primary students will be administered the STAR Reading and Math tests 3 times per year to measure and monitor reading and math growth.	Academic Support Program	12/10/2013	05/15/2014	\$0 - District Funding	Classroom Teachers, SAVE Coordinator, Media Specialist

Strategy3:

Primary RtI - Ensure that early intervention, frequent progress measurements, and intentional researched-based instructional interventions are occurring across grade levels.

Research Cited:

Activity - Tyner Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Beverly Tyner program will be utilized during guided reading instruction for 30 minutes daily.	Academic Support Program	12/10/2013	05/15/2014	\$1000 - General Fund	Elementary Teachers, Support Staff

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Eggs will be utilized during learning centers to students to provide students reinforcement of identified RTI skills.	Academic Support Program	12/09/2013	05/15/2014	\$1000 - General Fund	Classroom teachers

Strategy4:

Primary Curriculum - The school will ensure the implementation of a rigorous and comprehensive language arts curriculum that is aligned to KCAS.

Research Cited:

Activity - Daily Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and use daily lesson plans on CIITS that are aligned to the KCAS and the Knott County Curriculum Pacing Guide.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Classroom Teachers

Strategy5:

Primary Professional Development - On going professional development will be provided for all teachers regarding implementation of varied instructional strategies for primary reading, writing, and math.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with job-embedded professional development opportunities throughout the year that will enhance instructional practices.	Professional Learning	12/09/2013	05/15/2014	\$0 - Other	Professional Development Coordinator, Administrators

Measurable Objective 2:

A 20% increase of All Students will demonstrate a proficiency in Reading and in Mathematics by 05/15/2014 as measured by K-Prep test results.

Strategy1:

Elementary RtI - Ensure that early intervention, frequent progress measurements, and intentional researched-based instructional interventions are occurring across grade levels.

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as "At Risk" will be given 30 minutes of daily small group instruction in reading or math.	Academic Support Program	12/10/2013	05/15/2014	\$0 - General Fund	General Education Staff

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Study Island program will be utilized by all students in grades 3-5 to reinforce classroom content and identified RTI skills.	Academic Support Program	12/10/2013	05/15/2014	\$2800 - District Funding	General Education Teachers

Strategy2:

Elementary Monitoring - Ensure that teachers are monitoring student progress and are instructionally responsive to students' needs.

Research Cited:

Activity - STAR Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be administered the STAR Reading and MATH tests 3 times per year to measure and monitor reading and math growth.	Academic Support Program	12/10/2013	05/15/2014	\$0 - District Funding	Classroom Teachers, SAVE Coordinator, Media Specialist

Strategy3:

Elementary Curriculum - The school will ensure the implementation of a rigorous and comprehensive language arts curriculum that is aligned to KCAS.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Daily Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and use daily lesson plans on CIITS that are aligned to the KCAS and the Knott County Curriculum Pacing Guide.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Classroom Teachers

Strategy4:

Elementary Testing Incentives and Support - Students will be encouraged to take advantage of additional testing opportunities (STAR, etc), and provided incentives for increased performance.

Research Cited:

Activity - Academic Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be recognized for scoring distinguished, proficient, or making growth on the KPREP assessment.	Behavioral Support Program	12/10/2013	05/15/2014	\$1000 - Other	Administrators

Strategy5:

Elementary Professional Development - On going professional development will be provided for all teachers regarding implementation of varied instructional strategies for elementary reading, writing, and math.

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with job-embedded professional development opportunities throughout the year that will enhance instructional practices.	Professional Learning	12/09/2013	05/15/2014	\$0 - Other	District Professional Development Coordinator

Measurable Objective 3:

A 12% increase of All Students will demonstrate a proficiency in Reading and in Mathematics by 05/15/2014 as measured by K-Prep test results.

Strategy1:

Middle Curriculum - The school will ensure the implementation of a rigorous and comprehensive language arts curriculum that is aligned to KCAS.

Research Cited:

Activity - Daily Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and use daily lesson plans on CIITS that are aligned to the KCAS and the Knott County Curriculum Pacing Guide.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Classroom Teachers

Strategy2:

Middle Testing Incentives and Support - Students will be encouraged to take advantage of additional testing opportunities (STAR, etc), and

Comprehensive School Improvement Plan

Hindman Elementary School

provided incentives for increased performance.

Research Cited:

Activity - Academic Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be recognized for scoring distinguished, proficient, or making growth on the KPREP assessment.	Behavioral Support Program	12/10/2013	04/15/2014	\$1000 - Other	Administrators

Strategy3:

Middle Monitoring - Ensure that teachers are monitoring student progress and are instructionally responsive to students' needs.

Research Cited:

Activity - Star Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be administered the STAR Reading and Math tests 3 times per year to measure and monitor reading and math growth.	Academic Support Program	12/10/2013	05/15/2014	\$0 - District Funding	Classroom Teacher, SAVE Coordinator, Media Specialist.

Strategy4:

Middle Professional Development - On going professional development will be provided for all teachers regarding implementation of varied instructional strategies for middle grades reading, writing, and math.

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with job-embedded professional development opportunities throughout the year that will enhance instructional practices	Professional Learning	12/09/2013	05/15/2014	\$0 - Other	District Professional Development Coordinator, Administrators

Strategy5:

Middle RtI - Ensure that early intervention, frequent progress measurements, and intentional researched-based instructional interventions are occurring across grade levels.

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as "At Risk" will be given 30 minutes of daily small group instruction in reading or math.	Academic Support Program	12/10/2013	05/15/2014	\$0 - General Fund	Classroom Teachers

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - StudyIsland	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The StudyIsland program will be utilized by all middle grade students to reinforce classroom content and identified RTI skills.	Academic Support Program	12/10/2013	05/15/2014	\$2800 - District Funding	Classroom Teachers

Goal 7:

Increase the graduation rate from 87.7% to 90% by 2015.

Measurable Objective 1:

collaborate to Increase Freshman Graduation rate from 87.7% to 88.8% by 05/15/2014 as measured by 2014 graduation rates..

Strategy1:

Decrease retention rate - Decrease retention and ensure student progression (grade-to-grade success) by tracking and evaluating student performance. (Clarification: exiting on grade level; meeting benchmarks on time, etc.)

Research Cited:

Activity - Progress Monitoring Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress Monitoring Folders will be maintained for each child that is identified as "at risk" and folders will be reviewed monthly during PLC.	Academic Support Program	12/10/2013	05/15/2014	\$0 - No Funding Required	Staff, Teachers, Administrators

Strategy2:

Targeted Interventions - Targeted interventions for watchlist students.

Research Cited:

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify all students scoring novice on one or more areas of the KPREP assessment and conduct mentoring/ conferencing with individual students .	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Classroom teachers/ staff

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as "at risk" will receive thirty minutes of small group intervention strategies daily.	Academic Support Program	12/09/2013	05/15/2014	\$0 - No Funding Required	Classroom Teachers/ Staff

Strategy3:

Behavioral Interventions - Provide Behavioral Interventions

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Counseling Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counseling services will be provided by KRCC and on staff counselor to students identified as having "behavioral or emotional problems" that impact student learning.	Behavioral Support Program	12/09/2013	05/15/2014	\$0 - Other	Janie Slone, KRCC

Strategy4:

Increase Attendance - Decrease barriers that influence truancy in order to increase attendance.

Research Cited:

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRYSC and the DPP will conduct home visits when students have excessive unexcused absences.	Behavioral Support Program	12/09/2013	05/15/2014	\$0 - Other	FRYSC, DPP, classroom teachers, school attendance clerk

Strategy5:

Appropriate Learning Transitions - Ensure appropriate learning environment transition by implementing intentional transition activities at all levels. (Clarification: Transition from Early Childhood to Kindergarten; Primary to Intermediate; Middle to Secondary; Special Education student transition)

Research Cited:

Activity - Kindercamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students entering Kindergarten at Hindman Elementary will attend a two day camp to ensure easier transition into the classroom. Students will be introduced to teachers and become familiar with the building.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Kindergarten teachers, staff

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the first grading period, all Kindergarten students will complete the Brigance Early Childhood Assessment to determine current Kindergarten readiness skills.	Academic Support Program	08/08/2013	05/15/2014	\$0 - District Funding	Kindergarten Teachers

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:

Increase the percentage of highly qualified and highly effective teachers to 100% in 2017 by implementing and monitoring the new professional growth and evaluation system.

Measurable Objective 1:

demonstrate a proficiency by Increasing teacher awareness of the TPGES in preparation for the implementation during the 2014-2015 school year by 05/01/2015 as measured by the CIITS Educator Development reports.

Strategy1:

Student Voice Survey - Ensure the training pertaining to and implementation of Student Voice Surveys.

Research Cited:

Activity - Student Voice Surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Voice surveys will be conducted on an annual basis.	Other	12/10/2013	05/15/2014	\$0 - General Fund	Administrators & Classroom Teachers

Strategy2:

Professional Growth Plan and Goals - Ensure the training pertaining to and implementation of Professional Growth Goals and TPGES Professional Growth Plan.

Research Cited:

Activity - Professional Growth Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will create and implement a TPGES professional growth plan based on individual needs.	Academic Support Program	12/10/2013	05/15/2014	\$0 - General Fund	Teaching Staff

Strategy3:

Peer Observation - Ensure the development and provision of training in the area of the Danielson Framework for Teaching and the implementation of Peer Observation.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff members will be trained with the Danielson Framework to provide support to peer mentors.	Professional Learning	12/10/2013	05/15/2014	\$0 - General Fund	Administrators & Classroom Teachers

Strategy4:

TPGES Training - Hindman Elementary will provide training pertaining to the implementation of the TPGES.

Research Cited: Danielson Framework for Teaching and the implementation of Peer Observation.

Activity - TPGES Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in regards to TPGES and components of the Danielson Framework.	Professional Learning	11/01/2013	05/01/2015	\$0 - No Funding Required	Principal and Assistant Principal

Strategy5:

TPGES schedule/plan - Ensure the development and implementation of a specific administrative observation and evaluation schedule/plan, as well as daily monitoring of TPGES implementation.

Research Cited:

Activity - Observation Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A plan will be developed to implement a formative and summative observation cycle.	Policy and Process	12/10/2013	05/15/2014	\$0 - No Funding Required	0

Strategy6:

Student Growth Goals - Ensure the training pertaining to and implementation of Student Growth Goals.

Research Cited:

Activity - SMART Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained using SMART goals as related to the Student Growth Goals.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Administrators, Classroom teachers

Measurable Objective 2:

demonstrate a behavior by increasing teacher response rate on constructive feedback that can improve teaching from 77% to 92% by 05/15/2015 as measured by TELL Survey results.

Strategy1:

E-Walk Observations - E-walk observations will reflect constructive feedback to teachers based on the Danielson Framework for Teaching.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Constructive Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive current constructive feedback based on e-walk observations.	Behavioral Support Program	12/10/2013	05/15/2015	\$0 - No Funding Required	Administrators

Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals

High Quality Professional Development for Principals, Teachers, and Paraprofessionals

Goal 1:

Increase the percentage of students who are college and career ready from 48% to 64.5% by 2015.

Measurable Objective 1:

A 17% increase of All Students will demonstrate a proficiency to meet benchmark in Language Arts, Reading, and Mathematics in Career & Technical by 10/01/2015 as measured by Explore.

Strategy1:

Professional Development - Ongoing, job-embedded professional development will be provided for all teachers regarding how to implement EPAS strategies in content area classes.

Research Cited:

Activity - EPAS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job-embedded professional training for teachers regarding EPAS.	Professional Learning	12/10/2013	05/15/2014	\$0 - District Funding	Principals, District Level Professional Development Coordinator

Goal 2:

Increase the percentage of highly qualified and highly effective teachers to 100% in 2017 by implementing and monitoring the new professional growth and evaluation system.

Measurable Objective 1:

demonstrate a proficiency by Increasing teacher awareness of the TPGES in preparation for the implementation during the 2014-2015 school year by 05/01/2015 as measured by the CIITS Educator Development reports.

Strategy1:

Student Growth Goals - Ensure the training pertaining to and implementation of Student Growth Goals.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - SMART Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained using SMART goals as related to the Student Growth Goals.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Administrators, Classroom teachers

Strategy2:

Peer Observation - Ensure the development and provision of training in the area of the Danielson Framework for Teaching and the implementation of Peer Observation.

Research Cited:

Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff members will be trained with the Danielson Framework to provide support to peer mentors.	Professional Learning	12/10/2013	05/15/2014	\$0 - General Fund	Administrators & Classroom Teachers

Strategy3:

TPGES Training - Hindman Elementary will provide training pertaining to the implementation of the TPGES.

Research Cited: Danielson Framework for Teaching and the implementation of Peer Observation.

Activity - TPGES Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in regards to TPGES and components of the Danielson Framework.	Professional Learning	11/01/2013	05/01/2015	\$0 - No Funding Required	Principal and Assistant Principal

Goal 3:

Increase the overall program review proficiency rating from needs improvement to proficient by May 2015.

Measurable Objective 1:

demonstrate a proficiency by increasing the combined elementary and middle Arts & Humanities accountability index from .9 to 8 by 05/01/2015 as measured by the Program Review evaluation.

Strategy1:

Professional Development - Ensure the development and provision of professional development that meet the demands of the state program review in arts and humanities.

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded professional development are available to Arts and Humanities teachers to encourage continuous growth and supports quality instruction in Arts and Humanities disciplines.	Academic Support Program	12/10/2013	05/15/2014	\$0 - Other	Administrators

Comprehensive School Improvement Plan

Hindman Elementary School

Measurable Objective 2:

demonstrate a proficiency by increasing the combined elementary and middle Practical Living accountability index from 1.3 to 8 by 05/01/2015 as measured by the Program Review evaluation.

Strategy1:

Professional Development- - Ensure the development and provision of professional development that meet the demands of the state program review in practical living and career studies.

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded professional development are available to PLCS teachers to encourage continuous growth and supports quality instruction in PLCS disciplines.	Academic Support Program	12/10/2013	04/15/2014	\$0 - Other	Administrators

Measurable Objective 3:

demonstrate a proficiency by increasing the combined elementary and middle Writing accountability index from 2.0 to 8 by 05/01/2015 as measured by the Program Review evaluation.

Strategy1:

Professional Development - Ensure the development and provision of professional development that meet the demands of the state program review in writing.

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded professional development are available to Writing teachers to encourage continuous growth and supports quality instruction in Writing disciplines.	Professional Learning	12/09/2013	05/15/2014	\$0 - Other	Administrators

Goal 4:

Increase the averaged, combined Reading and Mathematics K-Prep scores for elementary students from 40.8% to 75.8% and middle school students from 45.2% to 73.2% by May 2017.

Measurable Objective 1:

A 12% increase of All Students will demonstrate a proficiency in Reading and in Mathematics by 05/15/2014 as measured by K-Prep test results.

Strategy1:

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Hindman Elementary School

Middle Professional Development - On going professional development will be provided for all teachers regarding implementation of varied instructional strategies for middle grades reading, writing, and math.

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with job-embedded professional development opportunities throughout the year that will enhance instructional practices	Professional Learning	12/09/2013	05/15/2014	\$0 - Other	District Professional Development Coordinator, Administrators

Measurable Objective 2:

A 10% increase of All Students will demonstrate a proficiency in Reading and in Mathematics by 05/15/2014 as measured by Stanford 10 Assessment.

Strategy1:

Primary Professional Development - On going professional development will be provided for all teachers regarding implementation of varied instructional strategies for primary reading, writing, and math.

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with job-embedded professional development opportunities throughout the year that will enhance instructional practices.	Professional Learning	12/09/2013	05/15/2014	\$0 - Other	Professional Development Coordinator, Administrators

Measurable Objective 3:

A 20% increase of All Students will demonstrate a proficiency in Reading and in Mathematics by 05/15/2014 as measured by K-Prep test results.

Strategy1:

Elementary Professional Development - On going professional development will be provided for all teachers regarding implementation of varied instructional strategies for elementary reading, writing, and math.

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with job-embedded professional development opportunities throughout the year that will enhance instructional practices.	Professional Learning	12/09/2013	05/15/2014	\$0 - Other	District Professional Development Coordinator

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

Increase the percentage of highly qualified and highly effective teachers to 100% in 2017 by implementing and monitoring the new professional growth and evaluation system.

Measurable Objective 1:

demonstrate a proficiency by Increasing teacher awareness of the TPGES in preparation for the implementation during the 2014-2015 school year by 05/01/2015 as measured by the CIITS Educator Development reports.

Strategy1:

Student Growth Goals - Ensure the training pertaining to and implementation of Student Growth Goals.

Research Cited:

Activity - SMART Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained using SMART goals as related to the Student Growth Goals.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Administrators, Classroom teachers

Strategy2:

Student Voice Survey - Ensure the training pertaining to and implementation of Student Voice Surveys.

Research Cited:

Activity - Student Voice Surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Voice surveys will be conducted on an annual basis.	Other	12/10/2013	05/15/2014	\$0 - General Fund	Administrators & Classroom Teachers

Strategy3:

TPGES Training - Hindman Elementary will provide training pertaining to the implementation of the TPGES.

Research Cited: Danielson Framework for Teaching and the implementation of Peer Observation.

Activity - TPGES Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in regards to TPGES and components of the Danielson Framework.	Professional Learning	11/01/2013	05/01/2015	\$0 - No Funding Required	Principal and Assistant Principal

Comprehensive School Improvement Plan

Hindman Elementary School

Strategy4:

Peer Observation - Ensure the development and provision of training in the area of the Danielson Framework for Teaching and the implementation of Peer Observation.

Research Cited:

Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff members will be trained with the Danielson Framework to provide support to peer mentors.	Professional Learning	12/10/2013	05/15/2014	\$0 - General Fund	Administrators & Classroom Teachers

Strategy5:

Professional Growth Plan and Goals - Ensure the training pertaining to and implementation of Professional Growth Goals and TPGES Professional Growth Plan.

Research Cited:

Activity - Professional Growth Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will create and implement a TPGES professional growth plan based on individual needs.	Academic Support Program	12/10/2013	05/15/2014	\$0 - General Fund	Teaching Staff

Strategy6:

TPGES schedule/plan - Ensure the development and implementation of a specific administrative observation and evaluation schedule/plan, as well as daily monitoring of TPGES implementation.

Research Cited:

Activity - Observation Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A plan will be developed to implement a formative and summative observation cycle.	Policy and Process	12/10/2013	05/15/2014	\$0 - No Funding Required	0

Measurable Objective 2:

demonstrate a behavior by increasing teacher response rate on constructive feedback that can improve teaching from 77% to 92% by 05/15/2015 as measured by TELL Survey results.

Strategy1:

E-Walk Observations - E-walk observations will reflect constructive feedback to teachers based on the Danielson Framework for Teaching.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Constructive Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive current constructive feedback based on e-walk observations.	Behavioral Support Program	12/10/2013	05/15/2015	\$0 - No Funding Required	Administrators

Component 6: Parent Involvement

Parent Involvement

Goal 1:

Increase the percentage of students who are college and career ready from 48% to 64.5% by 2015.

Measurable Objective 1:

A 17% increase of All Students will demonstrate a proficiency to meet benchmark in Language Arts, Reading, and Mathematics in Career & Technical by 10/01/2015 as measured by Explore.

Strategy1:

ILP Development - Utilize the ILP process in conducting on-going College and Career Awareness activities throughout the year for all middle school students and their families.

Research Cited:

Activity - College and Career Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All middle students and their families will be invited to attend an ILP training and development session.	Community Engagement	12/09/2013	05/15/2014	\$0 - Other	Gear Up, Middle School Staff

Goal 2:

Increase the graduation rate from 87.7% to 90% by 2015.

Measurable Objective 1:

collaborate to Increase Freshman Graduation rate from 87.7% to 88.8% by 05/15/2014 as measured by 2014 graduation rates..

Strategy1:

Appropriate Learning Transitions - Ensure appropriate learning environment transition by implementing intentional transition activities at all levels. (Clarification: Transition from Early Childhood to Kindergarten; Primary to Intermediate; Middle to Secondary; Special Education student transition)

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Kindercamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students entering Kindergarten at Hindman Elementary will attend a two day camp to ensure easier transition into the classroom . Students will be introduced to teachers and become familiar with the building.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Kindergarten teachers, staff

Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:

Increase the graduation rate from 87.7% to 90% by 2015.

Measurable Objective 1:

collaborate to Increase Freshman Graduation rate from 87.7% to 88.8% by 05/15/2014 as measured by 2014 graduation rates..

Strategy1:

Appropriate Learning Transitions - Ensure appropriate learning environment transition by implementing intentional transition activities at all levels. (Clarification: Transition from Early Childhood to Kindergarten; Primary to Intermediate; Middle to Secondary; Special Education student transition)

Research Cited:

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the first grading period, all Kindergarten students will complete the Brigance Early Childhood Assessment to determine current Kindergarten readiness skills.	Academic Support Program	08/08/2013	05/15/2014	\$0 - District Funding	Kindergarten Teachers

Activity - Kindercamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students entering Kindergarten at Hindman Elementary will attend a two day camp to ensure easier transition into the classroom . Students will be introduced to teachers and become familiar with the building.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Kindergarten teachers, staff

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Goal 1:

All Middle School students at Hindman Elementary School will score at or above Proficiency in Language Arts by 2017.

Measurable Objective 1:

A 50% decrease of All Students will demonstrate a proficiency by decreasing novice in English Language Arts by 05/15/2013 as measured by KPREP.

Strategy1:

Response to Intervention - Response to Intervention: Teacher will provide RTI to students to reduce the percentage of novice level performance.

Research Cited: D. Fuchs, LS Fuchs (2006). Introduction to Response to Intervention.

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify all students scoring novice in reading based on prior years KPREP results and conduct mentoring/conferencing with individual students.	Academic Support Program	11/30/2012	05/31/2013	\$0 - No Funding Required	Middle School Teachers and Administrators

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each classroom teacher will utilize the Knott County School District's RTI progress monitoring folders for each child that is identified as "at risk."	Academic Support Program	11/30/2012	05/31/2013	\$0 - No Funding Required	Middle School Staff

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize data boards to communicate benchmark assessment results to students.	Academic Support Program	12/20/2012	05/31/2013	\$0 - No Funding Required	Middle School Teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All RTI folders will be monitored each nine weeks by administrators to provide feedback to teachers.	Academic Support Program	12/20/2012	05/31/2013	\$0 - No Funding Required	Administrators

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - STAR Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Star Assessment and Dibels will be utilized as a tool for progress monitoring students.	Academic Support Program	11/30/2012	05/31/2013	\$0 - No Funding Required	Middle School Teachers and Administrators

Goal 2:

Increase the averaged combined elementary school Proficiency rating for Reading and Mathematics from 40.8% to 61.2% by May 2017

Measurable Objective 1:

A 20% increase of All Students will demonstrate a proficiency in the combined Reading and in Mathematics by 05/01/2014 as measured by KPREP.

Strategy1:

Response to Intervention - Teacher will use Response to Intervention to reduce the number of students scoring novice.

Research Cited: D. Fuchs, LS Fuchs (2006) Introduction to Response to Intervention

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified as "at risk" will receive 30 minutes of small group instruction daily.	Academic Support Program	11/01/2013	05/01/2014	\$0 - No Funding Required	Teachers and Administrators

Goal 3:

Increase the Average Combined Middle School Proficiency Rating for Reading and Mathematics from 45.2% to 75.8% by May 2017.

Measurable Objective 1:

A 11% increase of All Students will demonstrate a proficiency in combined Reading and in Mathematics by 05/15/2014 as measured by as measured by the KPREP Testing.

Strategy1:

Response to Intervention - Teachers will use Response to Intervention to reduce the number of students scoring novice.

Research Cited: D Fuchs (2006). Introduction to Response to Intervention

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students that have been identified as "at risk" will be provided 30 minutes of small group instruction weekly to work on skill building activities.	Academic Support Program	11/01/2013	05/01/2014	\$0 - No Funding Required	Teachers and Administrators

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize KPREP results to identify students scoring novice at novice performance levels.	Academic Support Program	11/01/2013	05/01/2014	\$0 - No Funding Required	Middle School Teachers and Administrators

Goal 4:

Increase the average combined Reading and Mathematics Proficiency ratings for all students in the non-duplicated gap group from 35.8% (E) to 71.7% and 40.3%(M) to 70% by May 2017.

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency to reduce the number of students scoring novice in Reading by 05/01/2014 as measured by KPREP.

Strategy1:

Response to Intervention - Teachers will identify all students that scored at novice level on the previous years test scores.

Research Cited: D. Fuchs, LS Fuchs (2006) Introduction to Response to Intervention

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified as "at risk" will have 30 minutes of RTI Instruction daily.	Academic Support Program	12/15/2013	05/01/2014	\$0 - No Funding Required	Teachers and Administrators

Measurable Objective 2:

A 21% increase of All Students will demonstrate a proficiency increase the number of students scoring at or above proficiency level while reducing the number of students scoring novice in Mathematics by 05/01/2014 as measured by KPREP.

Strategy1:

Intervention- - Ensure that targeted intervention, frequent progress measurements, and intentional strategies are occurring across grade levels.

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified "at-risk" students will be given 30 minutes of small group instruction daily.	Academic Support Program	09/01/2013	05/15/2014	\$0 - No Funding Required	Classroom Teachers

Strategy2:

Explicit Instruction - Teachers will implement research based practices and instructional support programs to improve student learning.

Comprehensive School Improvement Plan

Hindman Elementary School

Research Cited: <http://maupinhouse.com/index.php/teaching-written-response-totext.html>

Activity - KPREP Like Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide ongoing open response and multiple choice assessments on a weekly basis and evidence will be provided in assessment notebooks.	Academic Support Program	12/15/2013	05/01/2014	\$0 - No Funding Required	Teachers and Administrators

Goal 5:

Increase the percentage of students who are college and career ready from 48% to 64.5% by 2015.

Measurable Objective 1:

A 17% increase of All Students will demonstrate a proficiency to meet benchmark in Language Arts, Reading, and Mathematics in Career & Technical by 10/01/2015 as measured by Explore.

Strategy1:

Monitoring - A targeted list of students will be developed noting the deficient benchmark areas and 8th grade CCR /RTI will be populated with students in their designated areas of weakness.

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide lesson intervention based on data analysis of 7th grade Explore.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Middle School Staff

Goal 6:

Increase the overall program review proficiency rating from needs improvement to proficient by May 2015.

Measurable Objective 1:

demonstrate a proficiency by increasing the combined elementary and middle Writing accountability index from 2.0 to 8 by 05/01/2015 as measured by the Program Review evaluation.

Strategy1:

Assessments - Ensure the development and implementation of formative and summative assessments that meet the demands of the state program review in writing.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - On going assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KCAS, 21st century skills and knowledge, and other applicable content standards are used to address a variety of learning styles that support individual growth of all Writing students.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Classroom teachers

Measurable Objective 2:

demonstrate a proficiency by increasing the combined elementary and middle Arts & Humanities accountability index from .9 to 8 by 05/01/2015 as measured by the Program Review evaluation.

Strategy1:

Assessments - Ensure the development and implementation of formative and summative assessments that meet the demands of the state program review in arts and humanities.

Research Cited:

Activity - On going Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KCAS, 21st century skills and knowledge, and other applicable content standards are used to address a variety of learning styles that support individual growth of all Arts and Humanities students.	Academic Support Program	12/10/2013	05/15/2014	\$0 - Other	Classroom Teachers

Measurable Objective 3:

demonstrate a proficiency by increasing the combined elementary and middle Practical Living accountability index from 1.3 to 8 by 05/01/2015 as measured by the Program Review evaluation.

Strategy1:

Assessments- - Ensure the development and implementation of formative and summative assessments that meet the demands of the state program review in practical living and career studies.

Research Cited:

Activity - On going Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KCAS, 21st century skills and knowledge, and other applicable content standards are used to address a variety of learning styles that support individual growth of all PLCS students.	Academic Support Program	12/15/2013	05/15/2014	\$0 - Other	Classroom Teachers

Goal 7:

Increase the averaged, combined Reading and Mathematics K-Prep scores for elementary students from 40.8% to 75.8% and middle school students from 45.2% to 73.2% by May 2017.

Measurable Objective 1:

Comprehensive School Improvement Plan

Hindman Elementary School

A 20% increase of All Students will demonstrate a proficiency in Reading and in Mathematics by 05/15/2014 as measured by K-Prep test results.

Strategy1:

Elementary RtI - Ensure that early intervention, frequent progress measurements, and intentional researched-based instructional interventions are occurring across grade levels.

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as "At Risk" will be given 30 minutes of daily small group instruction in reading or math.	Academic Support Program	12/10/2013	05/15/2014	\$0 - General Fund	General Education Staff

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Study Island program will be utilized by all students in grades 3-5 to reinforce classroom content and identified RTI skills.	Academic Support Program	12/10/2013	05/15/2014	\$2800 - District Funding	General Education Teachers

Strategy2:

Elementary Curriculum - The school will ensure the implementation of a rigorous and comprehensive language arts curriculum that is aligned to KCAS.

Research Cited:

Activity - Daily Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and use daily lesson plans on CIITS that are aligned to the KCAS and the Knott County Curriculum Pacing Guide.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Classroom Teachers

Measurable Objective 2:

A 10% increase of All Students will demonstrate a proficiency in Reading and in Mathematics by 05/15/2014 as measured by Stanford 10 Assessment.

Strategy1:

Primary Curriculum - The school will ensure the implementation of a rigorous and comprehensive language arts curriculum that is aligned to KCAS.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Daily Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and use daily lesson plans on CIITS that are aligned to the KCAS and the Knott County Curriculum Pacing Guide.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Classroom Teachers

Strategy2:

Primary RtI - Ensure that early intervention, frequent progress measurements, and intentional researched-based instructional interventions are occurring across grade levels.

Research Cited:

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Eggs will be utilized during learning centers to students to provide students reinforcement of identified RTI skills.	Academic Support Program	12/09/2013	05/15/2014	\$1000 - General Fund	Classroom teachers

Activity - Tyner Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Beverly Tyner program will be utilized during guided reading instruction for 30 minutes daily.	Academic Support Program	12/10/2013	05/15/2014	\$1000 - General Fund	Elementary Teachers, Support Staff

Measurable Objective 3:

A 12% increase of All Students will demonstrate a proficiency in Reading and in Mathematics by 05/15/2014 as measured by K-Prep test results.

Strategy1:

Middle Curriculum - The school will ensure the implementation of a rigorous and comprehensive language arts curriculum that is aligned to KCAS.

Research Cited:

Activity - Daily Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and use daily lesson plans on CIITS that are aligned to the KCAS and the Knott County Curriculum Pacing Guide.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Classroom Teachers

Strategy2:

Middle Monitoring - Ensure that teachers are monitoring student progress and are instructionally responsive to students' needs.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Star Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be administered the STAR Reading and Math tests 3 times per year to measure and monitor reading and math growth.	Academic Support Program	12/10/2013	05/15/2014	\$0 - District Funding	Classroom Teacher, SAVE Coordinator, Media Specialist.

Strategy3:

Middle Rtl - Ensure that early intervention, frequent progress measurements, and intentional researched-based instructional interventions are occurring across grade levels.

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as "At Risk" will be given 30 minutes of daily small group instruction in reading or math.	Academic Support Program	12/10/2013	05/15/2014	\$0 - General Fund	Classroom Teachers

Goal 8:

Increase the graduation rate from 87.7% to 90% by 2015.

Measurable Objective 1:

collaborate to Increase Freshman Graduation rate from 87.7% to 88.8% by 05/15/2014 as measured by 2014 graduation rates..

Strategy1:

Decrease retention rate - Decrease retention and ensure student progression (grade-to-grade success) by tracking and evaluating student performance. (Clarification: exiting on grade level; meeting benchmarks on time, etc.)

Research Cited:

Activity - Progress Monitoring Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress Monitoring Folders will be maintained for each child that is identified as "at risk" and folders will be reviewed monthly during PLC.	Academic Support Program	12/10/2013	05/15/2014	\$0 - No Funding Required	Staff, Teachers, Administrators

Component 9: Activities to Ensure that Students Meet State Academic Standards

Activities to Ensure that Students Meet State Academic Standards

Goal 1:

Increase the averaged, combined Reading and Mathematics K-Prep scores for elementary students from 40.8% to 75.8% and middle school students from 45.2% to 73.2% by May 2017.

Measurable Objective 1:

A 12% increase of All Students will demonstrate a proficiency in Reading and in Mathematics by 05/15/2014 as measured by K-Prep test results.

Strategy1:

Middle Curriculum - The school will ensure the implementation of a rigorous and comprehensive language arts curriculum that is aligned to KCAS.

Research Cited:

Activity - Daily Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and use daily lesson plans on CIITS that are aligned to the KCAS and the Knott County Curriculum Pacing Guide.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Classroom Teachers

Strategy2:

Middle Rtl - Ensure that early intervention, frequent progress measurements, and intentional researched-based instructional interventions are occurring across grade levels.

Research Cited:

Activity - StudyIsland	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The StudyIsland program will be utilized by all middle grade students to reinforce classroom content and identified RTI skills.	Academic Support Program	12/10/2013	05/15/2014	\$2800 - District Funding	Classroom Teachers

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as "At Risk" will be given 30 minutes of daily small group instruction in reading or math.	Academic Support Program	12/10/2013	05/15/2014	\$0 - General Fund	Classroom Teachers

Measurable Objective 2:

Comprehensive School Improvement Plan

Hindman Elementary School

A 20% increase of All Students will demonstrate a proficiency in Reading and in Mathematics by 05/15/2014 as measured by K-Prep test results.

Strategy1:

Elementary Curriculum - The school will ensure the implementation of a rigorous and comprehensive language arts curriculum that is aligned to KCAS.

Research Cited:

Activity - Daily Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and use daily lesson plans on CIITS that are aligned to the KCAS and the Knott County Curriculum Pacing Guide.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Classroom Teachers

Strategy2:

Elementary RtI - Ensure that early intervention, frequent progress measurements, and intentional researched-based instructional interventions are occurring across grade levels.

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as "At Risk" will be given 30 minutes of daily small group instruction in reading or math.	Academic Support Program	12/10/2013	05/15/2014	\$0 - General Fund	General Education Staff

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Study Island program will be utilized by all students in grades 3-5 to reinforce classroom content and identified RTI skills.	Academic Support Program	12/10/2013	05/15/2014	\$2800 - District Funding	General Education Teachers

Measurable Objective 3:

A 10% increase of All Students will demonstrate a proficiency in Reading and in Mathematics by 05/15/2014 as measured by Stanford 10 Assessment.

Strategy1:

Primary Curriculum - The school will ensure the implementation of a rigorous and comprehensive language arts curriculum that is aligned to KCAS.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Daily Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and use daily lesson plans on CIITS that are aligned to the KCAS and the Knott County Curriculum Pacing Guide.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Classroom Teachers

Strategy2:

Primary Rtl - Ensure that early intervention, frequent progress measurements, and intentional researched-based instructional interventions are occurring across grade levels.

Research Cited:

Activity - Tyner Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Beverly Tyner program will be utilized during guided reading instruction for 30 minutes daily.	Academic Support Program	12/10/2013	05/15/2014	\$1000 - General Fund	Elementary Teachers, Support Staff

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Eggs will be utilized during learning centers to students to provide students reinforcement of identified RTI skills.	Academic Support Program	12/09/2013	05/15/2014	\$1000 - General Fund	Classroom teachers

Goal 2:

Increase the graduation rate from 87.7% to 90% by 2015.

Measurable Objective 1:

collaborate to Increase Freshman Graduation rate from 87.7% to 88.8% by 05/15/2014 as measured by 2014 graduation rates..

Strategy1:

Decrease retention rate - Decrease retention and ensure student progression (grade-to-grade success) by tracking and evaluating student performance. (Clarification: exiting on grade level; meeting benchmarks on time, etc.)

Research Cited:

Activity - Progress Monitoring Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress Monitoring Folders will be maintained for each child that is identified as "at risk" and folders will be reviewed monthly during PLC.	Academic Support Program	12/10/2013	05/15/2014	\$0 - No Funding Required	Staff, Teachers, Administrators

Strategy2:

Targeted Interventions - Targeted interventions for watchlist students.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as "at risk" will receive thirty minutes of small group intervention strategies daily.	Academic Support Program	12/09/2013	05/15/2014	\$0 - No Funding Required	Classroom Teachers/ Staff

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

Increase the overall program review proficiency rating from needs improvement to proficient by May 2015.

Measurable Objective 1:

demonstrate a proficiency by increasing the combined elementary and middle Writing accountability index from 2.0 to 8 by 05/01/2015 as measured by the Program Review evaluation.

Strategy1:

School Policy - Ensure the development and implementation of school policies and administrative monitoring that meet the demands of the state program review in writing.

Research Cited:

Activity - Program Audit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct a bi-annual school wide audit of the Writing program to determine the program's strengths and weaknesses.	Policy and Process	12/09/2013	05/15/2014	\$0 - Other	Administrators

Strategy2:

Professional Development - Ensure the development and provision of professional development that meet the demands of the state program review in writing.

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded professional development are available to Writing teachers to encourage continuous growth and supports quality instruction in Writing disciplines.	Professional Learning	12/09/2013	05/15/2014	\$0 - Other	Administrators

Strategy3:

Assessments - Ensure the development and implementation of formative and summative assessments that meet the demands of the state program review in writing.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - On going assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KCAS, 21st century skills and knowledge, and other applicable content standards are used to address a variety of learning styles that support individual growth of all Writing students.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Classroom teachers

Strategy4:

Curriculum - Ensure the development and implementation of curriculum and instructional strategies that meet the demands of the state program review in writing.

Research Cited:

Activity - Writing Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a Writing Curriculum that provides discipline based instruction in all grades and will be adopted through SBDM.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Administrators

Measurable Objective 2:

demonstrate a proficiency by increasing the combined elementary and middle Arts & Humanities accountability index from .9 to 8 by 05/01/2015 as measured by the Program Review evaluation.

Strategy1:

Professional Development - Ensure the development and provision of professional development that meet the demands of the state program review in arts and humanities.

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded professional development are available to Arts and Humanities teachers to encourage continuous growth and supports quality instruction in Arts and Humanities disciplines.	Academic Support Program	12/10/2013	05/15/2014	\$0 - Other	Administrators

Strategy2:

School Policy-- - Ensure the development and implementation of school policies and administrative monitoring that meet the demands of the state program review in arts and humanities.

Research Cited:

Activity - Program Audit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct a bi-annual school wide audit of the Arts & Humanities program to determine the program's strengths and weaknesses.	Academic Support Program	12/10/2013	05/15/2014	\$0 - General Fund	Administrator & Classroom Teachers

Strategy3:

Comprehensive School Improvement Plan

Hindman Elementary School

Assessments - Ensure the development and implementation of formative and summative assessments that meet the demands of the state program review in arts and humanities.

Research Cited:

Activity - On going Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KCAS, 21st century skills and knowledge, and other applicable content standards are used to address a variety of learning styles that support individual growth of all Arts and Humanities students.	Academic Support Program	12/10/2013	05/15/2014	\$0 - Other	Classroom Teachers

Strategy4:

Curriculum and Instruction - Ensure the development and implementation of curriculum and instructional strategies that meet the demands of state program review in practical living and career studies.

Research Cited:

Activity - Arts & Humanities Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop an Arts & Humanities Curriculum that provides discipline based instruction in all grades and will be adopted through SBDM.	Academic Support Program	12/10/2013	05/15/2014	\$0 - General Fund	Administrator

Activity - Exemplary Models	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers provide models of exemplary artistic performances and products to enhance students understanding of the arts discipline on a quarterly basis.	Academic Support Program	12/10/2013	05/15/2014	\$1200 - General Fund	Administrators, Classroom Teachers, & FRYSC

Measurable Objective 3:

demonstrate a proficiency by increasing the combined elementary and middle Practical Living accountability index from 1.3 to 8 by 05/01/2015 as measured by the Program Review evaluation.

Strategy1:

Professional Development- - Ensure the development and provision of professional development that meet the demands of the state program review in practical living and career studies.

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded professional development are available to PLCS teachers to encourage continuous growth and supports quality instruction in PLCS disciplines.	Academic Support Program	12/10/2013	04/15/2014	\$0 - Other	Administrators

Comprehensive School Improvement Plan

Hindman Elementary School

Strategy2:

School Policy- - Ensure the development and implementation of school policies and administrative monitoring that meet the demands of the state program review in practical living and career studies.

Research Cited:

Activity - Program Audit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct a bi-annual school wide audit of the Practical Living/Career Studies program to determine the program's strengths and weaknesses.	Academic Support Program	12/10/2013	05/15/2014	\$0 - General Fund	Administrators, Classroom Teachers

Strategy3:

Assessments- - Ensure the development and implementation of formative and summative assessments that meet the demands of the state program review in practical living and career studies.

Research Cited:

Activity - On going Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KCAS, 21st century skills and knowledge, and other applicable content standards are used to address a variety of learning styles that support individual growth of all PLCS students.	Academic Support Program	12/15/2013	05/15/2014	\$0 - Other	Classroom Teachers

Strategy4:

Curriculum- - Ensure the development and implementation of curriculum and instructional strategies that meet the demands of the state program review in practical living and career studies.

Research Cited:

Activity - Practical Living Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a Practical Living Curriculum that provides discipline based instruction in all grades and will be adopted through SBDM.	Academic Support Program	12/10/2013	05/15/2014	\$0 - Other	Administrators

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I targeted assistance programs as outlined in Section 1115 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required targeted assistance planning components are being met by either a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP or b) inserting a narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

Component 1: Activities to Ensure Students Meet State Standards

Activities to Ensure Students Meet State Standards

Goal 1:
 Increase the average combined Reading and Mathematics Proficiency ratings for all students in the non-duplicated gap group from 35.8% (E) to 71.7% and 40.3%(M) to 70% by May 2017.

Measurable Objective 1:
 A 15% increase of All Students will demonstrate a proficiency to reduce the number of students scoring novice in Reading by 05/01/2014 as measured by KPREP.

Strategy1:
 Response to Intervention - Teachers will identify all students that scored at novice level on the previous years test scores.
 Research Cited: D. Fuchs, LS Fuchs (2006) Introduction to Response to Intervention

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified as "at risk" will have 30 minutes of RTI Instruction daily.	Academic Support Program	12/15/2013	05/01/2014	\$0 - No Funding Required	Teachers and Administrators

Activity - Review Fridays	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students that have not mastered goals differentiated learning opportunities on a weekly basis.	Academic Support Program	12/15/2013	05/01/2014	\$0 - No Funding Required	Teachers and Administrators

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify all students scoring novice in reading based on prior years KPREP results and conduct mentoring/confrencing with individual students.	Academic Support Program	11/30/2013	05/31/2014	\$0 - Other	Middle School Teachers and Administrators

Strategy2:
 Program Monitoring - Ensure that teachers are monitoring student progress and are instructionally responsive to student need, while overall administrative monitoring of the instructional program is occurring.
 Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring folders will be maintained for each child that is identified as "at risk" and folders will be reviewed monthly during PLC's.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Classroom teachers/ Staff

Strategy3:

IEP Progress Monitoring - (Reference protocol developed for special education teachers.)

Research Cited:

Activity - IEP Goal Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will collect data in a progress monitoring folder measuring students success mastering IEP goals.	Academic Support Program	12/10/2013	05/15/2014	\$0 - Other	Special Education Teachers

Measurable Objective 2:

A 21% increase of All Students will demonstrate a proficiency increase the number of students scoring at or above proficiency level while reducing the number of students scoring novice in Mathematics by 05/01/2014 as measured by KPREP.

Strategy1:

Program Monitoring- - Ensure that teachers are monitoring student progress and are instructionally responsive to student need, while overall administrative monitoring of the instructional program is occurring.

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring folders will be maintained for each child identified as "at risk" and folders will be reviewed monthly during PLC's.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Classroom Teachers

Strategy2:

IEP Progress Monitoring- - (Reference protocol developed for special education teachers)

Research Cited:

Activity - IEP Goal Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will collect data in a progress monitoring folder measuring students success mastering IEP goals.	Academic Support Program	12/10/2013	05/15/2014	\$0 - Other	Special Education Teachers

Strategy3:

Explicit Instruction - Teachers will implement research based practices and instructional support programs to improve student learning.

Research Cited: <http://maupinhouse.com/index.php/teaching-written-response -totext.html>

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Math In Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Math In Focus Lessons for Daily Instruction.	Academic Support Program	12/15/2013	06/01/2014	\$0 - No Funding Required	Teachers and Administrators

Activity - KPREP Like Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide ongoing open response and multiple choice assessments on a weekly basis and evidence will be provided in assessment notebooks.	Academic Support Program	12/15/2013	05/01/2014	\$0 - No Funding Required	Teachers and Administrators

Activity - Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and Instructional Coach will complete learning walks on a monthly basis to review and evaluate the Math Program.	Academic Support Program	12/15/2013	05/01/2014	\$0 - No Funding Required	Administrators and Instructional Coach

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Administrators will receive a professional development update on Singapore Lessons from Leadership Team and Instructional Coaches.	Academic Support Program	12/15/2013	06/01/2014	\$0 - No Funding Required	Leadership Team and Instructional Coach

Activity - Assessment Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessment Notebooks will be maintained by the all classroom teachers that provide an example of one weekly open response and one set of multiple questions. This notebooks will be monitored monthly by building level administrators.	Policy and Process	12/15/2013	05/01/2014	\$0 - No Funding Required	Administrators and Teachers

Strategy4:

Intervention- - Ensure that targeted intervention, frequent progress measurements, and intentional strategies are occurring across grade levels.

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified "at-risk" students will be given 30 minutes of small group instruction daily.	Academic Support Program	09/01/2013	05/15/2014	\$0 - No Funding Required	Classroom Teachers

Narrative:

Modified schedules for primary, intermediate and middle grades. School-Wide reform strategies will include researched instructional practices that are characteristic of high performing schools. Goal Setting, Use of Descriptive Feedback, Model and Display of Proficient/Distinguished student work, and increased access to 21st century classrooms will be implemented across all grade levels. Study

Comprehensive School Improvement Plan

Hindman Elementary School

Island and Star Enterprise (Including Common Assessments and Instructional Probes) will provide frequent analysis of student performance levels. Based on student performance results, goal setting will be established to improve communication for parents and students to increase student ownership.

Schedules will continue to be evaluated and monitored to maximize instructional focus with effort to improve Response to Intervention (RTI Program). Recent assessment results demonstrate a weakness in open response writing. Using effective research based management practices, students will be provided with more meaningful descriptive feedback that will be logged by administrators in E-Walk Software.

School Wide Programs will be as follows: Beverly Tyner Reading Program will be implemented in Early Primary program. Math in Focus has been extended into 6th grade. Extended blocks of time provided to all levels, balanced literacy, SAVE- AR program are other means of reform for our students' success. Teachers will continue to receive professional development during weekly Professional Learning Communities (PLCs) and science teachers will meet for district level Cadres.

Component 2: School Planning

School Planning

Goal 1:

Increase the averaged, combined Reading and Mathematics K-Prep scores for elementary students from 40.8% to 75.8% and middle school students from 45.2% to 73.2% by May 2017.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in Reading and in Mathematics by 05/15/2014 as measured by Stanford 10 Assessment.

Strategy1:

Primary Monitoring - Ensure that teachers are monitoring student progress and are instructionally responsive to students' needs.

Research Cited:

Activity - STAR Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All primary students will be administered the STAR Reading and Math tests 3 times per year to measure and monitor reading and math growth.	Academic Support Program	12/10/2013	05/15/2014	\$0 - District Funding	Classroom Teachers, SAVE Coordinator, Media Specialist

Strategy2:

Primary RtI - Ensure that early intervention, frequent progress measurements, and intentional researched-based instructional interventions are occurring across grade levels.

Research Cited:

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Eggs will be utilized during learning centers to students to provide students reinforcement of identified RTI skills.	Academic Support Program	12/09/2013	05/15/2014	\$1000 - General Fund	Classroom teachers

Activity - Tyner Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Beverly Tyner program will be utilized during guided reading instruction for 30 minutes daily.	Academic Support Program	12/10/2013	05/15/2014	\$1000 - General Fund	Elementary Teachers, Support Staff

Measurable Objective 2:

Comprehensive School Improvement Plan

Hindman Elementary School

A 20% increase of All Students will demonstrate a proficiency in Reading and in Mathematics by 05/15/2014 as measured by K-Prep test results.

Strategy1:

Elementary Monitoring - Ensure that teachers are monitoring student progress and are instructionally responsive to students' needs.

Research Cited:

Activity - STAR Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be administered the STAR Reading and MATH tests 3 times per year to measure and monitor reading and math growth.	Academic Support Program	12/10/2013	05/15/2014	\$0 - District Funding	Classroom Teachers, SAVE Coordinator, Media Specialist

Strategy2:

Elementary RtI - Ensure that early intervention, frequent progress measurements, and intentional researched-based instructional interventions are occurring across grade levels.

Research Cited:

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Study Island program will be utilized by all students in grades 3-5 to reinforce classroom content and identified RTI skills.	Academic Support Program	12/10/2013	05/15/2014	\$2800 - District Funding	General Education Teachers

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as "At Risk" will be given 30 minutes of daily small group instruction in reading or math.	Academic Support Program	12/10/2013	05/15/2014	\$0 - General Fund	General Education Staff

Goal 2:

Increase the graduation rate from 87.7% to 90% by 2015.

Measurable Objective 1:

collaborate to Increase Freshman Graduation rate from 87.7% to 88.8% by 05/15/2014 as measured by 2014 graduation rates..

Strategy1:

Decrease retention rate - Decrease retention and ensure student progression (grade-to-grade success) by tracking and evaluating student performance. (Clarification: exiting on grade level; meeting benchmarks on time, etc.)

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Progress Monitoring Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress Monitoring Folders will be maintained for each child that is identified as "at risk" and folders will be reviewed monthly during PLC.	Academic Support Program	12/10/2013	05/15/2014	\$0 - No Funding Required	Staff, Teachers, Administrators

Strategy2:

Appropriate Learning Transitions - Ensure appropriate learning environment transition by implementing intentional transition activities at all levels. (Clarification: Transition from Early Childhood to Kindergarten; Primary to Intermediate; Middle to Secondary; Special Education student transition)

Research Cited:

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the first grading period, all Kindergarten students will complete the Brigance Early Childhood Assessment to determine current Kindergarten readiness skills.	Academic Support Program	08/08/2013	05/15/2014	\$0 - District Funding	Kindergarten Teachers

Activity - Kindercamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students entering Kindergarten at Hindman Elementary will attend a two day camp to ensure easier transition into the classroom . Students will be introduced to teachers and become familiar with the building.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Kindergarten teachers, staff

Strategy3:

Targeted Interventions - Targeted interventions for watchlist students.

Research Cited:

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify all students scoring novice on one or more areas of the KPREP assessment and conduct mentoring/ conferencing with individual students .	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Classroom teachers/ staff

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as "at risk" will receive thirty minutes of small group intervention strategies daily.	Academic Support Program	12/09/2013	05/15/2014	\$0 - No Funding Required	Classroom Teachers/ Staff

Component 3: Effective Methods and Instructional Strategies

Effective Methods and Instructional Strategies

Goal 1:

Increase the percentage of students who are college and career ready from 48% to 64.5% by 2015.

Measurable Objective 1:

A 17% increase of All Students will demonstrate a proficiency to meet benchmark in Language Arts, Reading, and Mathematics in Career & Technical by 10/01/2015 as measured by Explore.

Strategy1:

Testing Incentives and Support - Students will be encouraged to take advantage of additional testing opportunities (CCR), and provided incentives for increased performance.

Research Cited:

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 3-8 will have access to tutoring services before and after school to provide additional academic support.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Tutoring staff

Strategy2:

Explore Preparation - The Explore will be administered to 7th grade students, providing teachers with an early intervention system, to make instructional changes to meet diverse learners needs.

Research Cited:

Activity - Early Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The explore exam will be administered to grade 7 students and test score analysis will be completed by middle school teachers.	Academic Support Program	11/01/2013	02/01/2014	\$2000 - Other	Teachers and Administrators

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Data Analysis session will be completed based on 7th grade Explore results that to identify students that did not meet benchmark.	Academic Support Program	12/15/2013	05/01/2014	\$0 - No Funding Required	Administrators and Middle School Staff

Strategy3:

ILP Development - Utilize the ILP process in conducting on-going College and Career Awareness activities throughout the year for all middle

Comprehensive School Improvement Plan

Hindman Elementary School

school students and their families.

Research Cited:

Activity - College and Career Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All middle students and their families will be invited to attend an ILP training and development session.	Community Engagement	12/09/2013	05/15/2014	\$0 - Other	Gear Up, Middle School Staff

Strategy4:

Professional Development - Ongoing, job-embedded professional development will be provided for all teachers regarding how to implement EPAS strategies in content area classes.

Research Cited:

Activity - EPAS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job-embedded professional training for teachers regarding EPAS.	Professional Learning	12/10/2013	05/15/2014	\$0 - District Funding	Principals, District Level Professional Development Coordinator

Strategy5:

Curriculum - Ensure that CCR standards are embedded in the middle school curriculum and that appropriate transitions are in place for 8th graders performing below benchmark.

Research Cited:

Activity - Transition Coursework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coursework will be provided to transition students into highschool to improve CCR.	Academic Support Program	12/10/2013	05/15/2014	\$0 - Other	Classroom Teachers

Strategy6:

Monitoring - A targeted list of students will be developed noting the deficient benchmark areas and 8th grade CCR /RTI will be populated with students in their designated areas of weakness.

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide lesson intervention based on data analysis of 7th grade Explore.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Middle School Staff

Goal 2:

Increase the graduation rate from 87.7% to 90% by 2015.

Comprehensive School Improvement Plan

Hindman Elementary School

Measurable Objective 1:

collaborate to Increase Freshman Graduation rate from 87.7% to 88.8% by 05/15/2014 as measured by 2014 graduation rates..

Strategy1:

Appropriate Learning Transitions - Ensure appropriate learning environment transition by implementing intentional transition activities at all levels. (Clarification: Transition from Early Childhood to Kindergarten; Primary to Intermediate; Middle to Secondary; Special Education student transition)

Research Cited:

Activity - Kindercamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students entering Kindergarten at Hindman Elementary will attend a two day camp to ensure easier transition into the classroom . Students will be introduced to teachers and become familiar with the building.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Kindergarten teachers, staff

Strategy2:

Targeted Interventions - Targeted interventions for watchlist students.

Research Cited:

Activity - Enrichment Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A family Math and Literacy Night will be schedule each Semester for the Fall and Spring.	Parent Involvement	08/15/2013	08/15/2014	\$500 - Title I Schoolwide	RTA Coordinator and Teacher

Component 4: Coordinate and Support Regular Program

Coordinate and Support Regular Program

Goal 1:

Increase the graduation rate from 87.7% to 90% by 2015.

Measurable Objective 1:

collaborate to Increase Freshman Graduation rate from 87.7% to 88.8% by 05/15/2014 as measured by 2014 graduation rates..

Strategy1:

Increase Attendance - Decrease barriers that influence truancy in order to increase attendance.

Research Cited:

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRYSC and the DPP will conduct home visits when students have excessive unexcused absences.	Behavioral Support Program	12/09/2013	05/15/2014	\$0 - Other	FRYSC, DPP, classroom teachers, school attendance clerk

Strategy2:

Decrease retention rate - Decrease retention and ensure student progression (grade-to-grade success) by tracking and evaluating student performance. (Clarification: exiting on grade level; meeting benchmarks on time, etc.)

Research Cited:

Activity - Progress Monitoring Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress Monitoring Folders will be maintained for each child that is identified as "at risk" and folders will be reviewed monthly during PLC.	Academic Support Program	12/10/2013	05/15/2014	\$0 - No Funding Required	Staff, Teachers, Administrators

Strategy3:

Targeted Interventions - Targeted interventions for watchlist students.

Research Cited:

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify all students scoring novice on one or more areas of the KPREP assessment and conduct mentoring/ conferencing with individual students .	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Classroom teachers/ staff

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Enrichment Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A family Math and Literacy Night will be schedule each Semester for the Fall and Spring.	Parent Involvement	08/15/2013	08/15/2014	\$500 - Title I Schoolwide	RTA Coordinator and Teacher

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as "at risk" will receive thirty minutes of small group intervention strategies daily.	Academic Support Program	12/09/2013	05/15/2014	\$0 - No Funding Required	Classroom Teachers/ Staff

Strategy4:

Appropriate Learning Transitions - Ensure appropriate learning environment transition by implementing intentional transition activities at all levels. (Clarification: Transition from Early Childhood to Kindergarten; Primary to Intermediate; Middle to Secondary; Special Education student transition)

Research Cited:

Activity - ILP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An ILP informational and training session will be held during the Fall and Spring of each year to provide increased parental awareness/exploration in the tools provided in the ILP program.	Parent Involvement	12/10/2013	12/10/2015	\$0 - No Funding Required	Administrators/Counselors

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the first grading period, all Kindergarten students will complete the Brigance Early Childhood Assessment to determine current Kindergarten readiness skills.	Academic Support Program	08/08/2013	05/15/2014	\$0 - District Funding	Kindergarten Teachers

Activity - Kindercamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students entering Kindergarten at Hindman Elementary will attend a two day camp to ensure easier transition into the classroom . Students will be introduced to teachers and become familiar with the building.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Kindergarten teachers, staff

Strategy5:

Behavioral Interventions - Provide Behavioral Interventions

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Counseling Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counseling services will be provided by KRCC and on staff counselor to students identified as having "behavioral or emotional problems" that impact student learning.	Behavioral Support Program	12/09/2013	05/15/2014	\$0 - Other	Janie Slone, KRCC

Narrative:

Hindman Elementary will continue create an inviting environment and reduce anxiety with children entering Kindergarten. Our current Preschool Program will collaborate with surrounding Day Care Centers to provide children with an opportunity to visit and become familiar with the school. Our school will conduct the following school wide events: Kinder-camp and Back To School Night during the Summer to get children ready for entering school. Teachers will develop lessons in coordination with the FRYSC and district leadership team to involve students in research based learning activities and games to help with the transition for young learners.

Component 5: Instruction by Highly Qualified Teachers and Paraeducators

Instruction by Highly Qualified Teachers and Paraeducators

Goal 1:

Increase the percentage of highly qualified and highly effective teachers to 100% in 2017 by implementing and monitoring the new professional growth and evaluation system.

Measurable Objective 1:

demonstrate a proficiency by Increasing teacher awareness of the TPGES in preparation for the implementation during the 2014-2015 school year by 05/01/2015 as measured by the CIITS Educator Development reports.

Strategy1:

Professional Growth Plan and Goals - Ensure the training pertaining to and implementation of Professional Growth Goals and TPGES Professional Growth Plan.

Research Cited:

Activity - Professional Growth Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will create and implement a TPGES professional growth plan based on individual needs.	Academic Support Program	12/10/2013	05/15/2014	\$0 - General Fund	Teaching Staff

Strategy2:

TPGES schedule/plan - Ensure the development and implementation of a specific administrative observation and evaluation schedule/plan, as well as daily monitoring of TPGES implementation.

Research Cited:

Activity - Observation Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A plan will be developed to implement a formative and summative observation cycle.	Policy and Process	12/10/2013	05/15/2014	\$0 - No Funding Required	0

Strategy3:

Peer Observation - Ensure the development and provision of training in the area of the Danielson Framework for Teaching and the implementation of Peer Observation.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff members will be trained with the Danielson Framework to provide support to peer mentors.	Professional Learning	12/10/2013	05/15/2014	\$0 - General Fund	Administrators & Classroom Teachers

Strategy4:

TPGES Training - Hindman Elementary will provide training pertaining to the implementation of the TPGES.

Research Cited: Danielson Framework for Teaching and the implementation of Peer Observation.

Activity - TPGES Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in regards to TPGES and components of the Danielson Framework.	Professional Learning	11/01/2013	05/01/2015	\$0 - No Funding Required	Principal and Assistant Principal

Strategy5:

Student Voice Survey - Ensure the training pertaining to and implementation of Student Voice Surveys.

Research Cited:

Activity - Student Voice Surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Voice surveys will be conducted on an annual basis.	Other	12/10/2013	05/15/2014	\$0 - General Fund	Administrators & Classroom Teachers

Strategy6:

Student Growth Goals - Ensure the training pertaining to and implementation of Student Growth Goals.

Research Cited:

Activity - SMART Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained using SMART goals as related to the Student Growth Goals.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Administrators, Classroom teachers

Measurable Objective 2:

demonstrate a behavior by increasing teacher response rate on constructive feedback that can improve teaching from 77% to 92% by 05/15/2015 as measured by TELL Survey results.

Strategy1:

E-Walk Observations - E-walk observations will reflect constructive feedback to teachers based on the Danielson Framework for Teaching.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Constructive Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive current constructive feedback based on e-walk observations.	Behavioral Support Program	12/10/2013	05/15/2015	\$0 - No Funding Required	Administrators

Narrative:

All of Hindman Elementary teachers meet Highly Qualified status. Hindman will continue to recruit teachers that meet NCLB requirements by following adopted policies in relation to hiring practices. All Para Educations have met requirements needed to retain their current position.

Component 6: High Quality Professional Development

High Quality Professional Development

Goal 1:

Increase the percentage of students who are college and career ready from 48% to 64.5% by 2015.

Measurable Objective 1:

A 17% increase of All Students will demonstrate a proficiency to meet benchmark in Language Arts, Reading, and Mathematics in Career & Technical by 10/01/2015 as measured by Explore.

Strategy1:

Professional Development - Ongoing, job-embedded professional development will be provided for all teachers regarding how to implement EPAS strategies in content area classes.

Research Cited:

Activity - EPAS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job-embedded professional training for teachers regarding EPAS.	Professional Learning	12/10/2013	05/15/2014	\$0 - District Funding	Principals, District Level Professional Development Coordinator

Goal 2:

All students at Hindman Elementary School will score at or above Proficiency in Language Mechanics by May 2017.

Measurable Objective 1:

A 50% decrease of All Students will demonstrate a proficiency in Language Mechanics in English Language Arts by 05/15/2013 as measured by KPREP.

Strategy1:

Curriculum, Instruction, Assessment - Teachers will receive a research based professional development work shop on Language Mechanics to improve instruction.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend a one day professional development session of the book Mechanically Inclined by Jeff Anderson.	Professional Learning	02/05/2013	02/05/2013	\$0 - No Funding Required	Instructional Coach

Goal 3:

Increase the percentage of highly qualified and highly effective teachers to 100% in 2017 by implementing and monitoring the new professional growth and evaluation system.

Measurable Objective 1:

demonstrate a proficiency by Increasing teacher awareness of the TPGES in preparation for the implementation during the 2014-2015 school year by 05/01/2015 as measured by the CIITS Educator Development reports.

Strategy1:

Professional Growth Plan and Goals - Ensure the training pertaining to and implementation of Professional Growth Goals and TPGES Professional Growth Plan.

Research Cited:

Activity - Professional Growth Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will create and implement a TPGES professional growth plan based on individual needs.	Academic Support Program	12/10/2013	05/15/2014	\$0 - General Fund	Teaching Staff

Strategy2:

TPGES Training - Hindman Elementary will provide training pertaining to the implementation of the TPGES.

Research Cited: Danielson Framework for Teaching and the implementation of Peer Observation.

Activity - TPGES Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in regards to TPGES and components of the Danielson Framework.	Professional Learning	11/01/2013	05/01/2015	\$0 - No Funding Required	Principal and Assistant Principal

Strategy3:

Peer Observation - Ensure the development and provision of training in the area of the Danielson Framework for Teaching and the implementation of Peer Observation.

Research Cited:

Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff members will be trained with the Danielson Framework to provide support to peer mentors.	Professional Learning	12/10/2013	05/15/2014	\$0 - General Fund	Administrators & Classroom Teachers

Comprehensive School Improvement Plan

Hindman Elementary School

Goal 4:

Increase the overall program review proficiency rating from needs improvement to proficient by May 2015.

Measurable Objective 1:

demonstrate a proficiency by increasing the combined elementary and middle Arts & Humanities accountability index from .9 to 8 by 05/01/2015 as measured by the Program Review evaluation.

Strategy1:

Professional Development - Ensure the development and provision of professional development that meet the demands of the state program review in arts and humanities.

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded professional development are available to Arts and Humanities teachers to encourage continuous growth and supports quality instruction in Arts and Humanities disciplines.	Academic Support Program	12/10/2013	05/15/2014	\$0 - Other	Administrators

Narrative:

Professional Development(PD) will be provided with collaboration from classroom teachers in correlation to professional growth plans and evaluation results generated from E-Walk Observation Data. Teacher mentorships and modeling of research based instructional practices will be added to this years PD Program. District level instructional coaches will provide growth through the development of lessons at the school level in pre-determined Science Cadres for the implementation of the new Science Standards. School Administrators will meet with Teachers on an individual basis weekly to provide teachers with an opportunity to reflect and evaluate best practices. School wide job embedded professional development will occur weekly during PLC time. An additional 5 days will be included in the staff calendar for professional growth opportunities.

Component 7: Parent Involvement

Parent Involvement

Goal 1:

Increase the graduation rate from 87.7% to 90% by 2015.

Measurable Objective 1:

collaborate to Increase Freshman Graduation rate from 87.7% to 88.8% by 05/15/2014 as measured by 2014 graduation rates..

Strategy1:

Appropriate Learning Transitions - Ensure appropriate learning environment transition by implementing intentional transition activities at all levels. (Clarification: Transition from Early Childhood to Kindergarten; Primary to Intermediate; Middle to Secondary; Special Education student transition)

Research Cited:

Activity - ILP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An ILP informational and training session will be held during the Fall and Spring of each year to provide increased parental awareness/exploration in the tools provided in the ILP program.	Parent Involvement	12/10/2013	12/10/2015	\$0 - No Funding Required	Administrators/Counselors

Strategy2:

Targeted Interventions - Targeted interventions for watchlist students.

Research Cited:

Activity - Enrichment Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A family Math and Literacy Night will be schedule each Semester for the Fall and Spring.	Parent Involvement	08/15/2013	08/15/2014	\$500 - Title I Schoolwide	RTA Coordinator and Teacher

Narrative:

Parent School Compact will continue to be revised to improve home/school communication. All community stakeholders will be involved in the process. This year, weekly newsletters, that include an email distribution list will be established for all classroom teachers to send home notices, announcement, students projects, and activities etc. to parents. A print copy will be sent home to students who don't have access to email. Friday Folders will be sent home with children in the Primary Grades. The Secretary will continue to notify parents concerning school wide events such as Christmas Pictures, Fundraising, Extra-Curricular etc. School Administrators will utilize SCHOOL CAST phone system to notify all parents of special events that will take place at school.

Comprehensive School Improvement Plan

Hindman Elementary School

Hindman currently has a committed parent volunteer program that is coordinated through the FRYSC program. Parents will have opportunities to be involved in school with the following school wide events: Back to School Bash, Parent Conference Nights, Family Literacy Night, Math Night, and Open House at each Interim Report Period.

Our school currently partners with Save the Children's Foundation, Children's INC, and Kentucky River Community Care to provide external resources to the school community.

Component 8: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

Increase the average combined Reading and Mathematics Proficiency ratings for all students in the non-duplicated gap group from 35.8% (E) to 71.7% and 40.3%(M) to 70% by May 2017.

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency to reduce the number of students scoring novice in Reading by 05/01/2014 as measured by KPREP.

Strategy1:

Response to Intervention - Teachers will identify all students that scored at novice level on the previous years test scores.

Research Cited: D. Fuchs, LS Fuchs (2006) Introduction to Response to Intervention

Activity - Review Fridays	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students that have not mastered goals differentiated learning opportunities on a weekly basis.	Academic Support Program	12/15/2013	05/01/2014	\$0 - No Funding Required	Teachers and Administrators

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified as "at risk" will have 30 minutes of RTI Instruction daily.	Academic Support Program	12/15/2013	05/01/2014	\$0 - No Funding Required	Teachers and Administrators

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify all students scoring novice in reading based on prior years KPREP results and conduct mentoring/confrencing with individual students.	Academic Support Program	11/30/2013	05/31/2014	\$0 - Other	Middle School Teachers and Administrators

Strategy2:

IEP Progress Monitoring - (Reference protocol developed for special education teachers.)

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - IEP Goal Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will collect data in a progress monitoring folder measuring students success mastering IEP goals.	Academic Support Program	12/10/2013	05/15/2014	\$0 - Other	Special Education Teachers

Strategy3:

Program Monitoring - Ensure that teachers are monitoring student progress and are instructionally responsive to student need, while overall administrative monitoring of the instructional program is occurring.

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring folders will be maintained for each child that is identified as "at risk" and folders will be reviewed monthly during PLC's.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Classroom teachers/ Staff

Measurable Objective 2:

A 21% increase of All Students will demonstrate a proficiency increase the number of students scoring at or above proficiency level while reducing the number of students scoring novice in Mathematics by 05/01/2014 as measured by KPREP.

Strategy1:

Intervention- - Ensure that targeted intervention, frequent progress measurements, and intentional strategies are occurring across grade levels.

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified "at-risk" students will be given 30 minutes of small group instruction daily.	Academic Support Program	09/01/2013	05/15/2014	\$0 - No Funding Required	Classroom Teachers

Strategy2:

IEP Progress Monitoring- - (Reference protocol developed for special education teachers)

Research Cited:

Activity - IEP Goal Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will collect data in a progress monitoring folder measuring students success mastering IEP goals.	Academic Support Program	12/10/2013	05/15/2014	\$0 - Other	Special Education Teachers

Strategy3:

Program Monitoring- - Ensure that teachers are monitoring student progress and are instructionally responsive to student need, while overall administrative monitoring of the instructional program is occurring.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring folders will be maintained for each child identified as "at risk" and folders will be reviewed monthly during PLC's.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Classroom Teachers

Strategy4:

Explicit Instruction - Teachers will implement research based practices and instructional support programs to improve student learning.

Research Cited: <http://maupinhouse.com/index.php/teaching-written-response-totext.html>

Activity - Math In Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Math In Focus Lessons for Daily Instruction.	Academic Support Program	12/15/2013	06/01/2014	\$0 - No Funding Required	Teachers and Administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Administrators will receive a professional development update on Singapore Lessons from Leadership Team and Instructional Coaches.	Academic Support Program	12/15/2013	06/01/2014	\$0 - No Funding Required	Leadership Team and Instructional Coach

Activity - Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and Instructional Coach will complete learning walks on a monthly basis to review and evaluate the Math Program.	Academic Support Program	12/15/2013	05/01/2014	\$0 - No Funding Required	Administrators and Instructional Coach

Activity - Assessment Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessment Notebooks will be maintained by the all classroom teachers that provide an example of one weekly open response and one set of multiple questions. This notebooks will be monitored monthly by building level administrators.	Policy and Process	12/15/2013	05/01/2014	\$0 - No Funding Required	Administrators and Teachers

Activity - KPREP Like Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide ongoing open response and multiple choice assessments on a weekly basis and evidence will be provided in assessment notebooks.	Academic Support Program	12/15/2013	05/01/2014	\$0 - No Funding Required	Teachers and Administrators

Narrative:

The Comprehensive School Improvement Plan (CSIP) is utilized as our tool to coordinate school wide programs within our school. Each of our programs including Title 1, Reading Recovery, FRYSC, and SAVE the Children are utilized coherently to improve achievement of all

Comprehensive School Improvement Plan

Hindman Elementary School

students by addressing current curriculum gaps and gaps in achievement between subpopulations within our school. All budgeted funding is utilized to address goals specific for school improvement.

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?

Alexandria Cornett (Teacher)

Hannah King (Parent/Teacher)

Jennifer Dyer (Administrator/Parent)

Wesley Moore(Administrator)

Relationship Building

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

Overall Rating: 2.29

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	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 has limited involvement with parents of new and ESL students.	Novice

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Some parents report they are welcome to visit school.	Apprentice

	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.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	Administrators and school staff are available to parents by appointment only to discuss their student's progress.	Apprentice

	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: 2.57

	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).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

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

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School 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.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

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

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

Comprehensive School Improvement Plan

Hindman Elementary School

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

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: 2.0

	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.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

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

	Statement or Question	Response	Rating
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 chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

Comprehensive School Improvement Plan

Hindman 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.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

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: 2.83

	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.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	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.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	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 council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	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: 2.17

	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>School provides open house and family nights for some parents to learn about:</p> <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. 	Apprentice

	Statement or Question	Response	Rating
2.	<p>School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.</p>	<p>School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.</p>	Proficient

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

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

	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 allows parents access to most classrooms by appointment only.</p>	Apprentice

Comprehensive School Improvement Plan

Hindman 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: 1.83

	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.	Staff sometimes collaborates with community agencies to address general student academic needs.	Novice

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up.)	Proficient

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

Reflection

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

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

Areas of strength: School staff ensures that parents are well informed about advocacy for their childrens' learning needs. Needs assessments are completed to ensure that families interests and barriers are addressed to ensure the academic success of students. School staff offers various ways share information about academic expectations with parents.

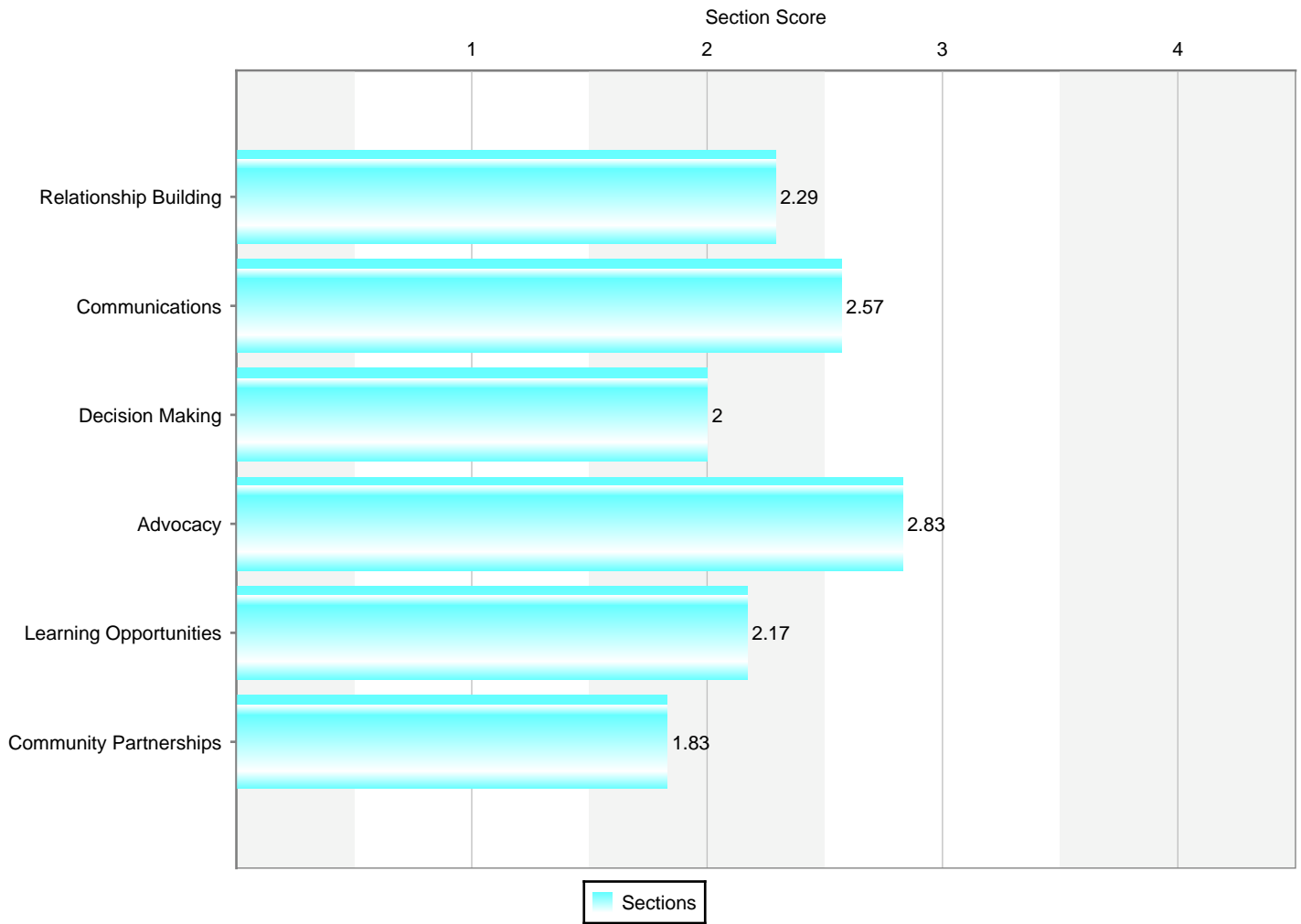
Actions to sustain our strengths: School staff will continue to build opportunities for parent involvement and communication as a two way process to increase opportunities student learning.

Areas for improvement: The school needs to continue to work on improving and accessing community partnerships to provide a increased collaborative effect for addressing barriers that may impact student learning. In addition, The school will work to encourage parents to be more heavily involved in school improvement decisions and assist in monitoring school improvement.

Plans for areas of improvement: The school will work to actively involved the community and its partnership in the active decision within the school program to increasse student achievement.

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.

Our staff came together and were broken into grade level teams to review testing data in order to identify achievement gaps, prioritize needs, and set goals. Once the data was compiled a leadership team including representatives from all areas of the faculty were selected to develop the CSIP. Release time was provided for the leadership team to work on completing the plan.

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

The planning process for revision of the 2012 Comprehensive School Improvement Plan (CSIP) included members of the Hindman Elementary Staff and was conducted in November. Staff members met to disaggregate data by utilizing standardized assessment results that included KPREP, EXPLORE, STANFORD 10, and data provided by Pearson. During these meetings, administrators provided an overview of assessment results. Following the summary, staff members were divided into Professional Learning Communities (PLC's) to complete an analysis. An analysis toolkit was provided by our District Assessment Coordinator and was utilized to determine curriculum gaps and content area strengths and weaknesses. Results of analysis were compiled and presented to the CSIP committee, which included the school leadership team, faculty, FRYSC, and parents. Long range plans were shared and discussed. These results were reviewed with Site Based Decision Making Council (SBDM) for further review and input.

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

The final CSIP document will be provided to all staff via an electronic copy for implementation. The document will also be presented to the SBDM council for approval, and will be housed in the school's library for public access.

School Safety Diagnostic

Introduction

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

School Safety Requirements

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

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	10-14-13	

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

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

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	No	8-12-13: Opening Day Agenda Reviewed the following Safety Procedures: visitor sign-in/out procedures lockdown procedures severe weather procedures severe weather safe zones fire drills	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

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

Comprehensive School Improvement Plan

Hindman Elementary School

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

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

Label	Assurance	Response	Comment	Attachment
12.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

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

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

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 2014. 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:

Increase the percentage of highly qualified and highly effective teachers to 100% in 2017 by implementing and monitoring the new professional growth and evaluation system.

Measurable Objective 1:

demonstrate a behavior by increasing teacher response rate on constructive feedback that can improve teaching from 77% to 92% by 05/15/2015 as measured by TELL Survey results.

Strategy1:

E-Walk Observations - E-walk observations will reflect constructive feedback to teachers based on the Danielson Framework for Teaching.

Research Cited:

Activity - Constructive Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive current constructive feedback based on e-walk observations.	Behavioral Support Program	12/10/2013	05/15/2015	\$0 - No Funding Required	Administrators

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

Goal 1:

Increase average daily attendance rate from 93% to at or above 95% by May 2015.

Measurable Objective 1:

collaborate to increase in daily attendance by 05/15/2014 as measured by Infinite Campus Attendance Summary..

Strategy1:

Attendance Committee - A monthly attendance committee will be held to review the attendance plan.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Attendance Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hindman Elementary will have an updated attendance plan that will reward classrooms and students that exhibit above average daily attendance.	Policy and Process	12/19/2012	05/15/2013	\$0 - No Funding Required	Administration and Attendance Committee

Strategy2:

Home School Communication - The Family Resource, Attendance Clerk, Administration, and DPP will coordinate efforts to complete daily phone calls home and weekly home-visits with children who are absent from school and have been identified as a truant. This will be a comprehensive effort to remove barriers that families may be experiencing.

Research Cited:

Activity - Phone Calls Home	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The attendance clerk will maintain a daily log of phone calls home to each household that has an absent child to determine if the family needs assistance.	Policy and Process	12/01/2013	05/01/2014	\$0 - No Funding Required	Administrator and Attendance Clerk

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct weekly home-visits of students have been identified as truant.	Policy and Process	12/01/2013	05/01/2014	\$0 - No Funding Required	Administrators/FRY SC/DPP

Strategy3:

Daily Attendance Promotion - Student daily attendance will be publicly posted in the foyer of Hindman Elementary. Classrooms with 100% daily attendance will be announced and students with perfect attendance on a monthly basis will be rewarded.

Research Cited:

Activity - Perfect Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and classrooms with perfect attendance will be recognized and rewarded.	Behavioral Support Program	12/01/2013	05/01/2014	\$0 - Other	Administrators and Attendance Committee Members

Goal 2:

All Middle School students at Hindman Elementary School will score at or above Proficiency in Language Arts by 2017.

Measurable Objective 1:

A 50% decrease of All Students will demonstrate a proficiency by decreasing novice in English Language Arts by 05/15/2013 as measured by KPREP.

Strategy1:

Time on Task - Teachers will utilize instructional time to differentiate instruction.

Comprehensive School Improvement Plan

Hindman Elementary School

Research Cited:

Activity - Time on Task	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will differentiate instruction in the regular classroom to target students that are performing below benchmark.	Academic Support Program	11/30/2012	05/31/2013	\$0 - No Funding Required	Middle School Teachers and Administrators

Strategy2:

Response to Intervention - Response to Intervention: Teacher will provide RTI to students to reduce the percentage of novice level performance.

Research Cited: D. Fuchs, LS Fuchs (2006). Introduction to Response to Intervention.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each classroom teacher will utilize the Knott County School District's RTI progress monitoring folders for each child that is identified as "at risk."	Academic Support Program	11/30/2012	05/31/2013	\$0 - No Funding Required	Middle School Staff

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify all students scoring novice in reading based on prior years KPREP results and conduct mentoring/conferencing with individual students.	Academic Support Program	11/30/2012	05/31/2013	\$0 - No Funding Required	Middle School Teachers and Administrators

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize data boards to communicate benchmark assessment results to students.	Academic Support Program	12/20/2012	05/31/2013	\$0 - No Funding Required	Middle School Teachers

Activity - STAR Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Star Assessment and Dibels will be utilized as a tool for progress monitoring students.	Academic Support Program	11/30/2012	05/31/2013	\$0 - No Funding Required	Middle School Teachers and Administrators

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All RTI folders will be monitored each nine weeks by administrators to provide feedback to teachers.	Academic Support Program	12/20/2012	05/31/2013	\$0 - No Funding Required	Administrators

Goal 3:

Increase the averaged combined elementary school Proficiency rating for Reading and Mathematics from 40.8% to 61.2% by May 2017

Comprehensive School Improvement Plan

Hindman Elementary School

Measurable Objective 1:

A 6% increase of All Students will demonstrate a proficiency increase the number of students scoring at or above proficiency level in English Language Arts by 05/31/2013 as measured by KPREP.

Strategy1:

Explicit Instruction - Teachers will utilize research based practices to increase rigor and relevance in instructional practices.

Research Cited: <http://maupinhouse.com/index.php/teaching-written-response-totext.html>

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 3 and 4 will be trained by the district instructional coach on how to implement the Beverly Tyner Program. Additional follow-up training will be provided.	Academic Support Program	01/02/2013	05/31/2013		District Coach, Elementary Staff

Activity - Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning Walks will be conducted on a monthly basis to review and monitor implementation of the program.	Academic Support Program	01/07/2013	05/31/2013		District Coaches and Administrators

Activity - Tyner Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Beverly Tyner program will be utilized in the Elementary Program guided reading instruction.	Academic Support Program	12/19/2012	05/31/2013		Administrators, District Coach, Teachers

Measurable Objective 2:

A 20% increase of All Students will demonstrate a proficiency in the combined Reading and in Mathematics by 05/01/2014 as measured by KPREP.

Strategy1:

Response to Intervention - Teacher will use Response to Intervention to reduce the number of students scoring novice.

Research Cited: D. Fuchs, LS Fuchs (2006) Introduction to Response to Intervention

Activity - Review Fridays	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Review Fridays with students that have not mastered the skills during the week through differentiated instructional practices.	Academic Support Program	09/01/2013	05/01/2014	\$0 - No Funding Required	Teachers and Administrators

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive conferencing session based on Star Enterprise and Individual Goals will be set with each student and progress will be monitored on a weekly basis using progress monitoring folders.	Academic Support Program	09/01/2013	05/01/2014	\$0 - No Funding Required	Teachers and Administrators

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify students scoring at the novice levels based previous years test scores.	Academic Support Program	11/01/2013	05/01/2014	\$0 - No Funding Required	Administrators and Teachers

Activity - Progress Monitoring Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students that have been identified will have a progress monitoring folder and folders will be reviewed monthly during PLC.	Academic Support Program	01/07/2013	05/01/2014	\$0 - No Funding Required	Teachers, PLC groups

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified as "at risk" will receive 30 minutes of small group instruction daily.	Academic Support Program	11/01/2013	05/01/2014	\$0 - No Funding Required	Teachers and Administrators

Goal 4:

Increase the Average Combined Middle School Proficiency Rating for Reading and Mathematics from 45.2% to 75.8% by May 2017.

Measurable Objective 1:

A 11% increase of All Students will demonstrate a proficiency in combined Reading and in Mathematics by 05/15/2014 as measured by as measured by the KPREP Testing.

Strategy1:

Response to Intervention - Teachers will use Response to Intervention to reduce the number of students scoring novice.

Research Cited: D Fuchs (2006). Introduction to Response to Intervention

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students that have been identified as "at risk" will be provided 30 minutes of small group instruction weekly to work on skill building activities.	Academic Support Program	11/01/2013	05/01/2014	\$0 - No Funding Required	Teachers and Administrators

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize KPREP results to identify students scoring novice at novice performance levels.	Academic Support Program	11/01/2013	05/01/2014	\$0 - No Funding Required	Middle School Teachers and Administrators

Measurable Objective 2:

A 15% increase of All Students will demonstrate a proficiency and reduce the novice levels in Reading by 05/15/2014 as measured by KPREP.

Strategy1:

Explicit Instruction - All Middle school teachers will use research based instructional practices to improve student learning.

Research Cited: <http://maupinhouse.com/index.php/teaching-written-response-totext.html>

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Marzano's Best Practices into weekly lesson plans.	Academic Support Program	01/07/2013	05/31/2013		Teachers and Administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development Training on Marzano.	Academic Support Program	01/03/2012	01/03/2013		Administrator and Teachers

Goal 5:

Increase the average combined Reading and Mathematics Proficiency ratings for all students in the non-duplicated gap group from 35.8% (E) to 71.7% and 40.3%(M) to 70% by May 2017.

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency to reduce the number of students scoring novice in Reading by 05/01/2014 as measured by KPREP.

Strategy1:

Response to Intervention - Teachers will identify all students that scored at novice level on the previous years test scores.

Research Cited: D. Fuchs, LS Fuchs (2006) Introduction to Response to Intervention

Activity - Progress Monitoring Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress Monitoring Folders will be maintained for each child that is identified as "at risk" and folders will be reviewed monthly during PLC.	Academic Support Program	12/15/2013	05/01/2014	\$0 - No Funding Required	Teachers and Administrators

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified as "at risk" will have 30 minutes of RTI Instruction daily.	Academic Support Program	12/15/2013	05/01/2014	\$0 - No Funding Required	Teachers and Administrators

Activity - Review Fridays	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students that have not mastered goals differentiated learning opportunities on a weekly basis.	Academic Support Program	12/15/2013	05/01/2014	\$0 - No Funding Required	Teachers and Administrators

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the previous years test scores to identify students that scored at the novice levels.	Academic Support Program	11/01/2013	12/01/2014	\$0 - No Funding Required	Teachers and Administrators

Measurable Objective 2:

A 21% increase of All Students will demonstrate a proficiency increase the number of students scoring at or above proficiency level while reducing the number of students scoring novice in Mathematics by 05/01/2014 as measured by KPREP.

Strategy1:

Explicit Instruction - Teachers will implement research based practices and instructional support programs to improve student learning.

Research Cited: <http://maupinhouse.com/index.php/teaching-written-response -totext.html>

Activity - Singapore Lesson Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All elementary grades will utilize the Math In Focus planning format uploaded into CIITS for daily lesson plans.	Academic Support Program	12/15/2013	05/01/2014	\$0 - No Funding Required	Teacher, Administrators, and Technology Coordinator

Activity - KPREP Like Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide ongoing open response and multiple choice assessments on a weekly basis and evidence will be provided in assessment notebooks.	Academic Support Program	12/15/2013	05/01/2014	\$0 - No Funding Required	Teachers and Administrators

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Assessment Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessment Notebooks will be maintained by the all classroom teachers that provide an example of one weekly open response and one set of multiple questions. This notebooks will be monitored monthly by building level administrators.	Policy and Process	12/15/2013	05/01/2014	\$0 - No Funding Required	Administrators and Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Administrators will receive a professional development update on Singapore Lessons from Leadership Team and Instructional Coaches.	Academic Support Program	12/15/2013	06/01/2014	\$0 - No Funding Required	Leadership Team and Instructional Coach

Activity - Math In Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Math In Focus Lessons for Daily Instruction.	Academic Support Program	12/15/2013	06/01/2014	\$0 - No Funding Required	Teachers and Administrators

Activity - Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and Instructional Coach will complete learning walks on a monthly basis to review and evaluate the Math Program.	Academic Support Program	12/15/2013	05/01/2014	\$0 - No Funding Required	Administrators and Instructional Coach

All children were screened for kindergarten readiness.

Goal 1:

Increase the graduation rate from 87.7% to 90% by 2015.

Measurable Objective 1:

collaborate to Increase Freshman Graduation rate from 87.7% to 88.8% by 05/15/2014 as measured by 2014 graduation rates..

Strategy1:

Appropriate Learning Transitions - Ensure appropriate learning environment transition by implementing intentional transition activities at all levels. (Clarification: Transition from Early Childhood to Kindergarten; Primary to Intermediate; Middle to Secondary; Special Education student transition)

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Kindercamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students entering Kindergarten at Hindman Elementary will attend a two day camp to ensure easier transition into the classroom . Students will be introduced to teachers and become familiar with the building.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Kindergarten teachers, staff

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the first grading period, all Kindergarten students will complete the Brigance Early Childhood Assessment to determine current Kindergarten readiness skills.	Academic Support Program	08/08/2013	05/15/2014	\$0 - District Funding	Kindergarten Teachers

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

Goal 1:

Increase the graduation rate from 87.7% to 90% by 2015.

Measurable Objective 1:

collaborate to Increase Freshman Graduation rate from 87.7% to 88.8% by 05/15/2014 as measured by 2014 graduation rates..

Strategy1:

Appropriate Learning Transitions - Ensure appropriate learning environment transition by implementing intentional transition activities at all levels. (Clarification: Transition from Early Childhood to Kindergarten; Primary to Intermediate; Middle to Secondary; Special Education student transition)

Research Cited:

Activity - Kindercamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students entering Kindergarten at Hindman Elementary will attend a two day camp to ensure easier transition into the classroom . Students will be introduced to teachers and become familiar with the building.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Kindergarten teachers, staff

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

Goal 1:

All Elementary School students at Hindman Elementary will score at or above Proficiency in Reading by May 2017.

Comprehensive School Improvement Plan

Hindman Elementary School

Measurable Objective 1:

A 50% decrease of All Students will demonstrate a proficiency to reduce the number of students scoring novice in English Language Arts by 05/31/2013 as measured by KPREP.

Strategy1:

Response to Intervention - Teacher will use Response to Intervention to reduce the number of students scoring novice.

Research Cited: D. Fuchs, LS Fuchs (2006) Introduction to Response to Intervention

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified as "at risk" will receive 30 minutes of small group instruction daily.	Academic Support Program	11/30/2012	05/31/2013	\$0 - No Funding Required	Teachers and Administrators

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive conferencing session based on Star Enterprise and Individual Goals will be set with each student and progress will be monitored on a weekly basis using progress monitoring folders.	Academic Support Program	01/07/2013	05/31/2013	\$0 - No Funding Required	Teachers and Administrators

Activity - Progress Monitoring Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students that have been identified will have a progress monitoring folder and folders will be reviewed monthly during PLC.	Academic Support Program	01/07/2013	05/31/2013	\$0 - No Funding Required	Teachers, PLC groups

Activity - Review Fridays	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Review Fridays with students that have not mastered the skills during the week through differentiated instructional practices.	Academic Support Program	01/07/2013	05/31/2013	\$0 - No Funding Required	Teachers and Administrators

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify students scoring at the novice levels based previous years test scores.	Academic Support Program	11/30/2012	05/31/2013	\$0 - No Funding Required	Administrators and Teachers

Measurable Objective 2:

A 6% increase of All Students will demonstrate a proficiency increase the number of students scoring at or above proficiency level in English Language Arts by 05/31/2013 as measured by KPREP.

Comprehensive School Improvement Plan

Hindman Elementary School

Strategy1:

Explicit Instruction - Teachers will utilize research based practices to increase rigor and relevance in instructional practices.

Research Cited: <http://maupinhouse.com/index.php/teaching-written-response-totext.html>

Activity - Tyner Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Beverly Tyner program will be utilized in the Elementary Program guided reading instruction.	Academic Support Program	12/19/2012	05/31/2013	\$1000 - General Fund	Administrators, District Coach, Teachers

Activity - Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning Walks will be conducted on a monthly basis to review and monitor implementation of the program.	Academic Support Program	01/07/2013	05/31/2013	\$0 - No Funding Required	District Coaches and Administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 3 and 4 will be trained by the district instructional coach on how to implement the Beverly Tyner Program. Additional follow-up training will be provided.	Academic Support Program	01/02/2013	05/31/2013	\$0 - No Funding Required	District Coach, Elementary Staff

Goal 2:

All Elementary School students at Hindman Elementary will score at or above Proficiency in Mathematics by May 2017.

Measurable Objective 1:

A 50% decrease of All Students will demonstrate a proficiency to reduce the number of students scoring novice in Mathematics by 05/31/2013 as measured by KPREP.

Strategy1:

Response to Intervention - Teachers will identify all students that scored at novice level on the previous years test scores.

Research Cited: D. Fuchs, LS Fuchs (2006) Introduction to Response to Intervention

Activity - Progress Monitoring Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress Monitoring Folders will be maintained for each child that is identified as "at risk" and folders will be reviewed monthly during PLC.	Academic Support Program	01/07/2013	05/31/2013	\$0 - No Funding Required	Teachers and Administrators

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the previous years test scores to identify students that scored at the novice levels.	Academic Support Program	11/29/2012	12/20/2012	\$0 - No Funding Required	Teachers and Administrators

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified as "at risk" will have 30 minutes of RTI Instruction Weekly.	Academic Support Program	01/07/2013	05/31/2013	\$0 - No Funding Required	Teachers and Administrators

Activity - Review Fridays	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students that have not mastered goals differentiated learning opportunities on a weekly basis.	Academic Support Program	01/07/2013	05/31/2013	\$0 - No Funding Required	Teachers and Administrators

Measurable Objective 2:

A 6% increase of All Students will demonstrate a proficiency increase the number of students scoring at or above proficiency level in Mathematics by 05/31/2013 as measured by KPREP.

Strategy1:

Explicit Instruction - Teachers will implement research based practices and instructional support programs to improve student learning.

Research Cited: <http://maupinhouse.com/index.php/teaching-written-response-totext.html>

Activity - Singapore Lesson Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All elementary grades will utilize the Math In Focus planning format uploaded into CIITS for daily lesson plans.	Academic Support Program	01/07/2013	05/31/2013	\$0 - No Funding Required	Teacher, Administrators, and Technology Coordinator

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Administrators will receive a professional development update on Singapore Lessons from Leadership Team and Instructional Coaches.	Academic Support Program	01/07/2013	05/31/2013	\$0 - No Funding Required	Leadership Team and Instructional Coach

Activity - Math In Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Math In Focus Lessons for Daily Instruction.	Academic Support Program	01/07/2013	05/31/2013	\$0 - No Funding Required	Teachers and Administrators

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Assessment Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessment Notebooks will be maintained by the all classroom teachers that provide an example of one weekly open response and one set of multiple questions. This notebooks will be monitored monthly by building level administrators.	Policy and Process	01/07/2013	05/31/2013	\$0 - No Funding Required	Administrators and Teachers

Activity - KPREP Like Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide ongoing open response and multiple choice assessments on a weekly basis and evidence will be provided in assessment notebooks.	Academic Support Program	01/07/2013	05/31/2013	\$0 - No Funding Required	Teachers and Administrators

Activity - Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and Instructional Coach will complete learning walks on a monthly basis to review and evaluate the Math Program.	Academic Support Program	01/07/2013	05/31/2013	\$0 - No Funding Required	Administrators and Instructional Coach

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined Reading and Mathematics Proficiency ratings for all students in the non-duplicated gap group from 35.8% (E) to 71.7% and 40.3%(M) to 70% by May 2017.

Measurable Objective 1:

A 21% increase of All Students will demonstrate a proficiency increase the number of students scoring at or above proficiency level while reducing the number of students scoring novice in Mathematics by 05/01/2014 as measured by KPREP.

Strategy1:

Intervention- - Ensure that targeted intervention, frequent progress measurements, and intentional strategies are occurring across grade levels.

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified "at-risk" students will be given 30 minutes of small group instruction daily.	Academic Support Program	09/01/2013	05/15/2014	\$0 - No Funding Required	Classroom Teachers

Strategy2:

Comprehensive School Improvement Plan

Hindman Elementary School

Explicit Instruction - Teachers will implement research based practices and instructional support programs to improve student learning.

Research Cited: <http://maupinhouse.com/index.php/teaching-written-response-totext.html>

Activity - Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and Instructional Coach will complete learning walks on a monthly basis to review and evaluate the Math Program.	Academic Support Program	12/15/2013	05/01/2014	\$0 - No Funding Required	Administrators and Instructional Coach

Activity - KPREP Like Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide ongoing open response and multiple choice assessments on a weekly basis and evidence will be provided in assessment notebooks.	Academic Support Program	12/15/2013	05/01/2014	\$0 - No Funding Required	Teachers and Administrators

Activity - Assessment Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessment Notebooks will be maintained by the all classroom teachers that provide an example of one weekly open response and one set of multiple questions. This notebooks will be monitored monthly by building level administrators.	Policy and Process	12/15/2013	05/01/2014	\$0 - No Funding Required	Administrators and Teachers

Activity - Math In Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Math In Focus Lessons for Daily Instruction.	Academic Support Program	12/15/2013	06/01/2014	\$0 - No Funding Required	Teachers and Administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Administrators will receive a professional development update on Singapore Lessons from Leadership Team and Instructional Coaches.	Academic Support Program	12/15/2013	06/01/2014	\$0 - No Funding Required	Leadership Team and Instructional Coach

Strategy3:

IEP Progress Monitoring- (Reference protocol developed for special education teachers)

Research Cited:

Activity - IEP Goal Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will collect data in a progress monitoring folder measuring students success mastering IEP goals.	Academic Support Program	12/10/2013	05/15/2014	\$0 - Other	Special Education Teachers

Strategy4:

Comprehensive School Improvement Plan

Hindman Elementary School

Program Monitoring- - Ensure that teachers are monitoring student progress and are instructionally responsive to student need, while overall administrative monitoring of the instructional program is occurring.

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring folders will be maintained for each child identified as "at risk" and folders will be reviewed monthly during PLC's.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Classroom Teachers

Measurable Objective 2:

A 15% increase of All Students will demonstrate a proficiency to reduce the number of students scoring novice in Reading by 05/01/2014 as measured by KPREP.

Strategy1:

Program Monitoring - Ensure that teachers are monitoring student progress and are instructionally responsive to student need, while overall administrative monitoring of the instructional program is occurring.

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring folders will be maintained for each child that is identified as "at risk" and folders will be reviewed monthly during PLC's.	Academic Support Program	12/09/2013	05/15/2014	\$0 - Other	Classroom teachers/ Staff

Strategy2:

IEP Progress Monitoring - (Reference protocol developed for special education teachers.)

Research Cited:

Activity - IEP Goal Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will collect data in a progress monitoring folder measuring students success mastering IEP goals.	Academic Support Program	12/10/2013	05/15/2014	\$0 - Other	Special Education Teachers

Strategy3:

Response to Intervention - Teachers will identify all students that scored at novice level on the previous years test scores.

Research Cited: D. Fuchs, LS Fuchs (2006) Introduction to Response to Intervention

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified as "at risk" will have 30 minutes of RTI Instruction daily.	Academic Support Program	12/15/2013	05/01/2014	\$0 - No Funding Required	Teachers and Administrators

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify all students scoring novice in reading based on prior years KPREP results and conduct mentoring/conferencing with individual students.	Academic Support Program	11/30/2013	05/31/2014	\$0 - Other	Middle School Teachers and Administrators

Activity - Review Fridays	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students that have not mastered goals differentiated learning opportunities on a weekly basis.	Academic Support Program	12/15/2013	05/01/2014	\$0 - No Funding Required	Teachers and Administrators

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

Goal 1:

All Middle School students at Hindman Elementary School will score at or above Proficiency in Language Arts by 2017.

Measurable Objective 1:

A 50% decrease of All Students will demonstrate a proficiency by decreasing novice in English Language Arts by 05/15/2013 as measured by KPREP.

Strategy1:

Response to Intervention - Response to Intervention: Teacher will provide RTI to students to reduce the percentage of novice level performance.

Research Cited: D. Fuchs, LS Fuchs (2006). Introduction to Response to Intervention.

Activity - Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify all students scoring novice in reading based on prior years KPREP results and conduct mentoring/conferencing with individual students.	Academic Support Program	11/30/2012	05/31/2013	\$0 - No Funding Required	Middle School Teachers and Administrators

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each classroom teacher will utilize the Knott County School District's RTI progress monitoring folders for each child that is identified as "at risk."	Academic Support Program	11/30/2012	05/31/2013	\$0 - No Funding Required	Middle School Staff

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize data boards to communicate benchmark assessment results to students.	Academic Support Program	12/20/2012	05/31/2013	\$0 - No Funding Required	Middle School Teachers

Activity - STAR Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Star Assessment and Dibels will be utilized as a tool for progress monitoring students.	Academic Support Program	11/30/2012	05/31/2013	\$0 - No Funding Required	Middle School Teachers and Administrators

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All RTI folders will be monitored each nine weeks by administrators to provide feedback to teachers.	Academic Support Program	12/20/2012	05/31/2013	\$0 - No Funding Required	Administrators

Strategy2:

Time on Task - Teachers will utilize instructional time to differentiate instruction.

Research Cited:

Activity - Time on Task	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will differentiate instruction in the regular classroom to target students that are performing below benchmark.	Academic Support Program	11/30/2012	05/31/2013	\$0 - No Funding Required	Middle School Teachers and Administrators

Goal 2:

All students at Hindman Elementary School will score at or above Proficiency in Language Mechanics by May 2017.

Measurable Objective 1:

A 50% decrease of All Students will demonstrate a proficiency in Language Mechanics in English Language Arts by 05/15/2013 as measured by KPREP.

Strategy1:

Curriculum, Instruction, Assessment - Teachers will receive a research based professional development work shop on Language Mechanics to improve instruction.

Research Cited:

Comprehensive School Improvement Plan

Hindman Elementary School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend a one day professional development session of the book <i>Mechanically Inclined</i> by Jeff Anderson.	Professional Learning	02/05/2013	02/05/2013	\$0 - No Funding Required	Instructional Coach

Activity - Language Mechanics Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The building leadership team will research possible Language Mechanics program that can be implemented into daily lesson activities.	Academic Support Program	01/07/2013	05/31/2013	\$0 - No Funding Required	Leadership Team