



2024-2025 Phase One: Continuous Improvement Diagnostic for Schools_09202024_09:52

2024-2025 Phase One: Continuous Improvement Diagnostic for Schools

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

Table of Contents

2024-2025 Phase One: Continuous Improvement Diagnostic for Schools	3
--	---

2024-2025 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 2024-2025 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)

- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CSIP will be posted to the school's website pursuant to 703 KAR 5:225 Section 3(5)(b).

Please enter your name and date below to certify.

Joshua Feldmann September 20, 2024



2024-2025 Phase One: Executive Summary for Schools_09202024_09:27

2024-2025 Phase One: Executive Summary for Schools

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

Generated on 12/02/2024

R C Hinsdale Elementary School

Table of Contents

2024-2025 Phase One: Executive Summary for Schools **3**

2024-2025 Phase One: 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 539 students in grades P-5, with 40 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. Hinsdale has fully implemented 1:1 technology at all grade levels due to the collaboration with our district to provide funding for Chromebooks for each student. In addition, Hinsdale has an Instructional Technology Coach to provide ongoing technology support and professional learning to all staff. This includes training staff on the Learning Management System, Schoology and Performance Matters. Hinsdale is fortunate to have research based curriculums for reading, math and SEL.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

We are proud to collaborate with many stakeholder groups here at Hinsdale. Each year we develop a school wide action plan. This action plan sets out in detail specific goals for student success, and then steps that we take to reach those goals. This year our goals center on student achievement on both Reading and Math common assessments and the percentage in which we reach proficiency both school wide and students with disabilities. Schoolwide we are working to move from 78% to 80% of students reaching proficiency on common assessments in Reading. In Math we are working to move from 73% to 75% of students reaching proficiency on common assessments. This goal begins with strong tier one instruction within the classroom. We conduct monthly walks on all teachers in all classrooms. We use this walk data to better inform and support teachers in reaching their fullest potential. We then use assessment data throughout the year to identify gaps that we see as it relates to specific standards in Reading and Math. These conversations had in our PLC's allow teachers to present to administration their specific skill deficits identified and their plans in recursively addressing those standards. Teachers are a stakeholder group that needs to be involved and engaged each day. Staff memos are sent out each week for updates on initiatives and communication that keep staff up to date with school and district information. We

meet as a staff monthly, and each grade level team meets with our admin team in PLCs (professional learning communities), where we discuss specific students at each grade level who may need additional supports.

In addition, parent and family engagement is paramount to student success each day. That engagement begins with constant and consistent communication. All families receive weekly newsletters from our principal entitled "Hot Takes". This weekly communication provides updates on school news, activities and events families should be aware of during that week and beyond. Additionally, inside of each "Hot Takes" weekly newsletter there are links from every grade level team where families can click and gain access to all pertinent information for their student in that grade level. We provide an Open House evening where teachers also share this information with parents in person.

Lastly we work with a variety of community partners to help enhance any and all educational opportunities that these partners can provide for students, staff, and parents. These include fire and police departments, and a variety of local businesses who can provide real world applications to what is being taught within our daily curriculum.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

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. These engaging activities encourage students to explore and develop their skills and talents and helps prepare students to be college and career ready.

Hinsdale has an array of teams in the building including LEAD teams, MTSS teams, and a strong SBDM that governs our school. We believe that transition readiness begins from the first day a student enters our doors. We follow the district instructional initiatives of strong Tier I instruction as well as strong tiered instruction and effective PLCs. At Hinsdale our SBDM regularly analyzes school wide data, examples of these include MAP data, Common Assessments, and KSA results. These data sets are also analyzed within our LEAD teams and MTSS teams.

Hinsdale also has Professional Learning Communities (PLCs) where this data is reviewed as well. Multiple sets of stakeholder analysis provides an array of perspectives all centered on student achievement.

Hinsdale offers a wide range of clubs and activities for students in grades K-5. Over the last few years we have worked to achieve 100% student participation in clubs throughout the school day and after school. Lastly we have tremendous parent/family support from our PTA. Our PTA provides additional family engagement opportunities and gears fundraising opportunities to assist in student programs schoolwide.

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 Elementary is a very high performing school that has reached the highest ranking in Kentucky, Blue, in the 2022 and 2023 school year and a high ranking of Green in 2024. Our current MAP data, taken in the fall and spring, indicates that 68% of our 3rd-5th grade students will score proficient or distinguished in Reading. 71% of 3rd-5th grade students are projected to score proficient or distinguished in the math portion of the KSA. These percentages are increasing from the 2023 school year, where we were projected to have 67% (Reading) and 70% (Math). Our teachers and administrators analyze MAP data, as well as Common assessments and formative assessments, to determine if interventions are necessary during our daily-scheduled RTI blocks. Students are placed in enrichment classes based on a triangulation of data from KSA, MAP and longitudinal data sets.

While looking at our three year KSA history, we have increased our school-wide percentages of student proficiency. Of the schoolwide highlights, 74% of our third grade students in Reading and 70% in Math were proficient in the 2024 KSA. 70% of fourth graders, in Math, were proficient which is an increase from 2022 (67%). As part of our action plan, we are dedicating time to increase our school-wide writing. In 2024, 59% of all 5th grade students were proficient in combined writing. All of this information, as well as individual student data can be found on our grade-level data dashboards. Teachers and administrators routinely analyze data whether in staff meetings or PLCs.

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. We work each day at analyzing academic data, behavior data, and SEL information to provide our students with every opportunity to succeed. Our students hold high expectations for themselves and our teachers have invested in our school. We are proud to be a school where every student in our building is one to one with technology, and we have a comprehensive school wide reading resource for our students to work with each day. Our theme for this school year is that here there "are no cracks" students fall through...we have a facing forward mindset and how together we can move staff and students towards college and career readiness.

Generated on 12/02/2024

R C Hinsdale Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2024-2025 Phase One: School Safety Report_09202024_09:42

2024-2025 Phase One: School Safety Report

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

Table of Contents

2024-2025 Phase One: School Safety Report	3
---	---

2024-2025 Phase One: School Safety Report

School Safety Report

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) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) 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, shall be reported for the 2022-2023 school year and each year thereafter.

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. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

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

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes

7. 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) and is a copy maintained in the school office?

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

Yes 7/24/24

8. 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 most recent date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes 8/8/24

9. 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) and are the drills maintained in the appropriate drill log for the given school year?

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

Yes

10. 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) and is a copy maintained on file in the school office?

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

Yes

11. Over the immediately preceding twelve months, did the principal 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 the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2024-2025 Phase Two: The Needs Assessment for Schools_10182024_13:58

2024-2025 Phase Two: The Needs Assessment for Schools

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

Table of Contents

2024-2025 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	9

2024-2025 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that they will address 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 to 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.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results as you conducted this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings were 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. Our SBDM council is comprised of representation from both parents and teachers, including parents of minority students. 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 composed 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 towards proficiency as well as IEP goals and review best practices for IEP compliance. Following each MAP assessment (Fall and Spring) administrators meet with teachers to discuss results and determine next steps to help students reach proficiency.

Every 6-8 weeks our MTSS teams meet to review data for all students that need interventions. The first meeting for all students in MTSS was held on October 23, 2024. These teams review data in both academic and behavior supports. MTSS members include administration, school counselor, district personnel, and interventionists. These meetings include multiple data points including MAP scores, district common assessment scores, Dibels, and the RI (Reading Inventory) which is used as our district Reading diagnostic. If students show evidence needing additional supports they are moved into Tier II. During Tier III meetings, data is triangulated to show progress, or if a lack of progress is evident, discussions are held to determine if a student should be moved into a referral. The administrative team reviews data to determine progress levels and shares those results with the SBDM during monthly meetings. This data includes, KSA results, MAP data, and behavioral reports from Infinite Campus.

KSA results were provided to staff. At that time we analyzed KSA data as a staff. We used this year's data as part of a three year trend to help identify any gaps, specifically with teachers in grades 3, 4, and 5.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

The goals, objectives, and strategies from last year's CSIP saw mixed results. The two main areas we focused on academically were in the areas of Math and Reading for all students and the students with disabilities as well. The following data sets show results in all four areas from 2022-2023 to 2023-2024

- KSA Reading for ALL students 2022-2023 Proficient and Distinguished 71%
- KSA Reading for ALL students 2023-2024 Proficient and Distinguished 66%

- KSA Math for ALL students 2022-2023 Proficient and Distinguished 70%
- KSA Math for ALL students 2023-2024 Proficient and Distinguished 67%

- KSA Math for Students with Disabilities 2022-2023 Proficient and Distinguished 41%
- KSA Math for Students with Disabilities 2023-2024 Proficient and Distinguished 27%

- KSA Reading for Students with Disabilities 2022-2023 Proficient and Distinguished 38%

- KSA Reading for Students with Disabilities 2023-2024 Proficient and Distinguished 30%

As mentioned above, the success we had showed mixed results. While we were one of the top two performing schools in our district in both Reading and Math we did encounter a drop in our overall numbers. Typically there is a slight dip seen within the first year of an entire school wide literacy HQIR implementation such as ours.

We feel confident overall in both our Reading and Math programs and expect to see a rise in the upcoming academic year. This begins with continuing to monitor strong tier one instruction through monthly walks and using the resulting walk data to guide staff professional development opportunities. Furthermore using assessment results to guide our response to intervention blocks (RTI) for both Reading and Math. Using these results to intentionally plan how we invest in this valuable time. Then at the conclusion of each month we share trends and results with staff through weekly newsletters, PLCs. and staff meetings to guide improved instruction.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
 - From 2022 to 2024, the school continues to see Combined Writing for Free and Reduced students as an area for improvement.
 - In 2022-2023 the school had 59% novice or apprentice
 - In 2023-2024 the school had 50% novice or apprentice
 - From 2022 to 2024 the school saw an increase in the amount of novice or apprentice scores for Math for Free and Reduced Students
 - In 2022-2023 the school had 57% novice or apprentice
 - In 2023-2024 the school had 47% novice or apprentice

Current State

4. Describe in narrative form the current state of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
 - Thirty percent (30%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in Reading.
 - Sixty Seven percent (67%) of students of students scored proficient in Math which ranked 56th in the state.
 - Impact survey results show that 100% of staff have trust in the administrative team
 - Impact survey results show that 100% of staff believe the administrative team has a clear vision for the school's future.
 - Hinsdale achieved an outstanding indicator score from our student survey of 87%. This score was number one in the Northern Kentucky region

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summ gap learners.

Only twenty percent (39%) of students with disabilities reached proficiency in Combined Writing as opposed to the overall percentage of 59% of all students reaching proficiency for Combined Writing. The drops we have seen in reading proficiency will be addressed through triangulation of reading assessments, MAP data, and MAP fluency reports to help address specific student needs. Our grade level teams analyze MAP fluency reports to flag students who are at risk to not reach proficiency. These reports not only address specific skill deficits but provide

activities that students can do to address those needs in their needs based RTI blocks.

Using our district learning priorities as a guide we will continue monthly teacher walks. These walks will help guide teacher supports and ensure strong tier one instruction. In addition we will have walks conducted during our RTI blocks to help provide coaching and support for teachers in these critical areas.

The second district priority of PLCs will give us the opportunity to analyze common assessment results using result analyzers. Grade level teams will bring these results to PLCs where they will share with admin their thoughts and plans to help students who struggled with specific standards within the assessment. Recursively touching on standards helps lead to a stronger foundation.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Areas of strength to celebrate were that Hinsdale continues to be a leader in the state in both Reading and Math on KSA. This strength is something we look to build upon using continual data digs with individual grade levels. Using assessment results to guide both tier one classroom instruction and intentional planning of our school wide RTI needs based blocks. In the area of Math the percentage of proficient and distinguished stayed steady at 67%. Then in the area of Reading the percentage of proficient and distinguished rose from 65% to 66%. Additionally we achieved the one of the highest Math, Science, and Social Studies scores on KSA in the state. Another area of growth was that our student voice and climate survey skyrocketed to an indicator score of 87 which ranked highest in the region. Lastly, our attendance data has been a long standing strength at Hinsdale. We consistently have the highest attendance rate of any school P-12 in the district. During the 2023-2024 school year our attendance rate was an outstanding 96.5%

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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 Results

KCWP 5: Design, Align and Deliver Support Processes
KCWP 6: Establish Learning Environment and Culture

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

- b. Upload your completed template in the attachment area directly below.

ATTACHMENTS

Attachment Name

 2024-2025 CSIP Phase II FINAL


8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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.

NOTE: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

The key to success in any classroom is the combination of quality instruction and quality materials to deliver that instruction. We intend to continue our success by being in classrooms to provide meaningful and deliverable feedback on instruction to teachers. Teachers receive a minimum of one walk per month. These walks evaluate teachers in their use of our cycle of quality instruction. This cycle includes four key elements. First, is the task students eliciting, appropriate as it relates the standard being taught. Secondly, are all students providing products during that particular lesson. Next, does the lesson include a collaborative piece. True collaboration during a lesson requires an individual product first, and then students can collaborate to improve and adjust their responses. Finally, do we witness evidence of teachers adjusting instruction during the lesson. At the conclusion of each month we provide walk data to our staff to further their skills in the classroom based on the results of each month's walks. Then after assessment results are available, grade level teams analyze the data in a PLC structure to see where students met, or need further instruction in specific standards. These assessments may be formative, summative, or a district common assessment. The results of this analysis allows teacher to adjust their tier one instruction where necessary to address learning gaps in specific standards. Additionally teachers can use these results to guide their needs based RTI blocks. Using RTI blocks more efficiently allows each student's learning path can be customized to help them reach their fullest academic potential.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2024-2025 CSIP Phase II FINAL		• 7

Key Elements of the Teaching and Learning Environment – School

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the school will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive School Improvement Plan (CSIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	NO	<ul style="list-style-type: none"> • Implementation of school and district data dashboard for data analysis. • Weekly PLC discussion with teachers/grade levels on standards and curriculum
KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	NO	<ul style="list-style-type: none"> • Teachers receive at least one walk per month. These walks focus on all phases of the Cycle of Quality Instruction. • Teachers provide feedback from district walks and observe teaching peers to gain further insights on highly effective instruction. • Teachers receive updates on staff trends as it relates to the various elements of the cycle of instruction being implemented throughout the building.
KCWP 3: Design and Deliver Assessment Literacy Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?	YES	<ul style="list-style-type: none"> • Assessments are given from previous years for teachers to establish baseline of present levels for students. • PLC structures that incorporate data analysis on common and formative assessments.
KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit,	YES	<ul style="list-style-type: none"> • District leadership meetings that focus on balanced assessments and further support opportunities where

Key Elements of the Teaching and Learning Environment – School

interpret, and act on meaningful evidence of student learning?		<p>district and school leaders can analyze data to locate trends, strengths, and potential gaps.</p> <ul style="list-style-type: none"> • Team lead meetings and PLC structures established to breakdown assessment data. These assessments may be formative, summative, or district common assessments.
<p>KCWP 5: Design, Align and Deliver Support</p> <p>Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?</p>	NO	<ul style="list-style-type: none"> • Teachers submit progress monitoring data prior to PLC meetings. • MTSS tier 2 and tier 3 data check meetings every 6-8 weeks to monitor and discuss student progress. • Staff training focused on MTSS and how to properly track student progress during interventions • Weekly PLC meetings are held collaboratively with teachers and administration for the breakdown of data and establishing needs-based areas of focus to guide future instruction
<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?</p>	NO	<ul style="list-style-type: none"> • Student celebrations and recognitions are held for students exemplifying social and academic success within the school community. • Our school partners with a neighboring high school to provide mentors for our students who need an older role model



2024-2025 Phase Two: School Assurances_10142024_15:18

2024-2025 Phase Two: School Assurances

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

Table of Contents

2024-2025 Phase Two: School Assurances	3
---	----------

2024-2025 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies 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.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☒ Yes

☐ No

☐ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. 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

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☐ Yes

☐ No

☒ N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☐ Yes

☐ No

☒ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☐ Yes

☐ No

☒ N/A

COMMENTS

7. The school provides parents of participating children in a targeted assistance program, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☐ Yes

☐ No

☒ N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☐ Yes

☐ No

☒ N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☐ Yes

☐ No

☒ N/A

COMMENTS

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☐ Yes

☐ No

☒ N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☐ Yes

☐ No

☒ N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☐ Yes

☐ No

☒ N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all

children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☐ Yes

☐ No

☒ N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Schoolwide Programs

15. In a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) 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

COMMENTS

16. In a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

17. In a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

18. In a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

19. In a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

20. In a schoolwide program, the school developed a comprehensive plan (CSIP) 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. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents

how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☐ Yes

☐ No

☒ N/A

COMMENTS

21. In a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) 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

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Targeted Assistance School Programs

23. In 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

COMMENTS

24. In 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

COMMENTS

25. In 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

COMMENTS

26. In 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

COMMENTS

27. In 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

COMMENTS

28. In 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

COMMENTS

29. In 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

COMMENTS

30. In 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

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement in the previous year, including additional 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

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

33. If identified in the previous year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented

a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2024-2025 Phase Three: Comprehensive School Improvement Plan_11152024_07:49

2024-2025 Phase Three: Comprehensive School Improvement Plan

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

Table of Contents

2024-2025 Phase Three: Comprehensive School Improvement Plan	3
Attachment Summary	6

2024-2025 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During 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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. 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. Objectives should address state assessment results and/or aligned formative assessments. 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, as identified in the Needs Assessment for Schools, 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.).

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 Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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

Measure of Success: Criteria that shows how well the school is accomplishing their action steps. 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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

Requirements for Building an Improvement Plan

The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan \(CSIP\) Template](#).

- **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name


 2024-2025 CSIP Phase III Final

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Hinsdale will focus on increasing both Math and Reading proficiency and additionally increasing Writing proficiency. Hinsdale will also be addressing GAP goals for students in both Reading and Math. Finally; we will be looking at our school climate to improve how students feel they are treated by peers, particularly with online behavior. Objectives will be achieved through the delivery and design of instruction and then the review, analysis and application of student data. Activities highlighted in our goal setting process will be both fidelity walks of our school wide HQIR (HMH) as well as monthly classroom walks across all content areas to ensure the Cycle of Quality Instruction is being implemented. Additionally our teams will triangulate MAP Growth Data, MAP Fluency Data, and Common Assessment Data to determine next steps for students in Tier I, Tier II, and Tier III to ensure all students are on grade level. Lastly, we will review the health of both our reading and math intervention data at the end of each 8-week MTSS progress check to determine intervention effectiveness.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2024-2025 CSIP Phase III Final		.

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
- The required goals for **high schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Alignment to Needs:

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

Priorities/Concerns from Needs Assessment for Schools

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

Only twenty percent (39%) of students with disabilities reached proficiency in Combined Writing as opposed to the overall percentage of 59% of all students reaching proficiency for Combined Writing. The drops we have seen in reading proficiency will be addressed through triangulation of reading assessments, MAP data, and MAP fluency reports to help address specific student needs. Our grade level teams analyze MAP fluency reports to flag students who are at risk to not reach proficiency. These reports not only address specific skill deficits but provide activities that students can do to address those needs in their needs based RTI blocks.

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

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

KCWP 2: Design and Deliver Instruction:

- Teachers receive at least one walk per month. These walks focus on all phases of the Cycle of Quality Instruction.
- Teachers provide feedback from district walks and observe teaching peers to gain further insights on highly effective instruction.
- Teachers receive updates on staff trends as it relates to the various elements of the cycle of instruction being implemented throughout the building.

KCWP 4: Review, Analyze and Apply Data:

- District leadership meetings that focus on balanced assessments and further support opportunities where district and school leaders can analyze data to locate trends, strengths, and potential gaps.
- Team lead meetings and PLC structures established to breakdown assessment data. These assessments may be formative, summative, or district common assessments.

KCWP 5: Design, Align and Deliver Support:

- Teachers submit progress monitoring data prior to PLC meetings.
- MTSS tier 2 and tier 3 data check meetings every 6-8 weeks to monitor and discuss student progress.
- Weekly PLC meetings are held collaboratively with teachers and administration for the breakdown of data and establishing needs-based areas of focus to guide future instruction

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	84.8	-0.7
State Assessment Results in science, social studies and writing	78.9	-1.1
English Learner Progress	No Score Available	
Quality of School Climate and Safety	87.0	+8.5
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

1: State Assessment Results in Reading and Mathematics

Goal 1: Students at RC Hinsdale increase the number of proficient and distinguished students in the area of Reading from 66% in Reading on KSA in 2024 to 81% in 2029					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase % Proficient and Distinguished in Reading from 66% in 2024 to 69% in 2025	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Continue year 2 of full implantation of HMH -Into Reading as our school wide literacy instructional resource and the shift from balanced literacy to the science of reading, including on going district professional development (grade level boost sessions). Conduct HMH Fidelity walks with admin team and school literacy leads to provide meaningful feedback to teachers to ensure equity in all classrooms for Tier I instruction in reading (Fall and Spring Fidelity walks) 	<ul style="list-style-type: none"> District Common Assessments School level common formative assessments MAP growth data MAP fluency Diagnostic data KSA data IXL progress data Intervention program data 	<ul style="list-style-type: none"> Monthly Analysis of Walk Data from Cycle of Quality Instruction Utilization of Performance Matters in weekly PLC's, as well as grade level data dashboards to track student progress on classroom formative assessments and district common assessments in order to name and claim students and create actionable steps for adjusting instruction Monitoring lesson plans to ensure fidelity of the HMH HQIR and that plans outline each element of the Cycle of Quality Instruction 	\$0
	KCWP 4 : Review, Analyze, and Apply Data	<ul style="list-style-type: none"> Monthly teacher walks data highlighting areas of strength and growth in teacher instruction. Learning Targets that clearly define what students are learning, why they are learning it, and how they know if they've learned it. 	<ul style="list-style-type: none"> Monthly walk analysis data and trends shared with staff 	<ul style="list-style-type: none"> PD through staff meetings Share outs from monthly district leaderships meetings in PLCs 	\$0
	KCWP 4: Review, Analyze, and Apply Data	<ul style="list-style-type: none"> Triangulate MAP Growth, MAP reading fluency diagnostic data, common assessment data as well as intervention data at 		<ul style="list-style-type: none"> MTSS Data PLC's every 6-8 weeks 	\$0

Goal 1: Students at RC Hinsdale increase the number of proficient and distinguished students in the area of Reading from 66% in Reading on KSA in 2024 to 81% in 2029					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		each progress check to determine next steps for students in Tier I, Tier II, and Tier III to ensure all students are reading on grade level. <ul style="list-style-type: none"> Review the health of reading intervention data at the end of each 8-week MTSS progress check to determine intervention effectiveness 		<ul style="list-style-type: none"> MAP fluency diagnostic – 3x per year MAP growth data 2x per year 	

Goal 1: Students at RC Hinsdale increase the number of proficient and distinguished students in the area of Math from 67% in Reading on KSA in 2024 to 82% in 2029					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase % Proficient and Distinguished on KSA in Math from 67% in 2024 to 70% in 2025	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Monthly learning walks for all teachers to provide specific feedback on the Cycle of Quality Instruction followed by monthly analysis of school wide walk feedback at faculty meetings and in weekly memos to provide differentiated professional learning on the elements of the cycle. 	<ul style="list-style-type: none"> District Common Assessments Common Formative Assessments MAP Growth Data 2x per year IXL Data 	<ul style="list-style-type: none"> Monthly Analysis of Walk Data from Cycle of Quality Instruction Weekly PLCs to review and review and analyze student weekly and common assessment data in math with teachers and administrators Review Common Assessment data in Performance matters to analyze data in context. 	\$0
	KCWP 4: Review, Analyze, and Apply Data	<ul style="list-style-type: none"> Utilization of Performance Matters to track student progress on weekly and common assessments and intervention data to focus our discussion at weekly PLCs to name and claim students and 	<ul style="list-style-type: none"> Common Assessment scores % of Proficient and Distinguished as monitored with Performance 	<ul style="list-style-type: none"> Monitoring of lesson plans to ensure tasks are aligned to standards as well as learning walk feedback related to task and product of the Cycle of Quality Instruction 	\$0

Goal 1: Students at RC Hinsdale increase the number of proficient and distinguished students in the area of Math from 67% in Reading on KSA in 2024 to 82% in 2029					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		create actionable steps for adjusting instruction	Matters and district data dashboard		
	KCWP 4: Review, Analyze, and Apply Data	<ul style="list-style-type: none"> Review the health of math intervention data at the end of each MTSS progress check tot determine the 		<ul style="list-style-type: none"> MTSS Data PLC's every 6-8 weeks 	\$0

2: State Assessment Results in Science, Social Studies and Writing

Goal 2: Students at RC Hinsdale increasing from 59% Proficient and Distinguished in Writing on KSA in 2024 to 74% in 2029					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase % Proficient and Distinguished on KSA in Writing from 59% in 2024 to 62% in 2025	KCWP 4: Review, Analyze, and Apply Data	<ul style="list-style-type: none"> Each Month at our PLC meetings grade level teams bring writing examples. We will share and discuss the writing to guide future instruction 	<ul style="list-style-type: none"> Implementation of Cycle of Quality Instruction in the writing blocks 	<ul style="list-style-type: none"> Walk throughs Grade Level Writing PLCs 	\$0
	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Partnership with KCSD writing consultants to provide a (4) part series of writing trainings to provide teachers writing strategies that can be implemented in grades K-5 	<ul style="list-style-type: none"> Implementation of high engagement strategies in all classes. 	<ul style="list-style-type: none"> Walk throughs Grade Level Writing PLCs to analyze student writing results and exemplars 	\$0

Goal 2: Students at RC Hinsdale increasing from 54% Proficient and Distinguished in Science on KSA in 2024 to 69% in 2029					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase % Proficient and Distinguished on KSA in Science from 54% in 2024 to 57% in 2025	KCWP 4: Review, Analyze, and Apply Data	<ul style="list-style-type: none"> Assessment Analysis after each Science assessment to deep dive what standards need to be recursively taught. Strong Tier One Instruction in all classrooms 	Data Analysis and Next Steps after each Science Common Assessment	<ul style="list-style-type: none"> Weekly PLC review and collaboration Monthly Analysis of Walk Data from Cycle of Quality Instruction 	\$0
	KCWP 4: Review, Analyze, and Apply Data	<ul style="list-style-type: none"> Deconstructing of Science Standards to ensure rigor of standard is being met in classroom tasks and assessments Learning Targets that clearly define what students are 	Monthly teacher walks data highlighting areas of strength and growth in teacher instruction.	<ul style="list-style-type: none"> PD through staff meetings Share outs from monthly district leaderships meetings in PLCs 	\$0

		learning, why they are learning it, and how they know if they've learned it.			
--	--	--	--	--	--

Goal 2: Students at RC Hinsdale increasing from 61% Proficient and Distinguished in Social Studies on KSA in 2024 to 76% in 2029					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase % Proficient and Distinguished on KSA in Social Studies from 61% in 2024 to 64% in 2025	KCWP 4: Review, Analyze, and Apply Data	<ul style="list-style-type: none"> Assessment Analysis after each Social Studies assessment to deep dive what standards need to be recursively taught Strong Tier One Instruction in all classrooms 	Data Analysis and Next Steps after each Social Studies Common Assessment	<ul style="list-style-type: none"> Weekly PLC review and collaboration Monthly Analysis of Walk Data from Cycle of Quality Instruction 	\$0
	KCWP 4: Review, Analyze, and Apply Data	<ul style="list-style-type: none"> Learning Targets that clearly define what students are learning, why they are learning it, and how they know if they've learned it. 	Monthly teacher walks data highlighting areas of strength and growth in teacher instruction.	<ul style="list-style-type: none"> PD through staff meetings Share outs from monthly district leaderships meetings in PLCs 	\$0

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase percentage of proficient and Distinguished in Reading from 30% to 35%	KCWP 4: Review, Analyze, and Apply Data	<ul style="list-style-type: none"> Special ED team uses Data Dashboard to monitor student progress and IEP goal progress. Collaborative blocks and co-teaching to support regular education and special education instruction Monthly Teacher Walk data with Cycle of Quality Instruction 	<ul style="list-style-type: none"> Students demonstrating mastery and goal setting achievement. District Common Assessments Common Formative Assessments MAP Growth Data 2x per year 	<ul style="list-style-type: none"> Monitoring IEP goals as well as progress towards mastery. Review Common Assessment data in Performance matters to analyze data in context. 	\$0
Objective 1: Increase percentage of proficient and Distinguished in Math from 27% to 32%	KCWP 4: Review, Analyze, and Apply Data	<ul style="list-style-type: none"> Special ED team uses Data Dashboard to monitor student progress and IEP goal progress. Dedicated planning time for SPED and General Education Teachers to analyze student results Monthly Teacher Walk data with Cycle of Quality Instruction 	<ul style="list-style-type: none"> Students demonstrating mastery and goal setting achievement. District Common Assessments Common Formative Assessments MAP Growth Data 2x per year 	<ul style="list-style-type: none"> Monitoring IEP goals as well as progress towards mastery. Review Common Assessment data in Performance matters to analyze data in context. 	\$0

4: English Learner Progress

Goal 4: Students at RC Hinsdale will increase its % of Proficient and Distinguished students in Reading from 33% on the KSA in 2024 to 48% in 2029 and increase their % of Proficient and Distinguished in Science from 33% on the KSA in 2024 to 48% in 2029.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: RC Hinsdale will increase its % of Proficient and Distinguished students in Reading from 33% in 2024 to 36% on the 2025 KSA	KCWP 4: Review, Analyze, and Apply Data	<ul style="list-style-type: none"> Weekly PLC scheduled meeting with school level EL team to monitor student progress. Scaffolding of activities and using strategies from EL toolkit 	Students demonstrating mastery and goal setting achievement	Monitoring EL goals as well as progress towards mastery.	\$0
Objective 2: RC Hinsdale will increase its % of Proficient and Distinguished students in Science from 33% in 2024 to 36% on the 2025 KSA	KCWP 4: Review, Analyze, and Apply Data	<ul style="list-style-type: none"> Weekly PLC scheduled meeting with school level EL team to monitor student progress. Scaffolding of activities and using strategies from EL toolkit 	Students demonstrating mastery and goal setting achievement	Monitoring EL goals as well as progress towards mastery.	\$0

5: Quality of School Climate and Safety

Goal 5: Decrease percentage of students from 31% to 11% who agree that students being mean and hurtful is a problem for Hinsdale by 2029 and decrease percentage of students from 32% to 12% who agree that students being mean or hurtful to others online is a problem at Hinsdale by 2029					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Decrease percentage of students from 31% to 26% on the KSA in 2025 who agree that students being mean and hurtful is a problem at Hinsdale.	KCWP 4: Review, Analyze, and Apply Data	<ul style="list-style-type: none"> School counselor and HN staff integrate social media tips for elementary students within the SEL curriculum and school guidance. School counselor and HN staff continue to train and implement our school wide SEL program, Second Steps. Restorative Practices Training for all staff 	Decrease in percentage of the School Quality Survey.	Annual Student Quality Survey	\$0
Objective 2: Decrease percentage of students from 32% to 27% on the KSA in 2025 who agree that students being mean or hurtful to others online is a problem at Hinsdale	KCWP 4: Review, Analyze, and Apply Data	<ul style="list-style-type: none"> School counselor and HN staff integrate social media tips for elementary students within the SEL curriculum and school guidance. School counselor and HN staff continue to train and implement our school wide SEL program, Second Steps. Restorative Practices Training for all staff 	Decrease in percentage of the School Quality Survey.	Annual Student Quality Survey	\$0

6: Impact Survey

Goal 6:

Increase the professional growth and learning opportunities available to faculty from 59% in 2024 to 69% in 2028

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the professional growth and learning opportunities available to faculty from 59% in 2024 to 64% in 2026	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> • 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. • Ensure curricular delivery and assessment measures provide for all pertinent information needs for students. • Survey staff regarding professional development needs and utilize this information school-wide PD plan for 2024. 	<ul style="list-style-type: none"> • Implementation of high engagement strategies in all classes. • Implementation of The Cycle of Quality Instruction. • 100% Staff participation and input 	Walk throughs, Faculty Meetings, Technology Training, and Survey Data	\$0