

**2019-20 Phase One: Continuous Improvement Diagnostic for
Schools_09222019_17:28**

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

R C Hinsdale Elementary School
Angela Castleman
440 Dudley Rd
Edgewood, Kentucky, 41017
United States of America

**Last Modified: 09/22/2019
Status: Open**

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2019-20 Phase One: Continuous Improvement Diagnostic for Schools

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review* Diagnostic

Phase Four: January 1 - December 31

- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Dr. Angela Castleman 9/22/2019

2019-20 Phase Two: School Assurances_09222019_17:31

2019-20 Phase Two: School Assurances

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Last Modified: 10/10/2019
Status: Open

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2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Teacher Performance

1. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of "Ineffective" as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- ☒ Yes
- ☐ No
- ☐ N/A

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- ☐ Yes
- ☐ No
- ☒ N/A

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- ☐ Yes
- ☐ No
- ☒ N/A

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- ☐ Yes
- ☐ No
- ☒ N/A

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- ☐ Yes
- ☐ No
- ☒ N/A

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- ☐ Yes
- ☐ No
- ☒ N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.

- ☐ Yes
- ☐ No
- ☒ **N/A**

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- ☐ Yes
- ☐ No
- ☒ **N/A**

Title I Targeted Assistance School Programs

9. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- ☐ Yes
- ☐ No
- ☒ **N/A**

10. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- ☐ Yes
- ☐ No
- ☒ **N/A**

11. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- ☐ Yes
- ☐ No
- ☒ **N/A**

12. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- ☐ Yes
- ☐ No
- ☒ **N/A**

13. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- ☐ Yes
- ☐ No
- ☒ **N/A**

14. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

- ☐ Yes
- ☐ No
- ☒ **N/A**

15. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- ☐ Yes
- ☐ No
- ☒ **N/A**

16. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- ☐ Yes
- ☐ No
- ☒ **N/A**

Schools Identified for Targeted Support and Improvement

17. If identified for targeted support and improvement pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- ☐ Yes
- ☐ No
- ☒ N/A

All School Programs

18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- ☒ Yes
- ☐ No
- ☐ N/A

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- ☒ Yes
- ☐ No
- ☐ N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- ☐ Yes
- ☐ No
- ☒ N/A

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- ☐ Yes
- ☐ No
- ☒ N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- ☐ Yes
- ☐ No
- ☒ N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Two: The Needs Assessment for Schools_10102019_13:44

2019-20 Phase Two: The Needs Assessment for Schools

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Last Modified: 10/23/2019

Status: Open

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2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Our SBDM council, Team leaders represented by each grade level, Grade level teams (PLCs), and Special Area Teams, review and analyze data results through monthly meetings. Team Leaders meet monthly, and grade level teams (PLCs) meet weekly to review, analyze and apply data results. Meetings are documented with agendas and notes. The Administrative team comprised of the principal, assistant principal and guidance counselor meet weekly to review, analyze and apply data results. In addition, our Special Education Team meets bi-weekly to discuss student progress and review best practices for IEP compliance.

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

According to our school Report Card for 2018-2019, our current KPREP Reading Achievement results for all students indicated 71.9% students demonstrated proficiency in reading as compared to 78.2% in 2017-2018. These results are significantly higher than the state average of students scoring proficient or distinguished in Reading for 2018-2019 of 54.6%. In math, 63.4% of our students demonstrated proficiency as compared to 62.3% in 2017-2018. These results are significantly higher than the state average of 48.6%. Our social studies proficiency increased significantly this year with 74.8 percent of students demonstrating proficiency as compared to 58.4 in 2017-2018.

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

The most significant priorities are ensuring students who are economically disadvantaged and students with disabilities are demonstrating proficiency to a comparable degree as students who are not economically disadvantaged and students without disabilities. In 2018-19, results indicated percent of proficient/distinguished in math was 10.3% as compared to 71.2 percent of students without disabilities. Reading was only slightly higher with 28.2% of students scoring proficient or distinguished as compared to 78.3% of students without disabilities. 50% of students who are economically disadvantaged demonstrated proficiency in reading as compared to 77.7% of students who are not economically disadvantaged. In math, only 34.4% of economically disadvantaged students scored proficient or distinguished as compared to 71.1% of students who are not economically disadvantaged.

Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Although the data indicates high levels of proficiency for our students across content areas, our students with disabilities and those who are economically disadvantaged have consistently scored lower than all students in all content areas. More specifically, our math achievement has historically been lower than our reading achievement. In 2017 - 2018, we scored at the top 5% of the state for reading and only 21% for math. In 2017-18, 61.8 percent of economically disadvantaged students scored proficient and distinguished which decreased in 2018-19 to 50%. For math, 40% of economically disadvantaged students scored proficient or distinguished and this decreased to 34.4% in 2018-19.

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

A Key Core Work Process for Hinsdale is to Design, Align, and Deliver Support. As an administration team, we continue to develop and implement our Multi-Tiered System of Support (MTSS). We have developed processes for examining and interpreting student data through our weekly PLC meetings, monthly faculty meetings and monthly team leader meetings. Our grade level teams use data binders to examine and interpret their class data through formative, summative, benchmark, and interim assessments in order to determine priorities for student success. Weekly PLCs help monitor this process. The Master schedule reflects dedicated time for reading and math RTI. Providing intervention for reading is a strength across our building, but we continue to seek the same level of consistency with our math RTI. By designing, aligning and delivering support, teachers will be able to use this data to inform instruction and close gaps for all learners, especially our economically disadvantaged and students with disabilities. Our SBDM council also allocated an additional interventionist to provide targeted support to our students who are not demonstrating proficiency. This is a critical component of support. We currently have two interventionists who work with teachers and students across all grade levels.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Our attendance rates continue to remain high. Our monthly attendance rates are typically 95% or higher. These high attendance rates are due in part to the parent support we receive. Our families value high attendance rates and every year a significant number of students across all grade levels earn perfect attendance recognition. Our reading proficiency continues to remain high with 78.3% of students demonstrating proficiency in 2018-19. One of the strengths of our reading achievement is our summer reading program. Our students logged more than 6000 hours of reading this summer. Another strength of our school is our teaching staff. 100% of our staff meets the criteria for highly qualified educator status. In the past two years, our staff turnover is less than 5%.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Two: School Safety Report_10102019_13:49

2019-20 Phase Two: School Safety Report

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Last Modified: 10/10/2019
Status: Open

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2019-20 Phase Two: School Safety Report

2019-20 Phase Two: School Safety Report

School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes.

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.

Yes.

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

Yes.

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

Yes.

5. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

Please provide the most recent date of review/revision of the school's emergency plan in the district in the comment box. If the answer is "no", please explain in the comment box.

The plan was reviewed by first responders and revised in May 2019, and was reviewed by all members of council on October 23, 2018 and October 24, 2019.

6. Did the principal discuss the emergency plan with all school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes on August 19, 2019

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes.

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes.

9. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Three: Executive Summary for Schools_11222019_14:13

2019-20 Phase Three: Executive Summary for Schools

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Last Modified: 12/06/2019
Status: Open

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2019-20 Phase Three: Executive Summary for Schools

2019-20 Phase Three: Executive Summary for Schools

Description of the School

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

R. C. Hinsdale Elementary is comprised of 589 students in grades K-5, with 36 certified staff members. We are located in Edgewood, Kentucky as part of the Kenton County School District, which is located in the northern part of the state. Every staff member is highly qualified to teach his/her specific subject/grade, and we work together in a Professional Learning Community. Our faculty goes beyond academics and is mindful that all dimensions of each individual student must be nurtured. Learning extends across the curriculum with opportunities in the arts, technology, physical education, and character education. R. C. Hinsdale has consistently achieved at high levels on state assessments for the past four years, but in recent years has experienced the impact of a changing student demographic. The percentage of at risk students as identified by poverty, minority, English learner and students with disabilities continues to increase. Despite these challenges, our highly qualified staff is responsive to the needs of our students and receives a significant amount of support from our generous Parent/Teacher Association (PTA) which assists our school with fundraising efforts to support curriculum and technology enhancement opportunities for all students. We have forged strong connections and partnerships with schools in our feeder pattern to better support at most at-risk learners. High school students, some of whom were once students in our school, serve as mentors to our students and assist students academically and behaviorally to promote positive outcomes.

School's Purpose

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

The mission of R. C. Hinsdale Elementary School is to excel at educating students to become knowledgeable, self-directed, lifelong learners and responsible citizens. We believe the following: All children want to learn; all children can learn. Learning is a lifelong process. Instruction should be relevant to children's lives. Problem-solving skills and critical thinking skills are valuable. Education is a partnership among home, school, and community. Respect for self and others promotes a sense of community and an environment conducive to learning. Every individual has a unique combination of abilities and attributes that, when recognized, nurtured and challenged, promote the realization of potential. R. C. Hinsdale embodies this purpose by holding students accountable and teaching the whole child. There is a strong sense of home and school partnerships and families are invested and engaged in the mission of our school. Opportunities in the arts, technology, physical education, and many extra-curricular options encourages students to explore and develop their skills and talents and helps prepare students to be college and career ready.

Notable Achievements and Areas of Improvement

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

R. C. Hinsdale has achieved superior ratings on state achievement assessments for the past three years and has also been recognized as a School of Distinction. Historically, our students have performed at or above grade level and our overall achievement has remained consistently high.

Our attendance data ranks among the highest in the state. Our school received the 2017 Region 7 High Attendance Award for large elementary and our yearly attendance rates continue to rank at the top of our state. As the demographic characteristics of our students and families has changed in recent years, we have experienced some challenges with regard to helping all students achieve at high levels. Through our school's Multi-tiered System of Support (MTSS), we are providing all students, especially our at-risk learners which includes students with disabilities, English Language Learners and economically disadvantaged students n the opportunity to excel and demonstrate achievement at proficiency and beyond.

Additional Information

CSI/TSI Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

Additional Information

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

Through the strong support of our families and community, we will meet the needs of all students. We continue to seek opportunities to build stronger community partnerships that that will further support the needs of all of our learners. Our students hold high expectations for themselves and our teachers have invested in our school for more than 100 years concurrently. R. C. Hinsdale is an outstanding school, and we will continue to reach higher to achieve success. Our theme for this school year is focused on growth: Let's root for each other and watch each other grow.
#LetsGROWPatriots

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Three: Closing the Achievement Gap Diagnostic _11222019_14:14

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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Last Modified: 12/12/2019
Status: Open

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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic Rationale

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

Please see attached.

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

Our school's climate and culture as it pertains to our gap population is unique because this group represents a smaller percentage of our population when compared to the total population. Our two highest groups are minority and poverty, but they account for less than twenty percent each of our population. More than 80 percent of our students are not minority and are not classified as students in poverty. Our population of students with disabilities is the next highest, but it accounts for less than 10 percent of the total population and our English learners population accounts for less than 5 percent. Although the percentage of gap is small in comparison, we are focusing our efforts on proficiency and growth for all students. Teachers have worked with all students to set individual academic goals and our school culture is promoting social emotional well-being through our SEL curriculum to support all of our students, especially our gap population.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

We continue to work to close our gap in reading and math, but we have not successfully closed achievement in these areas for our students with disabilities and economically disadvantaged students.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

In 2017-2018, our English Learners performed well in reading as compared to all students. 76.8 percent of English Learners scored Proficient/Distinguished in reading as compared to 78.2 percent of all students. Our students with disabilities continue to perform higher in reading than math. Our two highest groups are minority and poverty, but they account for less than twenty percent each of our population. More than 80 percent of our students are not minority and are not classified as students in poverty. Our population of students with disabilities is the next highest, but it accounts for less than 10 percent of the total population and our English learners population accounts for less than 5 percent.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

Overall, our students in gap groups perform lower in math than reading. In 2017-2018, economically disadvantaged students scored 61.8% in reading and 40% in math as compared to non economically disadvantaged students who scored 81.6% in reading and 67.0% in math. In 2018-2019, our economically disadvantaged students scored 50.0% in reading and 34.4% in math as compared to non-economically disadvantaged students who scored 77.7% in reading and 71.1% in math. In 2017-2018, our students with disabilities scored 55.9% in reading and 23.5% in math as compared to students without disability who scored 80.9% in reading and 67% in math. In 2018-2019, students with disability scored 28.2% in reading and 10.3% in math as compared to students without disabilities who scored 78.3% in reading and 71.2% in math.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

The absence of a school-wide RTI plan has prevented our school from closing achievement in reading and map for all groups. In addition, grade level teams did not have an established plan or protocol for reviewing data or assessments. School-wide data tracking and review was inconsistent and a lack of RTI resources specifically in the area of math has presented challenges to closing math achievement gaps.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Team Leaders are leading the work with PLCs to design and align curriculum and assessments. This team includes the following members: Denise Jefferies (1st grade), Stephanie Steinbrunner (2nd grade), Juli Watkins (3rd grade), Kristin Stainforth (4th grade), Barbie Bogard (5th grade), Kyle Chevalier (P.E.), and Lauren Cottengim (Kindergarten). Administrators (Dr. Angela Castleman and Mr. Alex Fangman) will work closely with grade level teams to align curriculum, review data and analyze assessments. Our SBDM members will also provide input and monitor progress towards our goals. These members include: Beth King, Tricia Kiefer, Katie Gibbons, Jami McQuerry, Hui Pin Sepulveda, Gina Powers, and Angie Smith.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

Our school's professional development plan was approved in May 2018 and includes curriculum alignment for all grade levels and special education in the area of math. In addition, our professional development includes technology integration for math and training on our district's Cycle of Quality Instruction to enhance teaching and assessment practices specifically in the area of math. Our Extended School Services plan was approved in November 2018 and is used to provide a kindergarten readiness program to help close achievement gaps from the beginning.

III. Planning the Work

Closing the Achievement Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Goal 1: Increase percent Proficient/Distinguished in Reading for students with disabilities with IEP from 28.2 in 2019 to 77.95 in 2023. Goal 2: Increase percent Proficient/Distinguished in Math for students with disabilities with IEP from 10.5 in 2019 to 61.75 in 2023.

Closing the Achievement Gap



Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Please see attached.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Group Identification		*
 Measurable Gap Goal		*

Gap Group/Total number of students	Percentage of Total School Population
African American/12	4%
Hispanic/9	3%
Native HI or Pacific Islander/1	0.03%
Two or More Races/12	4%
English Language Learners/9	3%
Economially Disadvantaged/64	21%
Disability/39	13%

[illegible]

Funding Mechanism and Amount
\$0
\$0

**2019-20 Phase Three: Comprehensive Improvement Plan for
Schools_11222019_14:12**

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

R C Hinsdale Elementary School

Angela Castleman
440 Dudley Rd
Edgewood, Kentucky, 41017
United States of America

Last Modified: 12/12/2019

Status: Open

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2019-20 Phase Three: Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shipley*, *Baldrige*, etc.).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Using the Comprehensive School Improvement Plan Template

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Comprehensive School Improvement Plan		*

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shipley*, *Baldrige*, etc.).

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- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

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Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.

- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

Goal 1 (State your proficiency goal.): Increase percent Proficient/Distinguished in combined Reading and Math, from 85.9 in 2019 to 100 in 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase percent Proficient/Distinguished in combined Reading and Math, from 85.9 in 2019 to 89.4 in 2020.	Review, Analyze, and Apply Data	Develop a clearly-defined RtI school process with applicable documentation tools.	Triangulating data using MAP and formative and summative common assessments	Weekly review and collaboration	\$0
	Design, Align, and Deliver Support	Ensure that formative, interim and summative assessment results, as well as universal screener data are used appropriately to determine tiered intervention needs.	Implementing SEL program to features a monthly character trait weekly lessons, and groups based on social and emotional needs	MTSS Data PLCs every 4-6 weeks	
		Develop school culture supports, including academic, behavioral, and mental health to promote and support learning for all students.	PBIS program establishes behavior expectations and encourages monitoring of safety and discipline data.	PD through Faculty Meetings	
		Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs.	30/60/90 day plan review and revision	Safety and discipline assessment data	

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): <i>Increase the Separate Academic Indicator from 80.4 in 2019 to 90.9 in 2023.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the Separate Academic Indicator from 80.4 in 2019 to 83.02 in 2020.	Design and Deliver Instruction	<p>Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in the curricular adjustments when students fail to meet mastery.</p> <p>Ensure curricular delivery and assessment measures provide for all pertinent information needs for students.</p>	<p>Implementation of high engagement strategies in all classes.</p> <p>Implementation of The Cycle of Quality Instruction.</p>	Walkthroughs, District Site Visits, Kagan Training	\$5,000 for Team Members to complete Kagan Training

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Increase percent Proficient/Distinguished in combined Reading and Math for students with disabilities with IEP from 19.25 in 2018 to 69.85 in 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percent of Proficient/Distinguished in combined Reading and Math for students with disabilities from 19.25 in 2019 to 31.9 in 2020.	Review, Analyze and Apply Data Establishing Learning Culture and Environment	Develop a progress monitoring system to monitor standards mastery for all students and students with disabilities Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of the students' assessed. Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.	Students demonstrating mastery and goal setting and achievement. School-wide behavior supports and PD for culturally responsive practices.	Monitoring of IEP goals as well as progress towards proficiency. Behavior data and informal and formal feedback from staff.	\$0

4: Growth

Goal 4 (State your growth goal.):

Increase percent of students showing growth in Reading from 51.5 in 2019 to 69.0 in 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase percent of students showing growth in Reading from 51.5 in 2019 to 55.6 in 2020.	Review, Analyze and Apply Data Establishing a Learning Culture and Environment	Use classroom assessment data to inform teacher's instructional decisions. Use assessment data to help students' assess and adjust their own learning. Enable students to develop leadership roles within the school and classroom Provide opportunities for students to participate in enrichment through extra-curricular activities.	Progress towards proficiency and growth goals Student participation and Involvement in leadership and extra-curricular opportunities	MAP Data, Formative and Summative Assessment and Intervention Data Teachers provide opportunities and coaches and sponsors monitor participation and involvement.	\$0