



Comprehensive School Improvement Plan

**Hopkins Elementary School
Somerset Independent**

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

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Phase I - Equitable Access to Effective Educators School Diagnostic

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Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

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Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.	..	2017 Hopkins Equity

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

There is not a pattern with the less experienced teachers.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

.No trends in teacher placement were found.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.	.	2017 Hopkins Equity Goals

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous

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section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Increase the averaged combined reading and math KPREP scores for Hopkins Elementary School from 49.4 to 78.0 by 2017 and from 63.8 to 81.9 in language mechanics.

Measurable Objective 1:

collaborate to increase the score from 48.8 to 74.4 in reading, from 50.0 to 75 in math, and from 63.8 to 81.9 in language mechanics by 06/30/2017 as measured by KPREP scores.

Strategy1:

Professional Development - Principals and teachers will develop and implement plan.

Category:

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide on-going professional development for elementary best practices (eg. Thoughtful Education, differentiation, classroom management, technology integration).	Professional Learning	12/18/2013	06/30/2017	\$5000 - Other	Principals, Teachers

Phase I - The Missing Piece

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Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

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Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

SBDM members

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Relationship Building

Overall Rating: 2.86

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 3.0

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

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Decision Making

Overall Rating: 2.43

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

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Advocacy

Overall Rating: 2.5

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 2.33

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 2.17

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

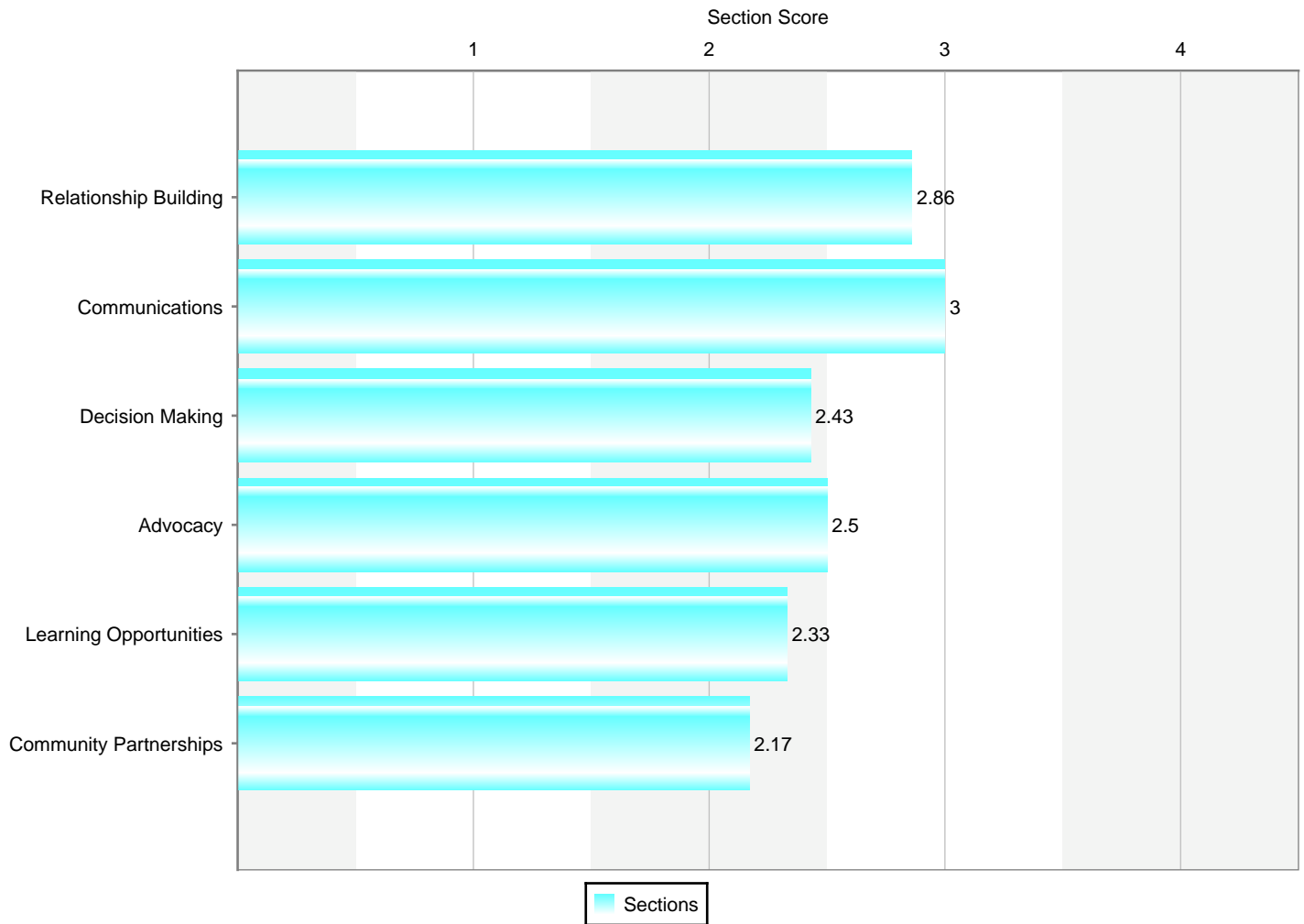
Reflection

Reflect upon your responses to each of the Missing Piece objectives.

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Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

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Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

All staff members are assigned to committees. Meeting dates were set to accommodate members. SBDM parent members were involved.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

All certified staff served as the committee members. Teacher leaders (Grade Chairs) served as committee chairpersons.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Posted to webpage; emailed to staff; reviewed in faculty meeting; SBDM quarterly I and I checks

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Phase I - Needs Assessment

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Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

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Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

The staff of Hopkins Elementary analyze multiple sources of student data for the need assessment. This data includes KPREP (3-4), STAR reading levels (1-4), Discovery Education Assessments (K-4) and teacher proficiency checks. Other data reviewed include TELL Survey data and AdvancED Perception Surveys of Staff, Parents and Students. Grade Level PLC groups look at the data, along with SBDM Council and its committees review the current School Improvement Plan and develop needs assessment findings. We look at the available instructional assessment data to see if any grades/subject or GAP groups of students not making progress toward improvement in meeting standards. The academic data does not provide us with information about other, non-academic, barriers to a student's learning to find out information about these factors, the Learning Environment Committee also discussed other data including economic status, attendance and Family Resource Center information. After data analysis is complete, a compiled set of information on a school developed report, "2015-2016 Data Analysis Worksheet", is shared with administrators and teachers. The school leadership team takes the findings of each committee to revise any part of the school improvement plan to better address the school needs.

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Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Achievement Data was the highest on our school report card. Language Mechanics was the highest academic area with 67% of 4th grade students scoring Proficient or Distinguished. We also had gains in 4th grade Reading all students, 3rd grade Reading all students, Reading GAP students, and Reading Growth. There were also gains in 3rd and 4th grade math from the previous year. Teacher implementation of student engagement strategies, ongoing formative assessments (Proficiency Checks) and re-teaching strategies, RTI and integration of technology into instruction have helped increase student scores.

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Opportunities for Improvement

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

According to assessment data, improvement is still needed in Mathematics. Teachers are using the following activities to improve:

- use proficiency assessment data to reteach
- increasing hands-on instructional strategies
- use of manipulatives
- offering math intervention groups
- use of Daily Math problems
- increase student practice with word problems and 2-step problems -differentiate instruction.
- use of Dream Box math and Reading Eggs

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Conclusion

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

School and district administrators will conduct walk-through observations to gather evidence of implementation of improvement activities. Principal will meet with teachers individually and by grade level groups to discuss implementation professional growth plans and school improvement activities in each class and grade level.

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Hopkins 2017 School Improvement Plan

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Overview

Plan Name

Hopkins 2017 School Improvement Plan

Plan Description

This plan is to guide Hopkins Elementary administrators and staff to improve the education of all of our students.

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Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math KPREP scores for Hopkins Elementary School from 49.4 to 78.0 by 2017 and from 63.8 to 81.9 in language mechanics.	Objectives: 1 Strategies: 3 Activities: 11	Organizational	\$26000
2	Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated GAP group from 39.4 to 72.9 by 2017.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$42000
3	Provide opportunities necessary for all students to achieve proficiency by reducing barriers to learning.	Objectives: 1 Strategies: 4 Activities: 8	Organizational	\$5000
4	Reduce the average percentage of Hopkins students scoring Novice (reading, math and language mechanics) from 12.9 to 11.6 by 2017	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$100000

Goal 1: Increase the averaged combined reading and math KPREP scores for Hopkins Elementary School from 49.4 to 78.0 by 2017 and from 63.8 to 81.9 in language mechanics.

Measurable Objective 1:

collaborate to increase the score from 48.8 to 74.4 in reading, from 50.0 to 75 in math, and from 63.8 to 81.9 in language mechanics by 06/30/2017 as measured by KPREP scores.

Strategy 1:

Curriculum - Principals and teachers will develop and implement plan.

Category:

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide a staff meeting opportunity that allows for vertical participation among grade levels (two times per year) and between Hopkins and Meece (at least annually).	Professional Learning	12/18/2013	06/30/2017	\$0	No Funding Required	Principals, Teachers
Activity - Proficiency Measures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to use Proficiency Checks aligned with standards and analyze student data to modify instruction as needed.	Academic Support Program	12/18/2013	06/30/2017	\$1000	Other	Principals, Teachers
Activity - Walk Through	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue walk through observations and analyze the data to adjust instructional strategies.	Academic Support Program	12/18/2013	06/30/2017	\$1000	Other	Administrators
Activity - Student Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students can communicate the student-friendly learning expectation at each grade level.	Direct Instruction	12/18/2013	06/30/2017	\$0	No Funding Required	Principals, Teachers
Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize differentiated resources in math and reading instruction (for all students from RTI to Gifted).	Direct Instruction	12/18/2013	06/30/2017	\$0	No Funding Required	Principals, Teachers
Activity - Instructional Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Select and utilize resources that are aligned to Common Core Standards.	Direct Instruction	12/18/2013	06/30/2017	\$12000	School Council Funds	Principal, SBDM, Teachers
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Strategy 2:

Assessment - Principal and teachers will develop and implement plan.

Category:

Activity - Reading Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to implement assessments to measure reading fluency and comprehension (ie. fluency checks, NWEA MAP, STAR reading assessment, and standard based Proficiency Measures), and analyze student data to make instructional decisions.	Academic Support Program	12/18/2013	06/30/2017	\$6000	Other	Principals, Teachers

Activity - Math Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to implement student assessments (ie. NWEA MAP and standard based Proficiency Measures) and analyze student data to make instructional decisions.	Academic Support Program	12/18/2013	06/30/2017	\$1000	Other	Principals, Teachers

Activity - Assessment Skills and Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide opportunity for students to practice assessment skills and strategies (including short answer and extended response) for 3rd and 4th grades.	Academic Support Program	12/18/2013	06/30/2017	\$0	No Funding Required	Principals, Teachers

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct kindergarten readiness assessment for all first time kindergarten students.	Academic Support Program	12/18/2013	06/30/2017	\$0	State Funds	DAC, counselor

Strategy 3:

Professional Development - Principals and teachers will develop and implement plan.

Category:

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide on-going professional development for elementary best practices (eg. Thoughtful Education, differentiation, classroom management, technology integration).	Professional Learning	12/18/2013	06/30/2017	\$5000	Other	Principals, Teachers

Goal 2: Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated GAP group from 39.4 to 72.9 by 2017.

Measurable Objective 1:

collaborate to increase the score in the GAP group from 38.8 to 75.4 in reading, from 40.0 to 70.4 in math by 06/30/2017 as measured by KPREP .

Strategy 1:

Supplemental Instructional Programs - Principals and teachers will develop and implement plan.

Category:

Activity - Supplemental Online Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement a plan for using the current online program in math and reading RTI for students who are scoring below proficiency.	Technology	12/18/2013	06/30/2017	\$0	School Council Funds	Principals, RTI Teacher
Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide after school and during school homework assistance/tutoring in reading and mathematics based on student needs.	Tutoring	12/18/2013	06/30/2017	\$2000	State Funds	Principals, Teachers
Activity - Student Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase classroom activities and lessons based on student engagement strategies, hands-on, and/or small groups.	Academic Support Program	12/18/2013	06/30/2017	\$0	No Funding Required	Teachers, Principals

Strategy 2:

Interventions - Principals and teachers will implement the plan.

Category:

Activity - Pull-out Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide small group lessons for students who need interventions (including reading, math and ELL.)	Academic Support Program	12/18/2013	06/30/2017	\$40000	Title I Part A	Principals, Title I Reading Teacher, ELL Teacher

Comprehensive School Improvement Plan

Hopkins Elementary School

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize Tier I RTI resources included with the math (MY Math, Study Island) and reading (Reading Wonders, Reading Eggs) program in classrooms.	Academic Support Program	12/18/2013	06/30/2017	\$0	No Funding Required	Teachers, Principals

Goal 3: Provide opportunities necessary for all students to achieve proficiency by reducing barriers to learning.

Measurable Objective 1:

collaborate to increase student proficiency by decreasing barriers to learning by 06/30/2017 as measured by stakeholder perception surveys.

Strategy 1:

Program Reviews - Principals and teachers will develop and implement the plan.

Category:

Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement lessons and integrate activities to reinforce drama, art, music, careers, health and writing.	Academic Support Program	12/18/2013	06/30/2017	\$0	No Funding Required	Principals and Teachers

Strategy 2:

Community/Parent Involvement - Principals and teachers will develop and implement plan.

Category:

Activity - Volunteer Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will contact parents/grandparents to recruit them as volunteers to assist in reading programs in their classroom.	Community Engagement	01/04/2016	06/30/2017	\$0	District Funding	Principals, FRYSC, Teachers

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase parental support of learning by providing: weekly newsletters (paper and on teacher webpage), assessment reports, updated grades on Infinite Campus Parent Portal, school open house, parent/teacher conferences, and other parent invitations to visit school.	Parent Involvement	12/18/2013	06/30/2017	\$5000	Title I Part A	Principals, Teachers

Comprehensive School Improvement Plan

Hopkins Elementary School

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize and support activities offered by the Family Resource Center.	Community Engagement	12/18/2013	06/30/2017	\$0	State Funds	Principals, FRYSC, Teachers

Activity - Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide opportunities for teachers, in pairs or small groups, to conduct home visits with their students/parents.	Parent Involvement	12/18/2013	06/30/2017	\$0	No Funding Required	Principals, Teachers

Strategy 3:

Technology - Principals and teachers will develop and implement the plan.

Category:

Activity - Technology Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Technology Plan as submitted to KDE and posted on district webpage.	Technology	12/18/2013	06/30/2017	\$0	State Funds	Technology Coordinator, Principals, STC

Strategy 4:

Attendance - Principal and teachers will develop and implement the plan.

Category:

Activity - Attendance Certificates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Award students with a certificate for perfect attendance at Celebration Assemblies.	Behavioral Support Program	12/18/2013	06/30/2017	\$0	Other	Principals, Teachers

Activity - Attendance/Truancy Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to conduct attendance committee meetings, along with necessary home visits, to increase student attendance.	Behavioral Support Program	12/18/2013	06/30/2017	\$0	No Funding Required	Principals, Counselor, FRYSC

Goal 4: Reduce the average percentage of Hopkins students scoring Novice (reading, math and language mechanics) from 12.9 to 11.6 by 2017

Comprehensive School Improvement Plan

Hopkins Elementary School

Measurable Objective 1:

collaborate to reduce the percentage of Novice from 11.1 to 10 in reading, from 14.7 to 13.2 in math, and from 13.1 to 11.8 in language mechanics by 06/30/2016 as measured by KPREP scores.

Strategy 1:

Academic Interventions - Leadership will implement activities to help school reach the Novice Reduction goal.

Category: Continuous Improvement

Activity - Intervention Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review, update and implement the school intervention plan.	Academic Support Program	01/04/2016	01/02/2017	\$100000	Title I Part A	Principals, Title I Teachers

Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use resources to differentiate lessons in reading and math to address student needs.	Academic Support Program	01/04/2016	01/02/2017	\$0	No Funding Required	Principals, Teachers

Strategy 2:

Apply Data - Leadership will ensure that student data is being used to make decisions that are best to help the school reduce the number of students scoring Novice on the KREP test.

Category: Continuous Improvement

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Examine state data and student performance levels and use data to make improvement decisions.	Professional Learning	12/07/2015	01/02/2017	\$0	No Funding Required	DAC, Principals, Teachers

Activity - PLC Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement a PLC protocol for examining student data form Proficiency Measures	Professional Learning	01/04/2016	01/31/2017	\$0	Safe Schools	Principals, Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Plan	Implement Technology Plan as submitted to KDE and posted on district webpage.	Technology	12/18/2013	06/30/2017	\$0	Technology Coordinator, Principals, STC
Tutoring	Provide after school and during school homework assistance/tutoring in reading and mathematics based on student needs.	Tutoring	12/18/2013	06/30/2017	\$2000	Principals, Teachers
Family Resource Center	Utilize and support activities offered by the Family Resource Center.	Community Engagement	12/18/2013	06/30/2017	\$0	Principals, FRYSC, Teachers
Kindergarten Readiness	Conduct kindergarten readiness assessment for all first time kindergarten students.	Academic Support Program	12/18/2013	06/30/2017	\$0	DAC, counselor
Total					\$2000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment Skills and Strategies	Provide opportunity for students to practice assessment skills and strategies (including short answer and extended response) for 3rd and 4th grades.	Academic Support Program	12/18/2013	06/30/2017	\$0	Principals, Teachers
Home Visits	Provide opportunities for teachers, in pairs or small groups, to conduct home visits with their students/parents.	Parent Involvement	12/18/2013	06/30/2017	\$0	Principals, Teachers
Attendance/Truancy Committee	Continue to conduct attendance committee meetings, along with necessary home visits, to increase student attendance.	Behavioral Support Program	12/18/2013	06/30/2017	\$0	Principals, Counselor, FRYSC
Program Review	Implement lessons and integrate activities to reinforce drama, art, music, careers, health and writing.	Academic Support Program	12/18/2013	06/30/2017	\$0	Principals and Teachers
Vertical Alignment	Provide a staff meeting opportunity that allows for vertical participation among grade levels (two times per year) and between Hopkins and Meece (at least annually).	Professional Learning	12/18/2013	06/30/2017	\$0	Principals, Teachers
Student Learning Targets	Students can communicate the student-friendly learning expectation at each grade level.	Direct Instruction	12/18/2013	06/30/2017	\$0	Principals, Teachers

Comprehensive School Improvement Plan

Hopkins Elementary School

Student Engagement	Increase classroom activities and lessons based on student engagement strategies, hands-on, and/or small groups.	Academic Support Program	12/18/2013	06/30/2017	\$0	Teachers, Principals
Interventions	Utilize Tier I RTI resources included with the math (MY Math, Study Island) and reading (Reading Wonders, Reading Eggs) program in classrooms.	Academic Support Program	12/18/2013	06/30/2017	\$0	Teachers, Principals
Data Analysis	Examine state data and student performance levels and use data to make improvement decisions.	Professional Learning	12/07/2015	01/02/2017	\$0	DAC, Principals, Teachers
Differentiation	Utilize differentiated resources in math and reading instruction (for all students from RTI to Gifted).	Direct Instruction	12/18/2013	06/30/2017	\$0	Principals, Teachers
Differentiation	Teachers will use resources to differentiate lessons in reading and math to address student needs.	Academic Support Program	01/04/2016	01/02/2017	\$0	Principals, Teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Plan	Review, update and implement the school intervention plan.	Academic Support Program	01/04/2016	01/02/2017	\$100000	Principals, Title I Teachers
Parent Involvement	Increase parental support of learning by providing: weekly newsletters (paper and on teacher webpage), assessment reports, updated grades on Infinite Campus Parent Portal, school open house, parent/teacher conferences, and other parent invitations to visit school.	Parent Involvement	12/18/2013	06/30/2017	\$5000	Principals, Teachers
Pull-out Interventions	Provide small group lessons for students who need interventions (including reading, math and ELL.)	Academic Support Program	12/18/2013	06/30/2017	\$40000	Principals, Title I Reading Teacher, ELL Teacher
Total					\$145000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Volunteer Program	Teachers will contact parents/grandparents to recruit them as volunteers to assist in reading programs in their classroom.	Community Engagement	01/04/2016	06/30/2017	\$0	Principals, FRYSC, Teachers
Total					\$0	

Comprehensive School Improvement Plan

Hopkins Elementary School

Safe Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC Protocol	Develop and implement a PLC protocol for examining student data form Proficiency Measures	Professional Learning	01/04/2016	01/31/2017	\$0	Principals, Teachers
Total					\$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Resources	Select and utilize resources that are aligned to Common Core Standards.	Direct Instruction	12/18/2013	06/30/2017	\$12000	Principal, SBDM, Teachers
Supplemental Online Programs	Develop and implement a plan for using the current online program in math and reading RTI for students who are scoring below proficiency.	Technology	12/18/2013	06/30/2017	\$0	Principals, RTI Teacher
Total					\$12000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Assessments	Continue to implement assessments to measure reading fluency and comprehension (ie. fluency checks, NWEA MAP, STAR reading assessment, and standard based Proficiency Measures), and analyze student data to make instructional decisions.	Academic Support Program	12/18/2013	06/30/2017	\$6000	Principals, Teachers
Proficiency Measures	Continue to use Proficiency Checks aligned with standards and analyze student data to modify instruction as needed.	Academic Support Program	12/18/2013	06/30/2017	\$1000	Principals, Teachers
Professional Development	Provide on-going professional development for elementary best practices (eg. Thoughtful Education, differentiation, classroom management, technology integration).	Professional Learning	12/18/2013	06/30/2017	\$5000	Principals, Teachers
Math Assessments	Continue to implement student assessments (ie. NWEA MAP and standard based Proficiency Measures) and analyze student data to make instructional decisions.	Academic Support Program	12/18/2013	06/30/2017	\$1000	Principals, Teachers
Walk Through	Continue walk through observations and analyze the data to adjust instructional strategies.	Academic Support Program	12/18/2013	06/30/2017	\$1000	Administrators
Attendance Certificates	Award students with a certificate for perfect attendance at Celebration Assemblies.	Behavioral Support Program	12/18/2013	06/30/2017	\$0	Principals, Teachers
Total					\$14000	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

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Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

Comprehensive School Improvement Plan

Hopkins Elementary School

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	N/A		

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

Comprehensive School Improvement Plan

Hopkins Elementary School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	N/A		

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

Comprehensive School Improvement Plan

Hopkins Elementary School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.somerset.k12.ky.us/	

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

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

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

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

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

Comprehensive School Improvement Plan

Hopkins Elementary School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	N/A		

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

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

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Phase II - KDE Compliance and Accountability - Schools

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

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Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

Increase the averaged combined reading and math KPREP scores for Hopkins Elementary School from 49.4 to 78.0 by 2017 and from 63.8 to 81.9 in language mechanics.

Measurable Objective 1:

collaborate to increase the score from 48.8 to 74.4 in reading, from 50.0 to 75 in math, and from 63.8 to 81.9 in language mechanics by 06/30/2017 as measured by KPREP scores.

Strategy1:

Professional Development - Principals and teachers will develop and implement plan.

Category:

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide on-going professional development for elementary best practices (eg. Thoughtful Education, differentiation, classroom management, technology integration).	Professional Learning	12/18/2013	06/30/2017	\$5000 - Other	Principals, Teachers

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

Increase the averaged combined reading and math KPREP scores for Hopkins Elementary School from 49.4 to 78.0 by 2017 and from 63.8 to 81.9 in language mechanics.

Measurable Objective 1:

collaborate to increase the score from 48.8 to 74.4 in reading, from 50.0 to 75 in math, and from 63.8 to 81.9 in language mechanics by 06/30/2017 as measured by KPREP scores.

Strategy1:

Curriculum - Principals and teachers will develop and implement plan.

Comprehensive School Improvement Plan

Hopkins Elementary School

Category:

Research Cited:

Activity - Walk Through	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue walk through observations and analyze the data to adjust instructional strategies.	Academic Support Program	12/18/2013	06/30/2017	\$1000 - Other	Adminstrators

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize differentiated resources in math and reading instruction (for all students from RTI to Gifted).	Direct Instruction	12/18/2013	06/30/2017	\$0 - No Funding Required	Principals, Teachers

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a staff meeting opportunity that allows for vertical participation among grade levels (two times per year) and bewteen Hopkins and Meece (at least annually).	Professional Learning	12/18/2013	06/30/2017	\$0 - No Funding Required	Principals, Teachers

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select and utilize resources that are aligned to Common Core Standards.	Direct Instruction	12/18/2013	06/30/2017	\$12000 - School Council Funds	Principal, SBDM, Teachers

Activity - Proficiency Measures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to use Proficiency Checks aligned with standards and analyze student data to modify instruction as needed.	Academic Support Program	12/18/2013	06/30/2017	\$1000 - Other	Principals, Teachers

Activity - Student Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students can communicate the student-friendly learning expectation at each grade level.	Direct Instruction	12/18/2013	06/30/2017	\$0 - No Funding Required	Principals, Teachers

Strategy2:

Assessment - Principal and teachers will develop and implement plan.

Category:

Research Cited:

Comprehensive School Improvement Plan

Hopkins Elementary School

Activity - Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement student assessments (ie. Discovery Education Predictive Assessment System, Holey Cards and standard based Proficiency Measures) and analyze student data to make instructional decisions.	Academic Support Program	12/18/2013	06/30/2017	\$1000 - Other	Principals, Teachers

Activity - Reading Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement assessments to measure reading fluency and comprehension (ie. fluency checks, Discovery Education Predictive Assessment System, STAR reading assessment, AR and standard based Proficiency Measures), and analyze student data to make instructional decisions.	Academic Support Program	12/18/2013	06/30/2017	\$6000 - Other	Principals, Teachers

Activity - Assessment Skills and Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunity for students to practice assessment skills and strategies (including short answer and extended response) for 3rd and 4th grades.	Academic Support Program	12/18/2013	06/30/2017	\$0 - No Funding Required	Principals, Teachers

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct kindergarten readiness assessment for all first time kindergarten students.	Academic Support Program	12/18/2013	06/30/2017	\$0 - State Funds	DAC, counselor

Strategy3:

Professional Development - Principals and teachers will develop and implement plan.

Category:

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide on-going professional development for elementary best practices (eg. Thoughtful Education, differentiation, classroom management, technology integration).	Professional Learning	12/18/2013	06/30/2017	\$5000 - Other	Principals, Teachers

All children-were screened for kindergarten readiness. If yes, name the assessment.

Goal 1:

Increase the averaged combined reading and math KPREP scores for Hopkins Elementary School from 49.4 to 78.0 by 2017 and from 63.8 to 81.9 in language mechanics.

Comprehensive School Improvement Plan

Hopkins Elementary School

Measurable Objective 1:

collaborate to increase the score from 48.8 to 74.4 in reading, from 50.0 to 75 in math, and from 63.8 to 81.9 in language mechanics by 06/30/2017 as measured by KPREP scores.

Strategy1:

Assessment - Principal and teachers will develop and implement plan.

Category:

Research Cited:

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct kindergarten readiness assessment for all first time kindergarten students.	Academic Support Program	12/18/2013	06/30/2017	\$0 - State Funds	DAC, counselor

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

Goal 1:

Increase the averaged combined reading and math KPREP scores for Hopkins Elementary School from 49.4 to 78.0 by 2017 and from 63.8 to 81.9 in language mechanics.

Measurable Objective 1:

collaborate to increase the score from 48.8 to 74.4 in reading, from 50.0 to 75 in math, and from 63.8 to 81.9 in language mechanics by 06/30/2017 as measured by KPREP scores.

Strategy1:

Assessment - Principal and teachers will develop and implement plan.

Category:

Research Cited:

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct kindergarten readiness assessment for all first time kindergarten students.	Academic Support Program	12/18/2013	06/30/2017	\$0 - State Funds	DAC, counselor

Narrative:

Brigance

Comprehensive School Improvement Plan

Hopkins Elementary School

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

Goal 1:

Increase the averaged combined reading and math KPREP scores for Hopkins Elementary School from 49.4 to 78.0 by 2017 and from 63.8 to 81.9 in language mechanics.

Measurable Objective 1:

collaborate to increase the score from 48.8 to 74.4 in reading, from 50.0 to 75 in math, and from 63.8 to 81.9 in language mechanics by 06/30/2017 as measured by KPREP scores.

Strategy1:

Professional Development - Principals and teachers will develop and implement plan.

Category:

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide on-going professional development for elementary best practices (eg. Thoughtful Education, differentiation, classroom management, technology integration).	Professional Learning	12/18/2013	06/30/2017	\$5000 - Other	Principals, Teachers

Strategy2:

Assessment - Principal and teachers will develop and implement plan.

Category:

Research Cited:

Activity - Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement student assessments (ie. Discovery Education Predictive Assessment System, Holey Cards and standard based Proficiency Measures) and analyze student data to make instructional decisions.	Academic Support Program	12/18/2013	06/30/2017	\$1000 - Other	Principals, Teachers

Activity - Assessment Skills and Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunity for students to practice assessment skills and strategies (including short answer and extended response) for 3rd and 4th grades.	Academic Support Program	12/18/2013	06/30/2017	\$0 - No Funding Required	Principals, Teachers

Comprehensive School Improvement Plan

Hopkins Elementary School

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct kindergarten readiness assessment for all first time kindergarten students.	Academic Support Program	12/18/2013	06/30/2017	\$0 - State Funds	DAC, counselor

Activity - Reading Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement assessments to measure reading fluency and comprehension (ie. fluency checks, Discovery Education Predictive Assessment System, STAR reading assessment, AR and standard based Proficiency Measures), and analyze student data to make instructional decisions.	Academic Support Program	12/18/2013	06/30/2017	\$6000 - Other	Principals, Teachers

Strategy3:

Curriculum - Principals and teachers will develop and implement plan.

Category:

Research Cited:

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select and utilize resources that are aligned to Common Core Standards.	Direct Instruction	12/18/2013	06/30/2017	\$12000 - School Council Funds	Principal, SBDM, Teachers

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize differentiated resources in math and reading instruction (for all students from RTI to Gifted).	Direct Instruction	12/18/2013	06/30/2017	\$0 - No Funding Required	Principals, Teachers

Activity - Walk Through	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue walk through observations and analyze the data to adjust instructional strategies.	Academic Support Program	12/18/2013	06/30/2017	\$1000 - Other	Administrators

Activity - Student Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students can communicate the student-friendly learning expectation at each grade level.	Direct Instruction	12/18/2013	06/30/2017	\$0 - No Funding Required	Principals, Teachers

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a staff meeting opportunity that allows for vertical participation among grade levels (two times per year) and between Hopkins and Meece (at least annually).	Professional Learning	12/18/2013	06/30/2017	\$0 - No Funding Required	Principals, Teachers

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Activity - Proficiency Measures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to use Proficiency Checks aligned with standards and analyze student data to modify instruction as needed.	Academic Support Program	12/18/2013	06/30/2017	\$1000 - Other	Principals, Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated GAP group from 39.4 to 72.9 by 2017.

Measurable Objective 1:

collaborate to increase the score in the GAP group from 38.8 to 75.4 in reading, from 40.0 to 70.4 in math by 06/30/2017 as measured by KPREP .

Strategy1:

Supplemental Instructional Programs - Principals and teachers will develop and implement plan.

Category:

Research Cited:

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide after school and during school homework assistance/tutoring in reading and mathematics based on student needs.	Tutoring	12/18/2013	06/30/2017	\$2000 - State Funds	Principals, Teachers

Activity - Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase classroom activities and lessons based on student engagement strategies, hands-on, and/or small groups.	Academic Support Program	12/18/2013	06/30/2017	\$0 - No Funding Required	Teachers, Principals

Activity - Success Maker Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and implement a plan for using the current Success Maker Math program in math RTI for students who are scoring below proficiency.	Technology	12/18/2013	06/30/2017	\$0 - School Council Funds	Principals, RTI Teacher

Strategy2:

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Interventions - Principals and teachers will implement the plan.

Category:

Research Cited:

Activity - Pull-out Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide small group lessons for students who need interventions (including reading, math and ELL.)	Academic Support Program	12/18/2013	06/30/2017	\$40000 - Title I Part A	Principals, Title I Reading Teacher, ELL Teacher

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Tier I RTI resources included with the math (MY Math, Study Island) and reading (Reading Wonders, Reading Eggs) program in classrooms.	Academic Support Program	12/18/2013	06/30/2017	\$0 - No Funding Required	Teachers, Principals

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Provide opportunities necessary for all students to achieve proficiency by reducing barriers to learning.

Measurable Objective 1:

collaborate to increase student proficiency by decreasing barriers to learning by 06/30/2017 as measured by stakeholder perception surveys.

Strategy1:

Program Reviews - Principals and teachers will develop and implement the plan.

Category:

Research Cited:

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Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement lessons and integrate activities to reinforce drama, art, music, careers, health and writing.	Academic Support Program	12/18/2013	06/30/2017	\$0 - No Funding Required	Principals and Teachers

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Executive Summary

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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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?

Hopkins Elementary School, serving preschool through 4th grade students, is located in southern Kentucky with over 650 students and 45 certified staff. The major changes that have occurred in our building in the past four years have been related to a school renovation project. The project was completed in February, 2015. The school is part of Somerset Independent School system made of one elementary school (grades PK-4), one middle school (grades 5-8) and one high school (grades 9-12). The school population includes approximately 70% Free/Reduced Lunch, 21% Special Needs, 5.6% English Language Learners, and an approximately 5.44% mobility rate. We have a diverse population of student cultures and economic backgrounds

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School's Purpose

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

Hopkins Elementary Mission Statement: Hopkins Elementary School emphasizes achieving a happy and productive life for each child by encouraging: -Understanding the value and appreciation of all others, -Respect though honesty, kindness and consideration, -Pride in our school and ourselves, -Motivation for excellence, -Success and responsibility, and -Lifelong learning by showing curiosity of our world.

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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.

The school had been designated a Proficient/Progressing elementary school with the release of the 2015-16 accountability data. Our Achievement scores continue to lead the school's scores with 74.0 points earned. 4th Grade language mechanics had the highest percentage of distinguished and proficient student scores at 67%. 4th grade reading was the next highest area. The focus over the next three years will be on the GAP students (over 79% of our student body) with intervention programs and math instruction.

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Additional Information

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

In order to help instruction and provide a safe and inviting learning environment, the district completed a renovation project of three wings of the school building. A new roof was added to the building in 2013 and the completed renovation of two older wings with added technology was completed for the 2013-2014 school year. A new wing was completed in February of 2015.

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