



2025-2026 Phase One: Continuous Improvement Diagnostic for Schools_09082025_11:09

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

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

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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.

While diagnostics are completed annually, comprehensive improvement plans are three- to five-year plans that are reviewed and revised during that timeframe. Stakeholders may rewrite plans entirely; however, they are not required to do so. The timeline for the school's 2025-2026 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.

Josh Feldmann 9/8/25



2025-2026 Phase One: Executive Summary for Schools_09082025_11:10

2025-2026 Phase One: Executive Summary for Schools

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2025-2026 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 537 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. Currently our school is undergoing an exciting renovation project that will span over 18 months. Areas that will be addressed include a new roof and new HVAC system to replace those that were original to our building in 1972, and renovation of all classroom spaces. Finally we will be able to have a new addition including art space and media center. 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 74% to 80% of students reaching proficiency on common assessments in Reading. In Math we are working to move from 76% to 81% 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. Parents also serve a key role within our SBDM council. Our council is made up of teachers and parents. They are the governing body of our building and critical to both the short term and long term success of our school

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 supplementary 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.

Here at Hinsdale we are proud to gear our day to day operations to an intentional action plan each school year. This action plan is our annual road map to success. The action plan includes goals and objectives and allows us to track that progress each month with activities that lead to our overall goals. 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

Describe the school's notable achievements in the last three years.

Over the course of the last three years, Hinsdale has reached multiple levels of success. Although current 2025 KSA data is embargoed, Hinsdale has reached the level of BLUE in 2022 and 2023. In 2024 Hinsdale reached the level GREEN status, something we are excited to build upon based on upcoming 2025 data. An impressive achievement from our 2024 data included having the highest Student Survey data in Northern Kentucky. This is a testament to the culture and environment we have worked so hard to build over the last four years as a team. Over the last three years KSA data as it relates to Math, 67% of Hinsdale students scored proficient or distinguished. Over this same three year time frame in Reading, 68% of students scored proficient or distinguished.

Areas of Improvement

Describe areas for improvement that the school is striving to achieve in the next three years.

When analyzing data for areas of improvement, two particular areas stood out. First in the area of Science from 2022-2024 we have noticed a decrease in the percentage of students who scored proficient/distinguished from 61% to 54% over that three year span. The second area as it relates to students with disabilities. Over the last three year span we saw 40% of students with disabilities score proficient or distinguished in math fall to 25% proficient or distinguished. In working to address these areas we are working to always improve our PLC

processes, Special Education Data Dig, and collaboration between our general education teachers and our special education team.

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 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 both a comprehensive school wide reading resource and math resource for our students to work with each day. .

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase One: School Safety Report_09082025_11:16

2025-2026 Phase One: School Safety Report

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2025-2026 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.

Pursuant to KRS 156.095, every public school and public charter school shall provide two (2) evidence-based suicide prevention awareness lessons each school year, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12). Every public school shall provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time. The information may be obtained from the Cabinet for Health and Family Services or from a commercially developed suicide prevention training program.

KRS 156.095 also requires by November 1 of each year, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students. The training shall be provided either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training.

Additionally, KRS 156.095 requires all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district shall complete comprehensive evidence-informed training within ninety (90) days of being hired and then every two (2) years after on child abuse and neglect prevention, recognition, and reporting that encompass child physical, sexual, and emotional abuse and

neglect.

Finally, in accordance with KRS 156.095, every public school shall prominently display the statewide child abuse hotline number administered by the Cabinet for Health and Family Services, the National Human Trafficking Reporting Hotline number administered by the United States Department for Health and Human Services, and the Safe Haven Baby Boxes Crisis Line number administered by the Safe Haven Baby Boxes national organization or any equivalent successor entity.

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 and all school staff 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 7/17/25

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 8/7/25

9. Does the school maintain a portable automated external defibrillator in a public, readily accessible, well-marked location in every school building and, as funds become available, at school-sanctioned athletic practices and competitions and meets the requirements of 158.162(2)(e) subsections 1 through 4?

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

Yes

10. Has the cardiac emergency response plan been rehearsed by simulation prior to the beginning of each athletic season by all licensed athletic trainers, school nurses, and athletic directors; and interscholastic coaches and volunteer coaches of each athletic team active during that athletic season in accordance with KRS 158.162(2)(e)?

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

Yes

11. 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

12. 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 documentation maintained on file in the school office?

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

Yes

13. Prior to the beginning of each athletic season, did the principal conduct the emergency response plan rehearsal by simulation and the venue-specific emergency action plan rehearsal by simulation as required by KRS 158.162(5)2 and is documentation maintained on file in the school office?

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

Yes

14. 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

15. During the prior school year, did your school provide all employees with job duties requiring direct contact with students a minimum of one (1) hour of training on how to respond to an active shooter situation either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training by November 1 in accordance with KRS 156.095?

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

Yes

Questions Related to Suicide Prevention and Child Physical, Sexual, and Emotional Abuse and Neglect (KRS 156.095)

16. During the prior school year, did your school provide two (2) evidence-based suicide prevention awareness lessons, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12) and provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time?

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

N/A

17. Did your school provide a minimum of one (1) hour of high-quality evidence-based suicide prevention training, including risk factors, warning signs, protective factors, response procedures, referral, postvention, and the recognition of signs and symptoms of possible mental illness for all school district employees with job duties requiring direct contact with students in grades four (4) through twelve (12) either in person, by live streaming, or via a video recording?

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

Yes

18. Have all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district completed the implemented KDE-approved comprehensive evidence-based training or trainings on child abuse and neglect prevention, recognition, and reporting within ninety (90) days of being hired and then every two (2) years after in accordance with KRS 156.095(8)?

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

Yes

19. Does your school have the National Human Trafficking Reporting Hotline, Kentucky Child Abuse and Neglect Hotline and the Safe Haven Baby Boxes Crisis Line prominently posted as required by KRS 156.095(8)(f)? (Downloadable posters are available on KDE's Human Trafficking webpage.)

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

Yes



2025-2026 Phase Two: The Needs Assessment for Schools_10232025_10:28

2025-2026 Phase Two: The Needs Assessment for Schools

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2025-2026 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 to determine the priorities of this year's needs assessment. Include the following information in your response:

- names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
- a timeline of the process
- the specific data reviewed and analyzed
- how and where 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, and MAP Fluency, 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 will your results inform this year's plan?

- Goal 1: Students at RC Hinsdale will increase the number of proficient and distinguished students in the area of Reading from 66% on KSA 2024 to 81% in 2029
 - Objective 1: Increase percentage of proficient and distinguished in Reading from 66% in 2024 to 69% in 2025
- Goal 1: Students at RC Hinsdale will increase the number of proficient and distinguished students in the area of Math from 67% on KSA 2024 to 82% in 2029
 - Objective 1: Increase percentage of proficient and distinguished in Math from 67% in 2024 to 70% in 2025
- Goal 2: Students at RC Hinsdale will increase from 59% Proficient and Distinguished in Writing on KSA in 2024 to 74% in 2029
 - Objective 1: Increase percentage of proficient and distinguished on KSA writing from 59% in 2024 to 62% in 2025
- Goal 2: Students at RC Hinsdale will increase from 54% Proficient and Distinguished in Science on KSA in 2024 to 69% in 2029.
 - Objective 1: Increase percentage of proficient and distinguished on KSA in Science from 54% in 2024 to 57% in 2025

- Goal 2: Students at RC Hinsdale will increase from 61% Proficient and Distinguished in Social Studies on KSA in 2024 to 76% in 2029
 - Objective 1: Increase percentage of proficient and distinguished on KSA writing from 61% in 2024 to 64% in 2025
- Achievement Gap (Students with Disabilities)
 - Objective 1(A): Increase percentage of proficient and distinguished for students with disabilities (SWD) in Reading from 30% to 35%
 - Objective 1(B): Increase percentage of proficient and distinguished for students with disabilities (SWD) in Math from 27% to 32%
- Goal 4 English Learner Progress: Students at RC Hinsdale will increase its percentage of Proficient and Distinguished students in Reading from 33% on the KSA in 2024 to 45% in 2029 and increase their percentage of Proficient and Distinguished in Science from 33% in 2024 to 48% in 2029
 - Objective 1: RC Hinsdale will increase its percentage of Proficient and Distinguished students in Reading on KSA from 33% in 2024 to 36% in 2025
 - Objective 2: RC Hinsdale will increase its percentage of Proficient and Distinguished students in Science on KSA from 33% in 2024 to 36% in 2025
- 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 1: RC Hinsdale will decrease its 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.
 - Objective 2: RC Hinsdale will decrease its percentage of students from 32% to 27% on the KSA in 2025 who agree that students being mean and hurtful to others online is a problem at Hinsdale.

We feel confident overall in both our Reading and Math programs and expect to see a rise in the upcoming academic year. On the 2024 KSA we held steady in the percentage of proficient and distinguished in Reading moving from 66% to 67%.

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. In terms of Math we dropped from 67% to 63%, but we are in the first year of a new HQIR for Math and have been monitoring implementation of the series through monthly walks and specifically designed HQIR fidelity walks with members of our district support team. 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. When analyzing our achievement gap data allocation of SPED teachers over the last five years has grown from 1.0 teachers to 4.5 teachers now in the 2025-2026 school year. This allows teachers to collaborate almost singularly with one grade level team. This allows for stronger co-teaching instruction and these teachers to

become more content experts in their particular grade level. Lastly, our school climate survey continues to be a strength of the building and we are using our library/media instruction in addition to tier one SEB instruction to work with students about appropriate behavior online. We also continue to implement restorative circles in classrooms that helps students learn about conflict resolution in times of peer conflict.

Trends

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

Example of Trends

- Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.
- Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

Writing for students in our gap groups remains an area for improvement because we have seen a 6% increase in novice/apprentice scores for Free and Reduced Lunch students from 2023-2025

Math for students in our gap groups remains an area for improvement because we have seen a 3% increase in novice/apprentice scores for Free and Reduced Lunch students from 2023-2025

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

- Kentucky Summative Assessments
- Benchmark assessments
- Formative assessments
- Graduation rate
- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on

Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.

- Fifty-four percent (54%) 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.

- According to our 2024 KSA, 67% of our students in grades 3-5 were proficient or distinguished in Reading. Also, 63% of our students were proficient or distinguished in Math.

- Fall MAP 2025 Data indicates that 64% of our students are projected proficient or distinguished in Reading on the KSA 2026. It also has our students projected 63% in meeting proficiency or being distinguished in the Math portion of the KSA.

- Currently, students in grades 3-5 receiving intervention support for Reading is at 4.3%. Compared to Math, this number of students receiving intervention support is 1.78%.

- According to our Fall 2025 Map Fluency Data 77% of students in Kindergarten are at or above benchmark in Phonics and Word Recognition. Using this same Map Fluency Data, 82% of students in First Grade are at or above benchmark in Phonics and Word Recognition

- In our school data dashboard on unit or common assessments, 80% of our students (K-5th) are proficient or distinguished in ELA. Likewise, in all unit assessments 89% of our students are proficient or distinguished in Math. These percentages will continue to update as each grade level takes a unit or common assessment.

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism
- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

Example of Current Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.

- Over the last two academic years, Hinsdale has maintained a 100% retention rate with eligible staff
- According to the Impact survey for 2023-2024 results show that 100% of staff have trust in the administrative team
- According to the Impact survey for 2023-2024 results show that 100% of staff believe the administrative team has a clear vision for the school's future.
- The 2025 KSA results reported that Hinsdale achieved an outstanding indicator score from our student survey of 81%.
- RC Hinsdale and the Kenton County School district provide school based mental health care through providers such as North Key and district staffed mental health professionals

Strengths

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

Example:

- We have active partnerships with twelve community organizations and businesses.
- Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

Areas of strength to celebrate were that Hinsdale continues to excel in both Reading and Math on KSA. This is reflective in our indicator score of 84.4 which earned a blue rating. This strength is something that each year we are striving to build upon with further data digs with individual grade levels and drilling down to individual teachers. 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 Reading the percentage of proficient and distinguished students rose from 66% to 67%. Additionally we have seen excellent results with our student voice and climate survey with an indicator score of 81. Lastly, our attendance data has been a long standing strength at Hinsdale. We consistently have held the highest attendance rate of any school P-12 in the district. During the 2024-2025 school year our attendance rate exceeded the district goal of 96.5%.

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

- We will coordinate efforts with our community partners to meet the behavior needs of more students.

- We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.
 - We will work with our PLC teams and use RTI data to grow individual students and grade level growth data
 - Teachers will use lesson/internalization training to dig deeper into grade level standards to ensure students are reaching mastery of standards at grade level
 - Grade levels will continue to further partner with their grade level SPED teams to strengthen collaboration efforts to ensure all students are reaching mastery of standards
 - Teachers in grades four and five will utilize the knowledge gained from The Kentucky Writing Project to continue strengthening our on-demand and argumentative writing
 - RC Hinsdale partners with families of students in our MTSS program through the use of Reading Improvement Plans (RIP). These plans include meetings with families to discuss where students need additional supports in the area of Reading.
 - The school level PTA helps procure sponsorship/fundraising opportunities with local community businesses and organizations. These partnerships help enrich student activities and programs on campus . Examples of theses activities include our Monster Dash Fun Run and our Back to School Carnival.

Evaluate the Teaching and Learning Environment

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](#)

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

No

Yes

COMMENTS

N/A

8b. KCWP 2: Design and Deliver Instruction

Instructional programs 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- No
- Yes

COMMENTS

Teachers receive at least one classroom walk per month. These walks focus on all phases of the Cycle of Quality Instruction. At the conclusion of each walk, teachers provide feedback from the walk and observe teaching peers to gain further insights on highly effective instruction. A continued area of growth within the cycle is a deeper dive into the individual products that students are producing in the classroom, and if those products reach the level of the standard. Teachers also receive updates on staff trends as it relates to the various elements of the cycle of instruction being implemented throughout the building.

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- No
- Yes

COMMENTS

N/A

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- No
- Yes

COMMENTS

District leadership meetings that focus on on assessment results and 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. Each grade level team analyzes data at the conclusion of assessments. This analysis includes specific questions and standards that posed challenges for their class. Teachers then provide specific strategies on how these standards will be revisited during tier one instruction and RTI blocks for students.

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- No**
- Yes

COMMENTS

N/A

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- No**
- Yes

COMMENTS

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: School Assurances_10152025_11:28

2025-2026 Phase Two: School Assurances.

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

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2025-2026 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 (Every Student Succeeds Act) (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 (Code of Federal Regulations) 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 ESSA 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 A 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 provides assurances to the local educational agency (district) that the school will—

- (i) help provide an accelerated, high-quality curriculum;
- (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I;
- (iii) serve 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)
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2025-2026 Phase Three: Comprehensive School Improvement Plan_11032025_13:45

2025-2026 Phase Three: Comprehensive School Improvement Plan

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

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2025-2026 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive school improvement plan (CSIP) is a plan developed by the school council with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students. 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 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.**

Accountability Indicators

The accountability indicators 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 accountability indicators 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

The Comprehensive School Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Schools. Schools must download and complete the [Comprehensive School Improvement Plan Goal Building Template](#) to develop both short- and long-term targets and outline the activities intended to produce the desired changes in the required indicators, as well as additional indicators identified as priority through the needs assessment process. When

developing goals, all schools are required to address achievement gap and state assessment results in reading and mathematics. Once completed, upload the template in the attachment area directly below.

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

ATTACHMENTS

Attachment Name



2025-2026 CSIP Phase III

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2025-2026 CSIP Phase III	CSIP Phase III	• 1

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly 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 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 the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

Objective 1: Increase percentage of proficient and Distinguished in Combined Writing from 12% to 22%

Objective 2: Increase percentage of proficient and Distinguished in Math from 19% to 24%

Strategy:

KCWP 4: Review, Analyze, and Apply Data

Activities:

- Collaborative PLC processes are in place to guarantee Tier I instruction and assessments meet the intent of the standard and meet the needs of all students. In Special Education Team PLCs, teachers are monitoring that students with disabilities are making progress on academic goals based on their individual student needs
- Additional Learning Walks focused on Reading and Math Resource classes include feedback on best practices, lesson planning, and Cycle of Quality of Instruction.
- Intentional planning time with Special Education and classroom teachers to improve instruction in the collaborative setting
- Literacy Leads attend professional development in On-Demand Writing training to help close writing achievement gap. Literacy leads bring information back for staff meetings and PLCs with both general education teachers and SPED team
- Special Education Data Digs to monitor student progress on benchmark assessments, universal screeners, and common formative and summative assessments

Progress Monitoring:

- Monitoring IEP goals as well as progress towards mastery.
- Review Common Assessment data in Performance matters to analyze data in context.

Funding:

\$900 (SBDM 7000 Budget)

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Goal 1:

Students at RC Hinsdale increase the number of proficient and distinguished students in the area of Reading from 67% in Reading on KSA in 2025 to 82% in 2030

Objective(s):

Objective 1:

Increase % Proficient and Distinguished in Reading from 67% in 2025 to 70% in 2026

Strategy:

KCWP 2: Design and Deliver Instruction

KCWP 4 : Review, Analyze, and Apply Data

Activities:

- Continue year 3 of full implementation of HMH-Into Reading as our school wide literacy instructional resource and the shift from balanced literacy to the science of reading, including ongoing district professional development.
- 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)
- Monthly teacher walks data highlighting areas of strength and growth in teacher instruction.
- Utilizing lesson/unit internalization tools to support structures for teachers to collaboratively plan and prepare instruction
- Appropriate academic interventions are taking place through the MTSS system and processes. The effectiveness of interventions and student progress is monitored to meet the needs of all students
- Triangulate MAP Growth, MAP reading fluency diagnostic data, common assessment data as well as intervention data at 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.

Progress Monitoring:

- 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

- Share outs from monthly district leaderships meetings in PLCs
- In MTSS PLCs every 6-8 weeks, data for Tier II and III intervention progress is monitored by Admin, Teachers, MTSS team (Classroom, Interventionists, Special Ed teachers, School Psychologist) to ensure that correct supports are in place to meet the needs of specific students. Monitoring of students in Needs Based groups to determine if progress is being made or if adjustments need to be made. Monitoring of health of interventions takes place at these checks to ensure that high quality interventions are being used to help students with skill deficits. For students with Reading Improvement Plans, quarterly meetings are held with families to share progress and discuss at home strategies to help support students.

Funding:

\$0

Three- to Five-Year Goal:**Goal 1:**

Students at RC Hinsdale increase the number of proficient and distinguished students in the area of Math from 63% in Math on KSA in 2025 to 78% in 2030

Objective(s):**Objective 1:**

Increase % Proficient and Distinguished on KSA in Math from 63% in 2025 to 66% in 2026

Strategy:

KCWP 2: Design and Deliver Instruction

KCWP 4 : Review, Analyze, and Apply Data

Activities:

- Implementation of a new wide HQIR for Math instruction. This implementation includes school wide training for all teachers on the resource as well as sessions throughout the year to boost their knowledge and understanding of the resource. Lastly, utilizing lesson internalization tools to support structures for teachers to collaboratively plan and prepare instruction.
- 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.
- 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 create actionable steps for adjusting instruction
- Review the health of math intervention data at the end of each 8-week MTSS progress check to determine intervention effectiveness
- Utilizing lesson/unit internalization tools to support structures for teachers to collaboratively plan and prepare instruction

Progress Monitoring:

- 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 Math HQIR and that plans outline each element of the Cycle of Quality Instruction
- PD through district ADM Boost Sessions
- Share outs from monthly district leaderships meetings in PLCs
- In MTSS PLCs every 6-8 weeks, data for Tier II and III intervention progress is monitored by Admin, Teachers, MTSS team (Classroom, Interventionists, Special Ed teachers, School Psychologist) to ensure that correct supports are in place to meet the needs of specific students. Monitoring of students in Needs Based groups to determine if progress is being made or if adjustments need to be made.

Monitoring of health of interventions takes place at these checks to ensure that high quality interventions are being used to help students with skill deficits. For students with Reading Improvement Plans, quarterly meetings are held with families to share progress and discuss at home strategies to help support students.

Funding:

\$0

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

Goal 1:

Students at RC Hinsdale increasing from 64% Proficient and Distinguished in Writing on KSA in 2025 to 79% in 2030

Objective(s):

Objective 1:

Increase % Proficient and Distinguished on KSA in Writing from 64% in 2025 to 67% in 2026

Strategy:

KCWP 4: Review, Analyze, and Apply Data

KCWP 2: Design and Deliver Instruction

Activities:

- Each Month at our PLC meetings grade level teams bring writing examples. We will share and discuss the writing to guide future instruction
- Partnering with the 2025-2026 Kentucky Writing Project focusing on Argumentative and On-Demand Writing. Teachers in grades 4 and 5 are participating and bring this information back and share it with our Hinsdale Writing Committee and all grade level teams

Progress Monitoring:

- Walk throughs

- Writing calibration analysis from every grade level every 8 weeks to determine strengths, weaknesses, and next steps in writing instruction at all grade levels

Funding: \$900 (SBDM 7000 Budget)

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

Three- to Five-Year Goal:

Goal 1:

Students at RC Hinsdale increasing from 48% Proficient and Distinguished in Science on KSA in 2025 to 63% in 2030

Objective(s):

Objective 1:

Increase % Proficient and Distinguished on KSA in Science from 48% in 2025 to 51% in 2026

Strategy:

KCWP 4: Review, Analyze, and Apply Data

Activities:

- Assessment Analysis after each Science assessment to deep dive what standards need to be recursively taught.
- Staff and administrator visit to other schools where Science instruction is seeing elevated success and implementation of results of these visits to help increase the rigor of the standard being reached in tier one instruction.
- Deconstructing of Science Standards to ensure rigor of standard is being met in classroom tasks and assessments

Progress Monitoring:

- Weekly PLC review and collaboration
- Monthly Analysis of Walk Data from Cycle of Quality Instruction
- Data Analysis after Science Assessments to identify areas of growth for students with specific Science standards

Funding:

\$0

Priority Indicator #3: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

Goal 1:

Students at RC Hinsdale increasing from 59% Proficient and Distinguished in Social Studies on KSA in 2025 to 74% in 2030

Objective(s):

Objective 1:

Increase % Proficient and Distinguished on KSA in Social Studies from 59% in 2025 to 62% in 2026

Strategy:

KCWP 4: Review, Analyze, and Apply Data

Activities:

- Assessment Analysis after each Social Studies assessment to deep dive what standards need to be recursively taught
- Strong Tier One Instruction in all classrooms
- Learning Targets that clearly define what students are learning, why they are learning it, and how they know if they've learned it.

Progress Monitoring:

- Data Analysis and Next Steps after each Social Studies Common Assessment
- Monthly Analysis of Walk Data from Cycle of Quality Instruction
- Weekly PLC review and collaboration

Funding:

\$0

Priority Indicator #4: English Learner Progress

Three- to Five-Year Goal:

Goal 1:

Students at RC Hinsdale will increase their % of Proficient and Distinguished students in Reading from 40% on KSA in 2025 to 55% in 2030 and increase their % of Proficient and Distinguished students in Math from 40% on KSA in 2025 to 55% in 2030

Objective(s):

Objective 1:

RC Hinsdale will increase its % of Proficient and Distinguished EL students in Reading from 40% in 2025 to 43% on the 2026 KSA

Objective 2:

RC Hinsdale will increase its % of Proficient and Distinguished EL students in Math from 40% in 2025 to 43% on the 2026 KSA

Strategy:

KCWP 4: Review, Analyze, and Apply Data

Activities:

- Weekly PLC scheduled meeting with school level EL team to monitor student progress.
- Utilize school EL teacher for PD opportunities on best practices to improve overall achievement for English Language learners
- Intentional use of Performance Matters to analyze common assessment and common formative data in weekly PLC meetings to analyze EL student scores (name and claim) and make adjustments to instruction in real time based on student mastery of standards in all contents.

Progress Monitoring:

- Monitoring EL goals as well as progress towards mastery.

Funding:

\$0

Priority Indicator #5: Quality of School Climate and Safety

Three- to Five-Year Goal:

Goal 1:

Decrease percentage of students from 49% to 29% who agree that students being mean and hurtful is a problem for Hinsdale by 2030 and decrease percentage of students from 56% to 36% who agree that students being mean or hurtful to others online is a problem at Hinsdale by 2030

Objective(s):

Objective 1:

Decrease % of students from 49% to 44% on the KSA in 2026 who agree that students being mean or hurtful is a problem at Hinsdale

Objective 2:

Decrease % of students from 56% to 51% on the KSA in 2026 who agree that students being mean or hurtful to others online is a problem at Hinsdale

Strategy:

KCWP 4: Review, Analyze, and Apply Data

Activities:

- 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.
- Adult advocates assigned to every student. Students needing additional supports are assigned a second advocate.
- Continue Restorative Practices with students at Hinsdale

Progress Monitoring:

- Annual Student Quality Survey

Funding:

\$0