



# **Comprehensive School Improvement Plan**

Hartstern Elementary  
Jefferson County

Duan Wright, Principal  
5200 Morningside Way  
Louisville, KY 40219

# TABLE OF CONTENTS

Introduction.....	1
-------------------	---

## **Phase I - Equitable Access to Effective Educators School Diagnostic**

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

Equitable Access to Effective Educators - School.....	4
---	---

## **Phase I - The Missing Piece**

Introduction.....	17
-------------------	----

Stakeholders.....	18
-------------------	----

Relationship Building.....	19
----------------------------	----

Communications.....	20
---------------------	----

Decision Making.....	22
----------------------	----

Advocacy.....	24
---------------	----

Learning Opportunities.....	25
-----------------------------	----

Community Partnerships.....	26
-----------------------------	----

Reflection.....	27
-----------------	----

Report Summary.....	28
---------------------	----

## **Improvement Plan Stakeholder Involvement**

Introduction.....	30
-------------------	----

Improvement Planning Process.....	31
-----------------------------------	----

## **Phase I - Needs Assessment**

Introduction.....	33
Data Analysis.....	34
Areas of Strengths.....	35
Opportunities for Improvement.....	37
Conclusion.....	39

## **2016-2017 Hartstern's Closing the Achievement Gap Plan**

Overview.....	41
Goals Summary.....	42
Goal 1: 68.3% of Harstern Elementary students will demonstrate proficiency in all content areas by 2017.....	43
Goal 2: Increase the percentage of GAP students scoring proficient to at least 66% by 2017.....	61
Goal 3: Hartstern Elementary will fully implement the Professional Growth and Effectiveness System (PGES). The baseline data from the 2014-2015 school year, will be used to set targets for the 2015-2016 school year.....	71
Goal 4: Instructional Resource Goal- The school will use 100% of the instructional resources (textbook) within two years to support student access to high quality resources.....	73
Goal 5: 17.3% of African-American, Free/Reduced, Disability and English Learners Hartstern students will collaborate to meet Novice Reduction Targets in Mathematics by June 1, 2016 as measured by KPREP.....	74
Goal 6: Increase the percentage of students scoring proficient or higher in Reading and Mathematics to 69.7 by 2019 as measured by Unbridled Learning Accountability Model.....	74
Goal 7: Instructional Resource Goal - Hartstern will use 100% of the Instructional Resources Envision within two years to support student access to high quality resouces.....	75
Activity Summary by Funding Source.....	77

## **Phase II - KDE Assurances - Schools**

Introduction.....	87
Assurances.....	88

**Phase II - KDE Compliance and Accountability - Schools**

Introduction..... 94

Planning and Accountability Requirements..... 95

**Executive Summary**

Introduction..... 122

Description of the School..... 123

School's Purpose..... 124

Notable Achievements and Areas of Improvement..... 125

Additional Information ..... 126

## **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.

# **Phase I - Equitable Access to Effective Educators School Diagnostic**

## 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>

## Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*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.</p> <p>**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:</p>	I acknowledge that I have uploaded the School Equity Data.		Copy of School 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.**

Hartstern is a Title One school with a large percentage of ESL students. We continue to grow our population of ESL learners at a steady pace each year. Our ESL staff is growing with the program at Hartstern. Our school has a highly qualified staff that is committed to quality instruction and the success at Hartstern. Hartstern has a high rate teacher retention rate only losing 4 teachers last year due to retirements. The staff enjoys being part of the Hartstern community.

**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.**

Barriers: KPREP GAP/Novice Data, TELL Survey, and Comprehensive School Survey

The root causes of the barriers are that not all of our teaching staff are trained in the area of Cultural Competency and English Language Learners. The staff needs more training on the two barriers to have our students achieve to their maximum potential.



# Comprehensive School Improvement Plan

Hartstern Elementary

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.		Copy of 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 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:

Harstern Elementary students will demonstrate proficiency in all content areas from 46.9% in 2016 to 69.7% by 2019.

## Measurable Objective 1:

58% of Third, Fourth and Fifth grade students will demonstrate a proficiency with the Common Core Standards in English Language Arts by 12/19/2017 as measured by KPREP.

## Strategy1:

Student Non-Academic/Academic Needs - Systematic approach to match strategies with the particular needs of students.

Category: Professional Learning & Support

Research Cited:

Activity - PBIS Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PBIS Team will review non-cognitive data as well as cognitive data as a part of their PLC data analysis.	Academic Support Program	08/08/2016	12/19/2017	\$0 - No Funding Required	Counselor, Assistant Principal, FRC Coordinator, Principal, Teacher of Record

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Morning Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly school-wide morning meetings and daily classroom morning meetings will be a part of the routines of the school. Morning meetings promote a positive, safe learning environment throughout the school. Staff and students' accomplishments are celebrated and recognized.	Academic Support Program	08/08/2016	12/19/2017	\$0 - No Funding Required	Administration and Staff

Activity - Counseling Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will conduct monthly guidance sessions with each classroom . The topics will be based on common social, emotional, health, behavior issues and strategies. These are targeted strategies to promote positive problem solving skills, thinking skills and life skills.	Academic Support Program	08/08/2016	12/19/2017	\$500 - General Fund	Counselor

### Strategy2:

Professional Development - Teachers will work in PLC.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three designated teachers will be trained in CIITS by district technical assistance. They will conduct school-based training accordingly.	Professional Learning	08/08/2016	12/19/2017	\$1000 - District Funding	Principal and GCC

Activity - Extended PD Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to receive embedded PD and flexible professional development (school based and district wide technical assistance) in current reading and language arts practices focusing on Characteristics of Highly Effective Teaching and Learning and KCAS-ELA.	Professional Learning	08/08/2016	12/19/2017	\$500 - Grant Funds	Certified Teachers

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers will work in PLC and with school administrators and the Goal Clarity Coach to analyze assessment results, monitor student progress, create lessons and monitor instruction.	Professional Learning	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified Teachers, Administrators, GCC

### Goal 2:

Increase the percentage of GAP students scoring proficient to at least 66% by end of 2017.

## Comprehensive School Improvement Plan

Hartstern Elementary

### Measurable Objective 1:

55% of Third, Fourth and Fifth grade students will demonstrate a proficiency with the Common Core Standards in English Language Arts by 12/19/2017 as measured by KPREP.

### Strategy1:

Response to Intervention - Teachers will analyze student work and progress to determine next steps, group and regroup students into focus groups and provide specific interventions based on student individual needs.

Category: Professional Learning & Support

Research Cited: Shore, C.

Activity - Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will participate in additional reading opportunities (e.g., Successmaker, Earobics, Focus, Reading Mastery) based on student needs to become proficient in the standards.	Academic Support Program	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified Teachers, Principal, GCC, RTI Lead

Activity - Monitor Student Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor students progress, based on the most recent student assessment (proficiency or diagnostic), using and completing the Hartstern Classroom Profile, Data Boards and Student Achievement Folders.	Professional Learning	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified teachers, Principal, GCC

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive interventions through ESS and Title I. Students will be assigned and reassigned to focus groups throughout the year based on the most current data (approximately every six weeks)effectiveness of interventions will be monitored and programs adjusted as needed to meet the ever-changing needs of students. Focus groups will partially be funded through Section 7.	Direct Instruction	08/08/2016	12/19/2017	\$7000 - State Funds \$9000 - General Fund \$15000 - Title I Schoolwide	Certified Teachers, Principal, GCC

Activity - Analyze Student Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will utilize a variety of reading assessments (e.g. Rigby benchmarks, running record, KPREP, RDA, RPA, and STAR) monitor student progress and to help identify at-risk students for additional, supplemental materials, strategies and interventions.	Professional Learning	08/01/2016	12/19/2017	\$0 - No Funding Required	Certified teachers, Principal, GCC

### Measurable Objective 2:

50% of Third, Fourth and Fifth grade students will demonstrate a proficiency with the Common Core Standards in Mathematics by

## Comprehensive School Improvement Plan

Hartstern Elementary

12/19/2017 as measured by KPREP.

### Strategy1:

Response to Interventions - Teachers will analyze student results and provide students with specific interventions, based on student needs.

Category: Professional Learning & Support

Research Cited: Shore, C.

Activity - Analyze Student Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize and analyze MPA, MDA, formative assessments and end of unit assessments to monitor student progress and to assign and reassign students to classroom work groups and focus groups designed to meet mastery of common core standards.	Professional Learning	08/01/2016	12/19/2017	\$0 - No Funding Required	Principal, Certified Teachers, GCC

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students (Tier 2 and Tier 3) will participate in extra math opportunities and interventions (e.g. ESS, before school, after school, and/or small group instruction (Section 7).	Direct Instruction	08/08/2016	12/19/2017	\$9000 - General Fund \$22000 - Title I Schoolwide	Principal, Certified Teachers, GCC

### Measurable Objective 3:

61% of Fifth grade students will demonstrate a proficiency in Core Content 4.1 in Social Studies by 12/19/2017 as measured by KPREP.

### Strategy1:

Student Achievement Folders - Students and staff will utilize Hartstern Achievement Folders when mentoring student progress, making goals and giving feedback.

Category: Continuous Improvement

Research Cited:

Activity - Student Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th grade students will monitor their own progress in social studies. As they complete social studies proficiency assessment they will record their results and determine their next goal.	Academic Support Program	08/08/2016	12/19/2017	\$0 - No Funding Required	Principal, Certified Teachers, GCC

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student progress and challenges by analyzing and recording results on their Hartstern Classroom Profile and data boards.	Policy and Process	08/08/2016	12/19/2017	\$0 - No Funding Required	Principal, Certified Teachers, GCC

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will mentor students. They will use the achievement folders when talking with students about successes and challenges.	Academic Support Program	08/08/2016	12/19/2017	\$0 - No Funding Required	Principal, Assistant Principal, GCC, Instructional Staff

### Measurable Objective 4:

47% of Fourth and Fifth grade students will demonstrate a proficiency in writing in English Language Arts by 12/19/2017 as measured by KPREP.

### Strategy1:

Writing Plan - Administration will monitor the writing plan.

Category: Professional Learning & Support

Research Cited:

Activity - Walk- throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrators will conduct walk-throughs focusing on writing instruction across the curriculum.	Policy and Process	08/08/2016	12/19/2017	\$0 - No Funding Required	Principal, Assistant Principal

Activity - Policies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hartstern SBDM Council will evaluate all policies to ensure the current core academic programs and standards are reflected.	Policy and Process	08/08/2016	06/01/2017	\$0 - No Funding Required	Principal

Activity - Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The writing plan will be monitored for consistency. Teachers will turn class sets of analyzed student work into the principal.	Policy and Process	08/08/2016	12/19/2017	\$0 - No Funding Required	Principal, Assistant Principal

### Strategy2:

Student Writing Folders - Students will have a completed writing folder by the end of the school year.

Category: Continuous Improvement

Research Cited:

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Student Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will complete a writing folder each year which will include a sample of each genre of writing required (demonstrate learning, demonstrate to learn, informative/ explanatory, real or imaginative narrative, opinion, on-demand, and literacy analysis/writing about reading.	Direct Instruction	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified Teachers, Principal

### Measurable Objective 5:

70% of Fourth grade students will demonstrate a proficiency in Core Content 4.1 in Science by 12/19/2017 as measured by Cascade .

### Strategy1:

Student Achievement Folder - Students and staff will utilize Hartstern achievement folders when monitoring student progress, making goals, giving feedback.

Category: Continuous Improvement

Research Cited:

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will mentor students. They will use the achievement folders when giving students feedback and discussing successes, challenges and next steps.	Academic Support Program	06/01/2016	12/19/2017	\$0 - No Funding Required	Principal, Assistant Principal, Certified Staff and Instructional staff.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will monitor student progress and challenges by recording result on their Hartstern Classroom Profile and data boards.	Professional Learning	08/08/2016	06/01/2017	\$0 - No Funding Required	Certified Staff, Principal, GCC

Activity - Student Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will monitor their own progress in science. As they complete science proficiency assessment they will record their results and determine their next goal.	Academic Support Program	06/01/2016	12/19/2017	\$0 - No Funding Required	Principal, Assistant Principal, Certified Teachers, Instructional Staff

### Goal 3:

On the 2016-2017 Program Reviews Hartstern Elementary School will score at least of 2.0 on each component of the program review by Dec. 2017.

### Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in core content at their grade level in Art & Humanities by 12/19/2017 as measured by formative and summative assessments.

# Comprehensive School Improvement Plan

Hartstern Elementary

---

## Strategy1:

Needs Assessment - Learning Environment Committee will meet regularly to collect and review evidence. The rubric and artifacts are used to assess the overall program effectiveness.

Category: Continuous Improvement

Research Cited: Marzano, R.J.

Activity - Arts Programming	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of arts experiences will be provided to Hartstern Elementary students focusing on arts and humanities curriculum (i.e. field trips, artists in residence, and projects) throughout the 2016-2017 school year funded by Fund for the Arts 5x5 and KMAC grants.	Community Engagement	08/08/2016	12/19/2017	\$10000 - Other	Related Arts Teachers, Certified Teachers, Principal.

## Measurable Objective 2:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in core content at their grade levels in Practical Living/ Career Studies in Practical Living by 12/19/2017 as measured by formative and summative assessments.

## Strategy1:

Wellness Plan - The Hartstern Wellness plan and policy will be reviewed/revised and implemented.

Category: Stakeholder Engagement

Research Cited: Jones, F.

Activity - Wellness Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM Council reviews/revises the wellness policy. Teachers will implement our wellness plan as evidenced in lesson, programs and schedules.	Academic Support Program	08/01/2016	12/19/2017	\$0 - No Funding Required	Principal, Certified Teachers, SBDM

## Goal 4:

Hartstern Elementary will fully implement the Professional Growth and Effectiveness System (PGES). The baseline data from the 2015-2016 school year, will be used to set targets for the 2016-2017 school year.

## Measurable Objective 1:

collaborate to increase teachers' awareness and understanding of the PGES components by 06/01/2017 as measured by surveys and other checks of the understanding after professional development activities.

## Strategy1:

Modules - Teachers will receive professional development focusing on PGES.

Category: Professional Learning & Support

Research Cited:

SY 2016-2017

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Should the percentage of Highly Qualified teachers fall below 100% the principal will make every effort to work with the District to interview Teachers that have been established as Highly Qualified.	Recruitment and Retention	06/01/2016	06/01/2017	\$0 - No Funding Required	Administration

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development which focuses on the PGES components.	Career Preparation/ Orientation	08/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal and TPGES Leadership Team.

### Goal 5:

Instructional Resource Goal- The school will use 100% of the instructional resources (textbook) within two years to support student access to high quality resources.

### Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to determine which textbooks and instructional materials align to the KY Core Academic Standards based classroom practices by 06/01/17 as measured in Career & Technical by 06/01/2017 as measured by 100 percent of the funds allocated for instructional materials (textbooks) are being used to improve students access to high quality standards aligned resources. .

### Strategy1:

Instructional Resource Identification and Alignment - A committee will compare the available resources against a rubric to determine the resources that best support classroom instruction period.

Category: Management Systems

Research Cited:

Activity - Develop an alignment rubric	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee will develop a rubric to be able to compare available resources to support instructional practices.	Academic Support Program	06/01/2016	12/31/2017	\$0 - Text Books	Principal

### Goal 6:

Hartstern Elementary will complete the KDE Program Review requirements in the areas of Arts/Humanities, Practical Living, Writing and the K-3 Primary Program.



## Comprehensive School Improvement Plan

Hartstern Elementary

---

### Measurable Objective 1:

demonstrate a proficiency 100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will complete a portfolio or performance in writing English Language Arts by 06/01/2017 as measured by completed writing folders with samples of all writing genres as described by 12/19/2017 as measured by formative and summative assessments. .

### Strategy1:

Needs Assessment - Academic Committee will meet to collect and review Writing Program Review evidence. The rubric and artifacts are used to assess the overall program effectiveness.

Category: Continuous Improvement

Research Cited:

Activity - Arts Programming	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of arts experiences will be provided to Hartstern Elementary students focusing on arts and humanities curriculum (i.e. field trips, artists in residence, and projects) throughout the 2016-2017 school year.	Academic Support Program	08/01/2016	12/19/2017	\$1000 - Grant Funds	Principal, Related Arts Teachers, Certified Teachers

Activity - Arts and Humanities Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Related Arts Teacher and Classroom Teachers will collaborate to examine the curriculum maps for authentic opportunities to integrate arts and humanities across all content areas.	Academic Support Program	08/01/2016	12/19/2017	\$0 - No Funding Required	Principal, Chairperson and Certified Teacher

### Goal 7:

17.3% of African-American, Free/Reduced, Disability and English Learners Hartstern students will collaborate to meet Novice Reduction Targets in Mathematics by Dec. 2017 as measured by KPREP.

### Measurable Objective 1:

A 17% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will increase student growth Envision in Mathematics by 12/19/2017 as measured by 2017 KPREP .

### Strategy1:

Professional Development - Teachers will work in PLC's to increase their knowledge base towards best practices in math.

Category: Professional Learning & Support

Research Cited:

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - PD Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be encouraged to attend District level professional development which supports KCAS. They will participate in job-embedded PD which focuses on assessment results, analyzing student work, KCAS, and best practices in all content areas.	Professional Learning	08/01/2016	12/19/2017	\$1000 - Title I Part D	Principal, GCC and Certified Staff

### Goal 8:

Increase the percentage of students scoring proficient or higher in Reading and Mathematics to 69.7 by 2019 as measured by Unbridled Learning Accountability Model.

### Measurable Objective 1:

69% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in Reading and Math in Reading by 12/19/2017 as measured by 2017 KPREP .

### Strategy1:

Professional Development - Professional Development Opportunity- Teachers will work in PLC's to increase their knowledge towards practices in math and reading.

Category: Professional Learning & Support

Research Cited:

Activity - Curriculumm Alignment and Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will design lesson plans which will meet the diverse needs of the students. Lessons will include higher level thinking skills, learning targets, formative and summative assessments.	Academic Support Program	08/01/2016	12/19/2017	\$0 - No Funding Required	Certified Teachers, GCC

### Goal 9:

Instructional Resource Goal - Hartstern will use 100% of the Instructional Resources Envision to support student access to high quality resources.

### Measurable Objective 1:

collaborate to determine which textbooks and instructional materials align to Kentucky Core Academic Standards based on classroom practices by 12/19/2017 as measured by 100% of the funds allocated for Instructional Materials Envision are being used to improve student access to high quality standards aligned resources .

### Strategy1:

## Comprehensive School Improvement Plan

Hartstern Elementary

Resource Identification and Alignment - The Instructional Leadership Team will continue to monitor student achievement to determine if Envision is the resource that best support school wide math instruction.

Category: Management Systems

Research Cited:

Activity - Purchase Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Materials will be updated as needed for the Envision Program	Academic Support Program	08/01/2016	12/19/2017	\$2000 - Text Books	Principal and SBDM

Activity - Develop Alignment Rubric	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee will develop a rubric to be able to compare the available resources to support instructional practices	Academic Support Program	08/01/2016	12/19/2017	\$16000 - Text Books	Principal, SBDM

### Goal 10:

Hartstern teachers will increase their understanding of the ESL program and students' needs through professional development by end of December 2017

### Measurable Objective 1:

100% of English Learners students will increase student growth from increased teacher awareness of teaching strategies in the classroom for ESL students in English Language Arts by 12/19/2017 as measured by the ESL testing for student growth in the program.

### Strategy1:

Teacher Classroom Strategies - ESL instructional strategies will be presented to the teachers through professional development sessions and collaboration with the ESL teachers: Using multiple ways to present information to the students, low stress environments, interactions with other students,

Category: Professional Learning & Support

Research Cited: Effective Teaching Strategies for English Language Learners (Clancy, M. & Hruska, B. 2005)

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on additional classroom strategies to increase ESL learning and will be accomplished by district PD and embedded PD with the ESL teachers.	Professional Learning Academic Support Program Direct Instruction	08/10/2016	12/19/2017	\$0 - No Funding Required	Teachers, District ESL leaders

## **Phase I - The Missing Piece**

## **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.

**Stakeholders**

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

- Duane Wright (Principal)
- Jill Proffitt (Assistant Principal)
- SBDM Members
- Parent Teacher Association

## Relationship Building

Overall Rating: 3.71

	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.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	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).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	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.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	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.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	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.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

## Communications

Overall Rating: 3.14

	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).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	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 partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	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.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

	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).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District and school culture audits or surveys are conducted each year with all stakeholders and response rate is at least 75%.	Distinguished



Comprehensive School Improvement Plan

Hartstern Elementary

	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

## Decision Making

Overall Rating: 2.86

	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.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	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 facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	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 actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	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

Comprehensive School Improvement Plan

Hartstern Elementary

	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

## Advocacy

Overall Rating: 3.83

	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.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	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.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	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 that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	Statement or Question	Response	Rating
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 collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	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 educational advocates, or how to access a trained educational advocate when needed.	Distinguished

	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.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

## Learning Opportunities

Overall Rating: 4.0

	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.	District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.	Distinguished

	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.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

	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 exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	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.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Distinguished

	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 develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Distinguished

## Community Partnerships

Overall Rating: 3.5

	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 regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	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.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	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.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	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.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

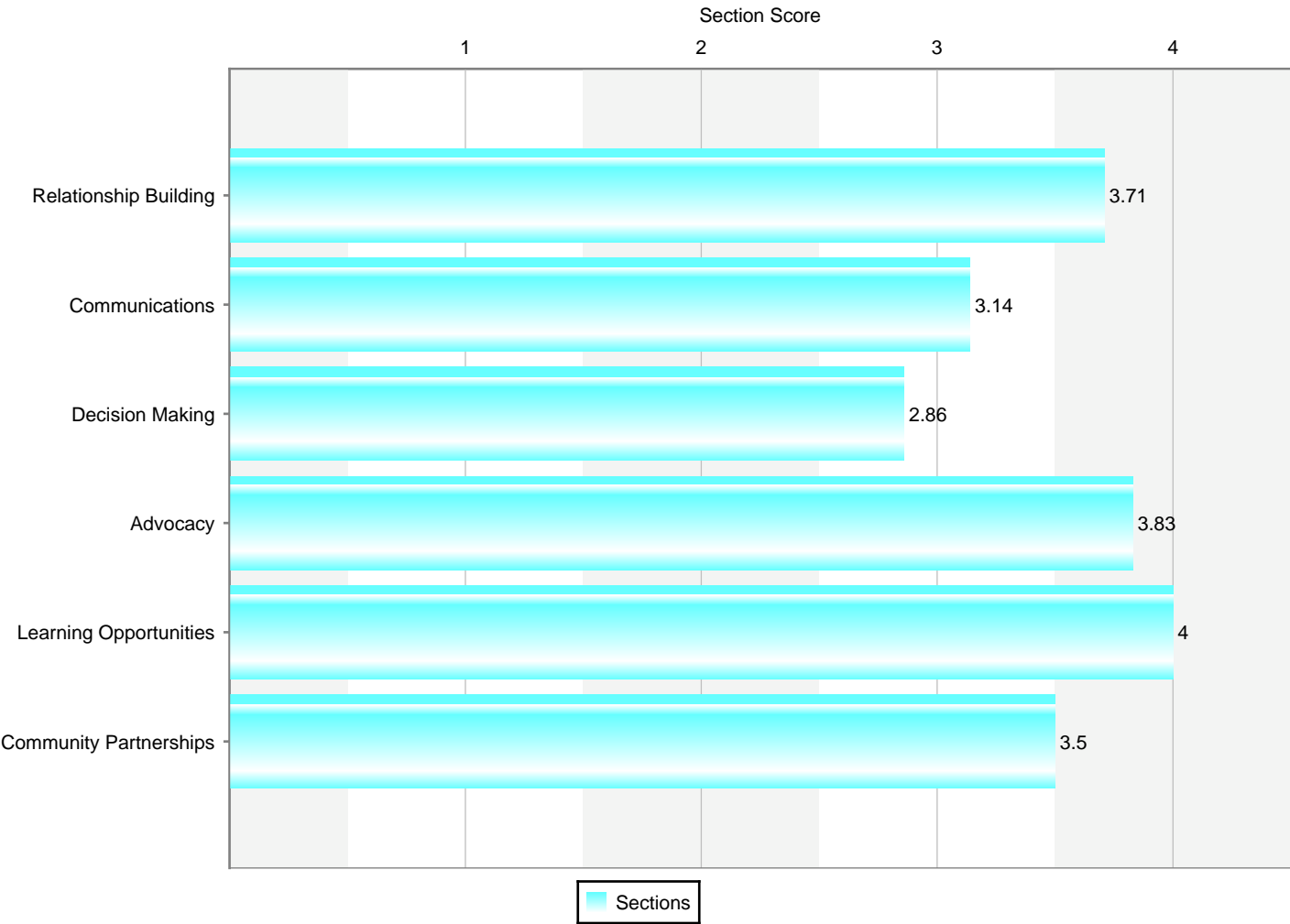
## **Reflection**

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

Parent communication and partnerships are very important elements to student having success academically and socially. Ensuring effective communication concerning student/school improvements are important in the success of our school community. Building business and community partnerships assist in the assurance of increased student learning. Communication has increased to the families with weekly Wednesday folders, monthly newsletters, website, One Call Now and various other communications sent home. Community leaders and members can participate in our Everyone Reads program.

Report Summary

Scores By Section





# **Improvement Plan Stakeholder Involvement**

**Introduction**

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

Improvement Planning Process

Improvement Planning Process

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

Stakeholders have multiple ways to impact the improvement plan. This year stakeholders had input in the Closing the Gap Plan which enabled them to provide valuable information and resources to impact student achievement. Parents serving on the SBDM and Parent Teacher Association meet to look at current student data and create a next step process. Meetings are scheduled quarterly to review and update plans.

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

Stakeholders groups included SBDM.

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

Meetings

## **Phase I - Needs Assessment**

## **Introduction**

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

## **Data Analysis**

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

**What does the data/information not tell you?**

Hartstern evaluates the effectiveness of our program based on Standard 1 Purpose and Direction, Standard 2 Governance and Leadership, Standard 3 Teaching and Learning, Standard 4 Resources and Support System, Standard 5 Using Results for Continuous Improvement. We use the results of the surveys and self-assessments to probe deeper into the strengths and challenges of our program. Overall we rated Standard 1 Purpose and Direction and Standard 5 Using Results for Continuous Improvement the highest. We feel very strong that we communicate our vision of educating to all stakeholders. We hold people accountable for their work and commitment. Our staff is constantly using student results, monitoring of programs and initiatives as we evaluate students and way to best fit their individual needs. We identify conditions that are barriers to education. Resources, materials and schedules are revised monthly to eliminate any barriers. Our Comprehensive School Improvement Plan will serve as a living document. This will guide us as we continue delving deeper to student, staff and school needs. In developing our new plan we reviewed our current plan in search of successes and challenges. We determined strategies that are successful and those that need changes. We determined strategies that are successful and those that need changes. We continuously analyze student progress, student results, program review, surveys and feedback in preparing our plan.

## **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?**

### **Standard 1 Purpose and Direction**

The school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success.

The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills. The Hartstern vision is to produce self-sufficient children for the 21st Century who are taught by professional talented staff in a caring and

sharing environment. We are a community that fosters learning and caring. Hartstern will continue to have a strong academic program emphasizing more hands-on, student centered activities. The staff will improve self-esteem and effective discipline while instilling a desire to learn and work cooperatively. We will increase our cooperation and communication between students, staff and parents and community through our Site Based Decision-Making Council and Family Resource Center. Each staff member has participated in the Jefferson County Public Schools Positive Behavior in Schools III: Bullying Prevention Professional Development. We are committed to the belief that creating caring and culturally responsive schools and classrooms promote a district culture in which individual differences are respected and valued. Professional development was provided to support and enhance cultural competence in every employee. Our staff is aware of how cultural identity impacts teaching and learning. By continuously reviewing and reflecting upon our vision and mission; we will continue to implement and sustain these areas of strength by continuously providing professional development opportunities and our combined working efforts in our professional learning communities.

### **Standard 5 Using Results for Continuous Improvement**

#### **Strengths:**

The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level. Leadership monitors and communicates comprehensive information about student learning, and the achievement of school improvement goals to stakeholders.

#### **Improvement:**

Professional and support staff continuously collects, analyze and applies learning from a range of data sources including comparison and trend data about student learning, instruction, program evaluation and organizational conditions. Staff will continue our work in the area of using Professional Learning Communities to drive student success. We will continue to provide staff with professional development opportunities. Using our yearly growth plans it allows staff member to identify personal areas of growth that increase student learning. As a team, we will continue to analyze data and see potential growth opportunities. Staff will continue to use, reflective and refine practices to increase learning. Instruction will be based on data and evidence of student readiness for the next grade level. Leaders will continue to monitor and use comprehensive information pertaining to student learning conditions. Improvement goals will continuously be clearly communicated to all stakeholders. The school will refine a systematic process and procedure for training teachers and support staff to continuously collect, analyze and support learning from a range of data sources. Training support staff to understand and use the information will benefit the learning community. The data sources will include but will not be limited to comparison and trend data that will provide a clear understanding of individual student performance. Support staff will better the written protocols and procedures for data collection and analysis.





## **Opportunities for Improvement**

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

#### **Standard 3 Teaching and Learning**

Hartstern has adopted curriculum based on the Kentucky Core Academic Standards Elementary K-5 from the Common Core State Standards. The common core standards are relevant and rigorous. Teachers develop and share lesson plans based on these standards. Teachers follow curriculum maps and learning targets. Each day learning targets are posted in student friendly language. Students participate in center activities, guided reading groups and individualized interventions. The staff uses bulletin boards to post student work throughout the learning community. Hartstern uses data to guide instruction and student grouping. Teachers meet in their Professional Learning Communities weekly and have embedded professional development to discuss student achievement. Embedded professional development/coaching is implement school-wide. Each teacher has a data board to track student performance in rating of novice, apprentice, proficient and distinguished on district grade period assessments. Teachers monitor progress in the areas of reading and mathematics. This systematic review process is used to track each individual student's performance. Hartstern teachers plan and use instructional strategies to meet the needs of each individual students. Teachers are provided with professional development yearly which enhances their ability to meet the needs of all students. Teachers use differentiated instruction to meet the various learning styles of students. Teachers require a number of strategies to be able to lead a successful classroom. The school community uses effective instructional strategies associated with raising the academic achievement of all students. Students participate in both whole group and small groups daily. Students benefit from direct instruction. Curriculum-based assessments help place each student into ability groups and identify students who require additional interventions. Teachers are formally and informally monitored and supported throughout the course of the school year. The school administrators will review job descriptions, observe teaching, record data, gather data and conference with teachers. The Kentucky Department of Education establishes the statewide standards for evaluation of all certified staff. Each teacher is trained in the area of Teacher Professional Growth and Effectiveness System (TPGES). The school uses approved formative and summative evaluation that includes growth plans, conferencing and written reports. We consistently monitor engagement, entering activities, anticipator set, guided practice and closure/independent practice. This data is used to improve both teaching and learning within the school community. Hartstern participates in the instructional process through dialogue with all stake holders. The school consistently examines the most effective practices for all students of learning expectations and standards of performance. The staff believes in their vision of success for all students. The instructional process is evident through discussions, walk-throughs, classroom observations of instruction, student data and interactions among members within the school community.

#### **Standard 4 Resources and Support Systems Resources**

Hartstern Elementary has very low staff turnover. District policies, processes and procedures are in place that defines how staff is hired and placed throughout the district. The district procedures and policies proved the choice of qualified candidates to interview and ultimately hire. The district uses a formula to determine the number of positions to staff the overall functioning of the school. Positions are placed in the yearly budget. Our SBDM Council decides how best to use funding and positions to best fit the needs of the school. We will continue to monitor and provide instructional time; materials and fiscal resources that are focused on supporting the purpose and direction of the school. Instructional time is protected through our schedules and practices as described in the handbook. Staff have written and received various grants that provide additional resource for students to have more hands-on experiences and resources. Staff input is important when deciding how instructional time, materials and fiscal resources are used. Our Arts/Humanities and Practical Living Program Review indicated the need to block time to better expose our students to content. This year we are finding success with interventions and master schedule.

Hartstern's CSIP describes how several budgets: Title I, ESS, PD, Etc. are used. Hartstern strives to be a safe, clean, healthy learning environment. The building consistently receives high marks in housekeeping. Other state and local inspections indicate that the building is

SY 2016-2017

maintained and updated. The District conducts regular inspections that provide maintenance reports when work orders for building modifications are requested or needed. The school is placed on a schedule with other district facilities to receive upgrades and improvements. Although students and school personnel have access to media and information resources necessary to achieve the educational programs,

there is a need to increase this collection. Leadership will continue to solicit input from staff regarding the most current tools and resources and will purchase those resources needed to achieve high quality programs for Hartstern. Our media center is working on additional books for the collection to support our curriculum and increase reading interest in the building. STC and technology committee is working to create learning environments that are technically engaging and accessible to all students.

## **Conclusion**

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

Hartstern will continue to evaluate the needs of students, staff and school to better plan and provide the needed resources. We will continue our efforts to better communicate policy, vision and mission to all stakeholders. We will continue to use data to drive our decisions for the school community. School, district and community resources will impact instruction to best meet the needs of all students. The development and implementation of our school plan is vital to our growth and success. We are committed to staying focused as we engage students in learning.

# **2016-2017 Hartstern's Closing the Achievement Gap Plan**

# Overview

**Plan Name**

2016-2017 Hartstern's Closing the Achievement Gap Plan

**Plan Description**

## 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	68.3% of Harstern Elementary students will demonstrate proficiency in all content areas by 2017	Objectives: 5 Strategies: 12 Activities: 39	Academic	\$8000
2	Increase the percentage of GAP students scoring proficient to at least 66% by 2017	Objectives: 5 Strategies: 6 Activities: 16	Academic	\$62000
3	Hartstern Elementary will fully implement the Professional Growth and Effectiveness System (PGES). The baseline data from the 2014-2015 school year, will be used to set targets for the 2015-2016 school year.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
4	Instructional Resource Goal- The school will use 100% of the instructional resources (textbook) within two years to support student access to high quality resources.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	17.3% of African-American, Free/Reduced, Disability and English Learners Hartstern students will collaborate to meet Novice Reduction Targets in Mathematics by June 1, 2016 as measured by KPREP.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1000
6	Increase the percentage of students scoring proficient or higher in Reading and Mathematics to 69.7 by 2019 as measured by Unbridled Learning Accountability Model.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
7	Instructional Resource Goal - Hartstern will use 100% of the Instructional Resources Envision within two years to support student access to high quality resources.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$32000

## Goal 1: 68.3% of Harstern Elementary students will demonstrate proficiency in all content areas by 2017

Status	Progress Notes	Created On	Created By
N/A	2014 KPREP results needed	June 25, 2014	Mrs. Patricia S Cox
N/A	2013 KPREP data needed	June 11, 2013	Mrs. Patricia S Cox

### Measurable Objective 1:

58% of Third, Fourth and Fifth grade students will demonstrate a proficiency with the Common Core Standards in English Language Arts by 08/10/2015 as measured by KPREP .

Status	Progress Notes	Created On	Created By
Not Met	2014 KPREP data needed	June 25, 2014	Mrs. Patricia S Cox
Not Met	2013 KPREP data needed	June 11, 2013	Mrs. Patricia S Cox

### Strategy 1:

Curriculum Assessment and Alignment - Teacher will align the literacy instruction KCAS-ELA and District's Curriculum map and CASCADE.

Category:

Research Cited: SBRR-Standards Based Reading Research

Status	Progress Notes	Created On	Created By
N/A	strategy and activities will be reviewed/revised 2013-2014	June 11, 2013	Mrs. Patricia S Cox
N/A	strategy implemented	June 11, 2013	Mrs. Patricia S Cox

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

## Comprehensive School Improvement Plan

Hartstern Elementary

Administrators and teachers will align the literacy instruction (e.g. Rigby Literacy, Readers workshop), supplemental materials and interventions to KCAS-ELA and District's curriculum map and CASCADE. Teachers will design explicit lessons which will meet the diverse needs of the students. Lessons will include higher level thinking skills, learning targets, formative and summative assessments.	Professional Learning	08/13/2014	12/18/2015	\$0	No Funding Required	Certified Teachers
---	-----------------------	------------	------------	-----	---------------------	--------------------

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed	Activity will be re-evaluated/revised 2013-2014	June 11, 2013	Mrs. Patricia S Cox

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will emphasize reading strategies that align Scientifically Based Reading Research components of the core program (phonemic awareness, phonics, vocabulary, and fluency) and ELA standards in reading. Strategies will be monitored through weekly walk-throughs and teacher feedback.	Direct Instruction	08/10/2015	06/01/2016	\$0	No Funding Required	Certified Staff

Status	Progress Notes	Created On	Created By
Completed	Staff has attended Close Reading Professional Development Led by Goal Clarity Coach.	June 15, 2015	Duan Wright
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed	reading strategies will be reviewed/revised and remapped accordingly	June 11, 2013	Mrs. Patricia S Cox

Activity - Consistent Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to create consistency between grade levels and to better align the curriculum teachers will use common graphic organizers and intentionally use applicable vocabulary in instruction.	Direct Instruction	08/10/2015	06/01/2016	\$0	No Funding Required	Certified Teachers

Status	Progress Notes	Created On	Created By
In Progress	The incorporation of TPGES has created a school-wide evaluation system that teachers understand based on Indicators.	June 15, 2015	Duan Wright
Completed		June 25, 2014	Mrs. Patricia S Cox



## Comprehensive School Improvement Plan

Hartstern Elementary

Completed	Teachers will review the common graphic organizers and revise to meet the common needs of the students and instruction.	June 11, 2013	Mrs. Patricia S Cox
-----------	---	---------------	---------------------

Activity - Mastery of Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and teachers will monitor mastery of standards by charting the latest results of diagnostic and proficiency assessments. Instruction will be adjusted to meet student needs.	Academic Support Program	08/10/2015	06/01/2016	\$0	No Funding Required	Certified teachers, GCC, Administrator s.

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed		June 25, 2014	Mrs. Patricia S Cox

### Strategy 2:

Professional Development - Teachers will work in PLC.

Category:

Research Cited: Du Four

Status	Progress Notes	Created On	Created By
N/A	continue to provide opportunities for PD in this content area	June 25, 2014	Mrs. Patricia S Cox
N/A	Strategy was implemented.	June 11, 2013	Mrs. Patricia S Cox

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will work in PLC and with school administrators to analyze assessment results, monitor student progress, create lessons and monitor instruction.	Professional Learning	08/10/2015	06/01/2016	\$0	No Funding Required	Certified Teachers

Status	Progress Notes	Created On	Created By
In Progress	Three staff members will attend the National PLC Institute in July.	June 15, 2015	Duan Wright
Completed		June 25, 2014	Mrs. Patricia S Cox

## Comprehensive School Improvement Plan

Hartstern Elementary

Completed	We will continue this activity 2013-2014. The focus will be to create more formative assessments.	June 11, 2013	Mrs. Patricia S Cox
-----------	---	---------------	---------------------

Activity - Extended PD Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to receive embedded PD and flexible professional development (school based and district wide technical assistance) in current reading and language arts practices focusing on Characteristics of Highly Effective Teaching and Learning and KCAS-ELA.	Professional Learning	08/10/2015	06/01/2016	\$500	Grant Funds	Certified Teachers

Status	Progress Notes	Created On	Created By
In Progress	Staff will have an opportunity to attend School Wide Professional Development August.	June 15, 2015	Duan Wright
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed	Teachers attend the embedded PD. Additional PD, focusing on reading strategies will be provided 2013-2014. Teachers will be given opportunities to work with other teachers within the region.	June 11, 2013	Mrs. Patricia S Cox

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three designated teachers will be trained in CIITS by district technical assistance. They will conduct school-based training accordingly.	Professional Learning	08/10/2015	06/01/2016	\$1000	District Funding	Principal and GCC

Status	Progress Notes	Created On	Created By
Completed	Other teachers have been trained in the use of CIITS when developing formative assessments. Grade levels will continue to use CIITS.	June 11, 2013	Mrs. Patricia S Cox
Completed		June 11, 2013	Mrs. Patricia S Cox

### Strategy 3:

Parent Involvement - Parents will be given opportunities to learn how to work with the child in reading.

Category:

Status	Progress Notes	Created On	Created By
N/A	over 200 parents came to this event. Continue to offer opportunities for the parents	June 25, 2014	Mrs. Patricia S Cox
N/A	Staff will review the common practices and make adjustments as needed for 2013-2014	June 11, 2013	Mrs. Patricia S Cox

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Family Literacy Night will be provided. This evening will provide parents with the opportunity to learn strategies and activities they can implement at home which will enhance student proficiency.	Parent Involvement	08/10/2015	06/01/2016	\$1000	Title I Schoolwide	Efficiency Committee

Status	Progress Notes	Created On	Created By
Completed		June 15, 2015	Duan Wright
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed	Literacy night was held in Oct. Teachers provided a variety of strategies, materials and resources for parents.	June 11, 2013	Mrs. Patricia S Cox

Activity - Volunteer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be given opportunities throughout the year to volunteer. The school will describe these opportunities in the newsletters, school's website, beginning of the year letters, Open House, Title I and PTA meetings.	Parent Involvement	08/10/2015	06/01/2016	\$0	No Funding Required	Principal, Assisant Principal, FRC Coordinator

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed		June 25, 2014	Mrs. Patricia S Cox

### Strategy 4:

Transitioning - Students will be given additional support as they transition between grades and levels

Category:

Status	Progress Notes	Created On	Created By
N/A	Continue this practice and provide opportunities for students to learn about the next level	June 25, 2014	Mrs. Patricia S Cox
N/A	Continue to find other opportunities for students to transition between grade levels.	June 25, 2014	Mrs. Patricia S Cox

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students will be screened to determine level of readiness, using the Brigance, as mandated by the state. Testing will be done within the assessment window designated by the state/district. Results of the Brigance will be reported to the state. Individual results will be given to the parents.	Academic Support Program	08/10/2015	06/01/2016	\$500	District Funding	Kindergarten, ESL and ECE Teachers,

Status	Progress Notes	Created On	Created By
Completed	Kindergarten staff has registered for Brigance Training to successful use/implement the system at Hartstern.	June 15, 2015	Duan Wright
Completed		June 25, 2014	Mrs. Patricia S Cox

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten Camp will be provided. Kindergarten students will have an additional opportunity to experience kindergarten expectations through literacy activities and become familiar with the school and their kindergarten classroom.	Academic Support Program	08/10/2015	06/01/2016	\$500	Title I Schoolwide	Kindergarten Staff, Administration

Status	Progress Notes	Created On	Created By
Completed		June 15, 2015	Duan Wright
In Progress	Kindergarten Camp is scheduled for August 11, 2015.	June 15, 2015	Duan Wright
Completed		June 25, 2014	Mrs. Patricia S Cox

Activity - Transition Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide a Transition Camp. Students will visit their next grade's classroom in preparation for the upcoming year. (i.e. 3rd grade will go to 4th grade classrooms). Teachers will give students examples of academic expectations for their grade level.	Academic Support Program	08/10/2015	06/01/2016	\$0	No Funding Required	Certified Teachers and Administration

## Comprehensive School Improvement Plan

Hartstern Elementary

Status	Progress Notes	Created On	Created By
Not Completed	a few grade levels were able to make these transitions. School year was interrupted by several snow days, pushing the calendar and scheduled activities.	June 25, 2014	Mrs. Patricia S Cox

Activity - 5th grade to Middle School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle School Night will be provided. This evening will provide parents/guardians with information about middle school expectations and the process of selecting a middle school that best meets the need of their child. Parents will be encouraged to attend the Showcase of Schools in preparation of transitioning students from 5th grade to middle school.	Academic Support Program	08/10/2015	06/01/2016	\$0	No Funding Required	Counselor

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox

### Strategy 5:

Student Non-Academic/Academic Needs - Systematic approach to match strategies with the particular needs of students.

Category:

Status	Progress Notes	Created On	Created By
N/A	Continue to create and implement ways to remove barriers to each student's education.	June 25, 2014	Mrs. Patricia S Cox

Activity - Counseling Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counselor will conduct monthly guidance sessions with each classroom . The topics will be based on common social, emotional, health, behavior issues and strategies. These are targeted strategies to promote positive problem solving skills, thinking skills and life skills.	Academic Support Program	08/10/2015	06/01/2016	\$500	General Fund	Counselor

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance is taken daily and monitored weekly by the attendance committee. Parents of students who are flagged for excessive absences receive phone calls letters, conferences and home visits (depending upon the severity). The needs of the student and strategies to remove the barrier to learning are given and implemented. School climate is measured throughout the year in order to assure a safe learning environment for all students.	Academic Support Program	08/10/2015	06/01/2016	\$0	No Funding Required	FRC Coordinator, Social Worker, Attendance Clerk, Principal, Counselor, Assistant Principal.

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox

Activity - Morning Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly school-wide morning meetings and daily classroom morning meetings will be a part of the routines of the school.morning meetings promote a positive, safe learning environment throughout the school. Staff and students' accomplishments are celebrated and recognized.	Academic Support Program	08/10/2015	06/01/2016	\$0	No Funding Required	Administration and Staff

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox

Activity - Student Responase Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Student Response Team will review non-cognitive data as well as cognitive data as a part of their PLC data analysis.	Academic Support Program	08/10/2015	06/01/2016	\$0	No Funding Required	Counselor, Assistant Principal, FRC Coordinator, Principal, Teacher of Record

## Comprehensive School Improvement Plan

Hartstern Elementary

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox

### Measurable Objective 2:

54% of Third, Fourth and Fifth grade students will demonstrate a proficiency with the Common Core Standards in Mathematics by 06/01/2016 as measured by KPREP.

Status	Progress Notes	Created On	Created By
Not Met	2014 KPREP results needed to determine	June 25, 2014	Mrs. Patricia S Cox
Not Met	2013 KREP data needed	June 11, 2013	Mrs. Patricia S Cox

### Strategy 1:

Curriculum Alignment and Assessments - Teachers will align the Math curriculum with KCAS, District curriculum map and CASCADE.

Category: Continuous Improvement

Status	Progress Notes	Created On	Created By
N/A	Continue to align work with CCS, district curriculum and assessment maps	June 25, 2014	Mrs. Patricia S Cox
N/A	Strategy was implemented and will be reviewed and possibly revised 2013-2014	June 11, 2013	Mrs. Patricia S Cox

Activity - Core Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use standards based, scientifically researched-based approach to mathematics, that supports KCAS. Staff will utilize inquiry based math lessons that include higher order thinking, problems-based learning, use math manipulatives, authentic application, learning targets (I can) and differentiated instruction. Application of these scientifically based strategies will be evidenced through lesson plans, principal observations, walkthroughs, formative and summative assessments and student work.	Professional Learning	08/10/2015	06/01/2016	\$0	No Funding Required	Certified Teachers

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed	Staff will continue to used standards based, scientifically researched-based approach to math.	June 11, 2013	Mrs. Patricia S Cox

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and teachers will continue to align the curriculum to Math KCAS and district initiatives including the Curriculum Map and Cascade results through vertical teams and PLC to better serve the students as they transition between grades and levels. Implementation will be monitored through assessment results and weekly walk-throughs.	Professional Learning	08/10/2015	06/01/2016	\$0	No Funding Required	Certified Teachers

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed	Teachers will continue to align curriculum to meet the needs of the students and grade level expectations.	June 11, 2013	Mrs. Patricia S Cox

Activity - Monitoring Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to utilize and analyze recommended assessments including KPREP, MPA, MDA, MI2 end of unit assessments, and formative assessments to increase student achievement. Teachers will monitor progress through Hartstern Classroom Profiles.	Professional Learning	08/10/2015	06/01/2016	\$0	No Funding Required	Certified Teachers

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed		June 11, 2013	Mrs. Patricia S Cox

Activity - Consistent Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to create consistency between grade levels and to better align the curriculum teachers will use common graphic organizers and intentionally use applicable vocabulary in instruction.	Direct Instruction	08/10/2015	06/01/2016	\$0	No Funding Required	Certified Teachers

Status	Progress Notes	Created On	Created By
--------	----------------	------------	------------



**Comprehensive School Improvement Plan**

Hartstern Elementary

Completed		June 25, 2014	Mrs. Patricia S Cox
Completed	Teachers will review graphic organizers and realign as needed.	June 11, 2013	Mrs. Patricia S Cox

Activity - Self Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student in grades 2,3,4 and 5 will have an achievement folder. Students will record the results of their MPA and describe their next goal.	Direct Instruction	08/10/2015	06/01/2016	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed		June 11, 2013	Mrs. Patricia S Cox

Activity - Daily Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers grades 1-5 will spend at least 80 minutes a day on math instruction allowing students to participate in active learning through the use of varied and researched based instruction, through the use of Math Investigations 2 and ten Minute Math. Kindergarten teachers will follow the recommended 60 minutes a day for math instruction including Calendar Math. Instruction will be monitored through walkthroughs and observations.	Policy and Process	08/10/2015	06/01/2016	\$0	No Funding Required	Principal and Assistant Principal

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed	Schedules will be checked for consistency and need	June 11, 2013	Mrs. Patricia S Cox

Activity - Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students grades 3-5 will be required to keep a math notebook. Students will record reflections, demonstrate learning and writing to learn.	Direct Instruction	08/10/2015	06/01/2016	\$0	No Funding Required	Principal, Certified Teachers, GCC

## Comprehensive School Improvement Plan

Hartstern Elementary

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed	We found good success with this activity and will continue to use it.	June 11, 2013	Mrs. Patricia S Cox

### Strategy 2:

Parent Involvement Night - Parents will be given resources and opportunities to learn how to work with their child in math.

Category: Stakeholder Engagement

Status	Progress Notes	Created On	Created By
N/A	continue this practice	June 25, 2014	Mrs. Patricia S Cox
N/A	Strategy will be reviewed and revised as needed to meet the needs of our students and parents.	June 11, 2013	Mrs. Patricia S Cox

Activity - Family Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Family Math Night will be provided. The evening will provide parents with a better understanding of our math standards and curriculum and activities that support them.	Parent Involvement	08/10/2015	06/01/2016	\$500	Title I Schoolwide	EfficiencyCommittee

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed	Teachers provided parents with a variety of resources, materials and strategies to use with students.	June 11, 2013	Mrs. Patricia S Cox

Activity - Math Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be given access to a variety of math resources including homework, online programs and math newsletters (Math Matters). Included in the newsletters are ideas, websites and strategies students can access and implement at home that will help increase their understanding of the learning targets.	Parent Involvement	08/10/2015	06/01/2016	\$1000	Title I Schoolwide	Principal, Assistant Principal, GCC

## Comprehensive School Improvement Plan

Hartstern Elementary

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed	Math Matters was provided at the end of each grading period. The school newsletter included effective websites parents could utilize at home. Identified students had home access to Successmaker and Study Island	June 11, 2013	Mrs. Patricia S Cox

### Strategy 3:

Professional Development Opportunity - Teachers will working a variety of settings including PLC to increase their knowledge base towards best practices in math.

Category: Professional Learning & Support

Status	Progress Notes	Created On	Created By
N/A	Continue to offer teachers and staff quality PD in this content area	June 25, 2014	Mrs. Patricia S Cox
N/A	Strategy will be reviewed and revised 2013-2014	June 11, 2013	Mrs. Patricia S Cox

Activity - PD Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be encouraged to attend District level professional development which supports KCAS. They will participate in job-embedded PD which focuses on assessment results, analyzing student work, KCAS, and best practices in all content areas.	Professional Learning	08/10/2015	06/01/2016	\$1000	Title I Part D	GCC, Principal, Certified Staff

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed	Teachers were given a wide variety of opportunities to participate in math PD. Our GE resource teacher provided in-class modeling and guidance.	June 11, 2013	Mrs. Patricia S Cox

### Measurable Objective 3:

71% of Fourth grade students will demonstrate a proficiency with the Core Content 4.1 in Science by 06/01/2016 as measured by Cascade.

Status	Progress Notes	Created On	Created By
Not Met	2014 KPREP data needed	June 25, 2014	Mrs. Patricia S Cox
Not Met	2013 KPREP data needed	June 11, 2013	Mrs. Patricia S Cox

## Comprehensive School Improvement Plan

Hartstern Elementary

### Strategy 1:

Curriculum Alignment and Assessment - Teachers will align instruction and curriculum vertically and horizontally.

Category: Continuous Improvement

Status	Progress Notes	Created On	Created By
N/A	Continue to align curriculum to CCS, District curriculum and assessment maps	June 25, 2014	Mrs. Patricia S Cox
N/A	Strategy was implemented. Teachers will realign as needed.	June 11, 2013	Mrs. Patricia S Cox

Activity - Curriculum Alignment and Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intermediate teacher will align the science instruction (e.g. FOSS science kits) and supplemental materials with Core Content 4.1, District Curriculum Map and CASCADE. Primary teachers will begin to align to the NGSS. All teachers will design explicit lessons which will meet the diverse needs of the students. Lessons will include higher level thinking skills, learning targets, formative and summative assessments.	Professional Learning	08/10/2015	06/01/2016	\$0	No Funding Required	Certified Staff, Principal, Assistant Principal and GCC

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed		June 11, 2013	Mrs. Patricia S Cox

Activity - Science Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to utilize the science lab framework as a part of their inquiry, hands-on approach when teaching science.	Direct Instruction	08/10/2015	06/01/2016	\$0	No Funding Required	GCC, Principal, Certified Teachers

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed		June 11, 2013	Mrs. Patricia S Cox

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Integrated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate science within reading in accordance to the ELA-KCAS.	Direct Instruction	08/10/2015	06/01/2016	\$0	No Funding Required	Principal, Certified Teachers

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed		June 11, 2013	Mrs. Patricia S Cox

Activity - Practical Living Connection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate practical living into the science curriculum as evidenced in programs such as Child Connection, Pennies for Patients, Water Company and Career Studies.	Direct Instruction	08/10/2015	06/01/2016	\$0	No Funding Required	FRC Coordinator, Principal, Certified Staff

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed		June 11, 2013	Mrs. Patricia S Cox

Activity - Notebook	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3-5 students will be required to keep a science notebook. Students will record information, reflections of their learning, demonstrate their learning and write to learn.	Direct Instruction	08/10/2015	06/01/2016	\$0	No Funding Required	Principal, GCC, Certified Teachers

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox

### Strategy 2:

Parental Involvement - Parents will be given opportunities to be involved in the science curriculum.

SY 2016-2017

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

## Comprehensive School Improvement Plan

Hartstern Elementary

Category: Stakeholder Engagement

Status	Progress Notes	Created On	Created By
N/A	Find opportunities for parents to better understand the content and standards	June 25, 2014	Mrs. Patricia S Cox
N/A	Strategy was implemented.	June 11, 2013	Mrs. Patricia S Cox

Activity - Cultural Science Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to a showcase of student work in science during Cultural Night.	Parent Involvement	08/10/2015	06/01/2016	\$0	No Funding Required	Principal, Assistant Principal

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed		June 11, 2013	Mrs. Patricia S Cox

### Measurable Objective 4:

64% of Fifth grade students will demonstrate a proficiency with the Core Content 4.1 in Social Studies by 06/01/2016 as measured by KPREP.

Status	Progress Notes	Created On	Created By
Not Met	2014 KPREP results needed	June 25, 2014	Mrs. Patricia S Cox
Not Met	2013 KPREP data needed	June 11, 2013	Mrs. Patricia S Cox

### Strategy 1:

Curriculum Assessment - Teachers will work in vertical and horizontal teams to align social studies content.

Category: Professional Learning & Support

Status	Progress Notes	Created On	Created By
N/A	Continue to align science curriculum to the new standards	June 25, 2014	Mrs. Patricia S Cox
N/A	Strategy was implemented	June 11, 2013	Mrs. Patricia S Cox

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Content Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will align the social studies instruction and supplemental materials with Core Content 4.1, District Curriculum Map and CASCADE. Teachers will design explicit lessons which will meet the diverse needs of the students. Lessons will include higher level thinking skills, learning targets, formative and summative assessments.	Professional Learning	08/10/2015	06/01/2016	\$0	No Funding Required	Certified Staff

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed		June 11, 2013	Mrs. Patricia S Cox

Activity - Integrate Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate social studies within reading in accordance to the ELA-KCAS.	Direct Instruction	08/10/2015	06/01/2016	\$0	No Funding Required	Certified Teachers

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed		June 11, 2013	Mrs. Patricia S Cox

Activity - Arts/Humanities Connection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate Arts/Humanities into social studies curriculum as evidenced in student projects and performances (e.g. posters, dioramas, clay figures, native dance, music.)	Direct Instruction	08/10/2015	06/01/2016	\$0	No Funding Required	Certified Teachers

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed	We found a huge connection to A/H curriculum and integrated museums and performances with Social Studies.	June 11, 2013	Mrs. Patricia S Cox

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Field Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan and conduct field trips based on social studies curriculum and instruction (e.g. Ky. Derby Museum, Native American Museum, Sons of the American Revolution, Ky. Show).	Academic Support Program	08/10/2015	06/01/2016	\$1500	General Fund	Certified Teachers, Principal

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed		June 11, 2013	Mrs. Patricia S Cox

### Measurable Objective 5:

49% of Fourth and Fifth grade students will demonstrate a proficiency with Common Core Standards in writing in English Language Arts by 06/05/2015 as measured by KPREP.

Status	Progress Notes	Created On	Created By
Not Met	2014 KPREP data needed to determine progress	June 25, 2014	Mrs. Patricia S Cox
Not Met	2013 KPREP data needed	June 11, 2013	Mrs. Patricia S Cox

### Strategy 1:

Writing Plan - Hartstern has a writing plan that is reviewed/ revised and followed to help ensure writing is taught across all content areas.

Category: Professional Learning & Support

Research Cited: Jacobs, H.H.

Status	Progress Notes	Created On	Created By
N/A	Each year this plan is to be reviewed/revised to included current practices and expectations	June 25, 2014	Mrs. Patricia S Cox
N/A	Strategy was implemented	June 11, 2013	Mrs. Patricia S Cox

Activity - Curriculum Alignment and Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and Teachers will review and revise the Hartstern writing plan, policy and curriculum to align with the KCAS and the District curriculum map.	Policy and Process	08/10/2015	06/01/2016	\$0	No Funding Required	Academic Committee



**Comprehensive School Improvement Plan**

Hartstern Elementary

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed	Each year the staff reviews, revises, align the writing policy, plan and curriculum maps to meet the needs of students.	June 11, 2013	Mrs. Patricia S Cox

Activity - Integrated Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing will be integrated and implemented across all content as demonstrated/evidenced in student writing folders, notebooks, artist statements (arts/humanities), and student work.	Direct Instruction	08/10/2015	06/01/2016	\$0	No Funding Required	Certified Teachers

Status	Progress Notes	Created On	Created By
Completed	We will continue to use our current writing model.	June 15, 2015	Duan Wright
Completed		June 15, 2015	Duan Wright
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed		June 11, 2013	Mrs. Patricia S Cox

**Goal 2: Increase the percentage of GAP students scoring proficient to at least 66% by 2017**

Status	Progress Notes	Created On	Created By
N/A	Continue to revisit plan monthly. The reduction of Tier 2 & 3 Novice is added to the PLC Agenda.	June 09, 2016	Duan Wright
N/A	2014 KREP data needed	June 25, 2014	Mrs. Patricia S Cox
N/A	2013 KPREP data needed	June 11, 2013	Mrs. Patricia S Cox

**Measurable Objective 1:**

## Comprehensive School Improvement Plan

Hartstern Elementary

55% of Third, Fourth and Fifth grade students will demonstrate a proficiency with the Common Core Standards in English Language Arts by 06/01/2016 as measured by KPREP.

Status	Progress Notes	Created On	Created By
Met		June 09, 2016	Duan Wright
Met		June 09, 2016	Duan Wright
Not Met	2014 KPREP data needed	June 25, 2014	Mrs. Patricia S Cox
Not Met	2013 KPREP data needed	June 11, 2013	Mrs. Patricia S Cox

### Strategy 1:

Response to Intervention - Teachers will analyze student work and progress to determine next steps, group and regroup students into focus groups and provide specific interventions based on student individual needs.

Category: Professional Learning & Support

Research Cited: Shore, C.

Status	Progress Notes	Created On	Created By
N/A	RTI data is shared in PLC. Data should be reflect in I.C.	June 09, 2016	Duan Wright
N/A	continuing RTI	June 25, 2014	Mrs. Patricia S Cox
N/A	Strategy implemented-students were grouped and regrouped for interventions.	June 11, 2013	Mrs. Patricia S Cox

Activity - Analyze Student Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize a variety of reading assessments (e.g. Rigby benchmarks, running record, KPREP, RDA, RPA, and STAR) monitor student progress and to help identify at-risk students for additional, supplemental materials, strategies and interventions.	Professional Learning	08/10/2015	06/01/2016	\$0	No Funding Required	Certified teachers, Principal, GCC

Status	Progress Notes	Created On	Created By
In Progress	Offer P.D. to analyze student results in PLC.	June 09, 2016	Duan Wright
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed		June 11, 2013	Mrs. Patricia S Cox

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Monitor Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor students progress, based on the most recent student assessment (proficiency or diagnostic), using and completing the Hartstern Classroom Profile, Data Boards and Student Achievement Folders.	Professional Learning	08/10/2015	06/01/2016	\$0	No Funding Required	Certified teachers, Principal, GCC

Status	Progress Notes	Created On	Created By
Completed	The addition of student data board will serve as the focus for the upcoming school year.	June 09, 2016	Duan Wright
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed		June 11, 2013	Mrs. Patricia S Cox

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will receive interventions through ESS and Title I. Students will be assigned and reassigned to focus groups throughout the year based on the most current data (approximately every six weeks)effectiveness of interventions will be monitored and programs adjusted as needed to meet the ever-changing needs of students. Focus groups will partially be funded through Section 7.	Direct Instruction	08/10/2015	06/01/2016	\$31000	State Funds, General Fund, Title I Schoolwide	Certified Teachers, Principal, GCC

Status	Progress Notes	Created On	Created By
In Progress	The use of the daytime ESS has mobilized students. Additional funding should be requested to continue program and add afterschool opportunities.	June 09, 2016	Duan Wright
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed		June 11, 2013	Mrs. Patricia S Cox

Activity - Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will participate in additional reading opportunities (e.g., Successmaker, Earobics, Focus, Reading Mastery) based on student needs to become proficient in the standards.	Academic Support Program	08/10/2015	06/01/2016	\$0	No Funding Required	Certified Teachers, Principal, GCC, RTI Lead

## Comprehensive School Improvement Plan

Hartstern Elementary

Status	Progress Notes	Created On	Created By
Not Completed	Continue to seek opportunity for Reading Program adoption.	June 09, 2016	Duan Wright
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed	Students utilized Successmaker and Study Island outside of the regular school hours.	June 11, 2013	Mrs. Patricia S Cox

### Measurable Objective 2:

50% of Third, Fourth and Fifth grade students will demonstrate a proficiency with the Common Core Standards in Mathematics by 06/01/2016 as measured by KPREP.

Status	Progress Notes	Created On	Created By
Met		June 09, 2016	Duan Wright
Not Met	2014Kprep data needed	June 25, 2014	Mrs. Patricia S Cox
Not Met	2013 KPREP data needed	June 11, 2013	Mrs. Patricia S Cox

### Strategy 1:

Response to Interventions - Teachers will analyze student results and provide students with specific interventions, based on student needs.

Category: Professional Learning & Support

Research Cited: Shore, C.

Status	Progress Notes	Created On	Created By
N/A	Teachers should support push in model with the help of I.A.	June 09, 2016	Duan Wright
N/A	Continuing RTI	June 25, 2014	Mrs. Patricia S Cox
N/A	strategy was implemented	June 11, 2013	Mrs. Patricia S Cox

Activity - Analyze Student Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize and analyze MPA, MDA, formative assessments and end of unit assessments to monitor students progress and to assign and reassign students to classroom work groups and focus groups designed to meet mastery of common core standards.	Professional Learning	08/01/2015	06/01/2016	\$0	No Funding Required	Principal, Certified Teachers, GCC

## Comprehensive School Improvement Plan

Hartstern Elementary

Status	Progress Notes	Created On	Created By
Completed	Teachers met weekly in PLC to analyze results with GCC.	June 09, 2016	Duan Wright
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed	After analyzing student results teachers found additional programs and opportunities for students to practice skills.	June 11, 2013	Mrs. Patricia S Cox

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students (Tier 2 and Tier 3) will participate in extra math opportunities and interventions (e.g. ESS, before school, after school, and/or small group instruction (Section 7).	Direct Instruction	08/10/2015	06/01/2016	\$31000	General Fund, Title I Schoolwide	Principal, Certified Teachers, GCC

Status	Progress Notes	Created On	Created By
Completed	Additional Interventions are needed to meet benchmarks.	June 09, 2016	Duan Wright
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed	Attendance for after school, "We Succeed" was high through out the year.	June 11, 2013	Mrs. Patricia S Cox

### Measurable Objective 3:

70% of Fourth grade students will demonstrate a proficiency in Core Content 4.1 in Science by 06/01/2016 as measured by Cascade .

Status	Progress Notes	Created On	Created By
Met	Students met goal and objective.	June 09, 2016	Duan Wright
Not Met	2014 KPREP data needed to determine	June 25, 2014	Mrs. Patricia S Cox
Not Met	2013 KPREP data needed	June 11, 2013	Mrs. Patricia S Cox

### Strategy 1:

Student Achievement Folder - Students and staff will utilize Hartstern achievement folders when monitoring student progress, making goals, giving feedback.

Category: Continuous Improvement

Status	Progress Notes	Created On	Created By
--------	----------------	------------	------------

## Comprehensive School Improvement Plan

Hartstern Elementary

N/A	Students will continue to set personal goals using folders to monitor individual progress.	June 09, 2016	Duan Wright
N/A	Continuing use of folders	June 25, 2014	Mrs. Patricia S Cox
N/A	Strategy was implemented	June 11, 2013	Mrs. Patricia S Cox

Activity - Student Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will monitor their own progress in science. As they complete science proficiency assessment they will record their results and determine their next goal.	Academic Support Program	08/10/2015	06/01/2016	\$0	No Funding Required	Principal, Assistant Principal, Certified Teachers, Instructional Staff

Status	Progress Notes	Created On	Created By
Completed	Students must continue to analyze folders to make personal goals and monitor their individual progress. In additional send folders home to have signed by parents and guardians.	June 09, 2016	Duan Wright
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed		June 11, 2013	Mrs. Patricia S Cox

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will mentor students. They will use the achievement folders when giving students feedback and discussing successes, challenges and next steps.	Academic Support Program	08/10/2015	06/01/2016	\$0	No Funding Required	Principal, Assistant Principal, Certified Staff and Instructional staff.

Status	Progress Notes	Created On	Created By
In Progress	The impact of mentoring will raise achievement. Make this a priority to met student goals.	June 09, 2016	Duan Wright
In Progress	The impact of mentoring will raise achievement. Make this a priority to met student goals.	June 09, 2016	Duan Wright
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed		June 11, 2013	Mrs. Patricia S Cox

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will monitor student progress and challenges by recording result on their Hartstern Classroom Profile and data boards.	Professional Learning	08/10/2015	06/01/2016	\$0	No Funding Required	Certified Staff, Principal, GCC

Status	Progress Notes	Created On	Created By
Completed	PLC practice has been effective in talking with teams to monitor progress. Add to TPGES focus.	June 09, 2016	Duan Wright
Completed	PLC practice has been effective in talking with teams to monitor progress. Add to TPGES focus.	June 09, 2016	Duan Wright
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed		June 11, 2013	Mrs. Patricia S Cox

### Measurable Objective 4:

61% of Fifth grade students will demonstrate a proficiency in Core Content 4.1 in Social Studies by 06/05/2015 as measured by KPREP.

Status	Progress Notes	Created On	Created By
Met		June 09, 2016	Duan Wright
Not Met	2014 KPREP data needed to determine	June 25, 2014	Mrs. Patricia S Cox
Not Met	2013 KPREP data needed	June 11, 2013	Mrs. Patricia S Cox

### Strategy 1:

Student Achievement Folders - Students and staff will utilize Hartstern Achievement Folders when mentoring student progress, making goals and giving feedback.

Category: Continuous Improvement

Status	Progress Notes	Created On	Created By
N/A	Continue usage.	June 09, 2016	Duan Wright
N/A	continuing use of folders	June 25, 2014	Mrs. Patricia S Cox
N/A	Strategy Implemented	June 11, 2013	Mrs. Patricia S Cox

Activity - Student Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

**Comprehensive School Improvement Plan**

Hartstern Elementary

5th grade students will monitor their own progress in social studies. As they complete social studies proficiency assessment they will record their results and determine their next goal.	Academic Support Program	08/10/2015	06/01/2016	\$0	No Funding Required	Principal, Certified Teachers, GCC
--	--------------------------	------------	------------	-----	---------------------	------------------------------------

Status	Progress Notes	Created On	Created By
In Progress		June 09, 2016	Duan Wright
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed		June 11, 2013	Mrs. Patricia S Cox

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will mentor students. They will use the achievement folders when talking with students about successes and challenges.	Academic Support Program	08/10/2015	06/01/2016	\$0	No Funding Required	Principal, Assistant Principal, GCC, Instructional Staff

Status	Progress Notes	Created On	Created By
Completed		June 09, 2016	Duan Wright
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed	Mentoring all of the students was very difficult. As we revise this we may want to identify particular students and have specific activities available for staff to use with their mentees.	June 11, 2013	Mrs. Patricia S Cox

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor student progress and challenges by analyzing and recording results on their Hartstern Classroom Profile and data boards.	Policy and Process	08/10/2015	06/01/2016	\$0	No Funding Required	Principal, Certified Teachers, GCC

Status	Progress Notes	Created On	Created By
Completed		June 09, 2016	Duan Wright



## Comprehensive School Improvement Plan

Hartstern Elementary

Completed		June 25, 2014	Mrs. Patricia S Cox
Completed	When we record finding on the data boards, very rich conversations occur. Teachers begin to identify potential issues	June 11, 2013	Mrs. Patricia S Cox

### Measurable Objective 5:

47% of Fourth and Fifth grade students will demonstrate a proficiency in writing in English Language Arts by 08/10/2015 as measured by KPREP.

Status	Progress Notes	Created On	Created By
Met	Continue school wide writing plan.	June 09, 2016	Duan Wright
Not Met	2014KPREP results needed	June 25, 2014	Mrs. Patricia S Cox
Not Met	2013 KPREP data needed.	June 11, 2013	Mrs. Patricia S Cox

### Strategy 1:

Writing Plan - Administration will monitor the writing plan.

Category: Professional Learning & Support

Status	Progress Notes	Created On	Created By
N/A	The plan was proven to be effective. Schedule meetings on master calendar to early so that all staff is prepared to share.	June 09, 2016	Duan Wright
N/A	Continue Writing Plan	June 25, 2014	Mrs. Patricia S Cox
N/A	Strategy was implemented	June 11, 2013	Mrs. Patricia S Cox

Activity - Walk- throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrators will conduct walk-throughs focusing on writing instruction across the curriculum.	Policy and Process	08/10/2015	06/01/2016	\$0	No Funding Required	Principal, Assistant Principal

Status	Progress Notes	Created On	Created By
Completed	TPGES focus of student objectives drives success.	June 09, 2016	Duan Wright
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed	Administration will better utilize walk-through instruments and focus on integrated writing.	June 11, 2013	Mrs. Patricia S Cox

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The writing plan will be monitored for consistency. Teachers will turn in to the principal class sets of analyzed student work.	Policy and Process	08/10/2015	06/01/2016	\$0	No Funding Required	Principal, Assistant Principal

Status	Progress Notes	Created On	Created By
Completed		June 09, 2016	Duan Wright
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed	Writing pieces were turned in to the administration 3 times this year. Teachers used the District rubrics as one means to monitor student work.	June 11, 2013	Mrs. Patricia S Cox

Activity - Policies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hartstern SBDM Council will evaluate all policies to ensure the current core academic programs and standards are reflected.	Policy and Process	08/10/2015	06/01/2016	\$0	No Funding Required	Principal

Status	Progress Notes	Created On	Created By
In Progress	SBDM to revisit policy.	June 09, 2016	Duan Wright
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed		June 11, 2013	Mrs. Patricia S Cox

### Strategy 2:

Student Writing Folders - Students will have a completed writing folder by the end of the school year.

Category: Continuous Improvement

Status	Progress Notes	Created On	Created By
N/A	Purchase new folders for school-wide usage.	June 09, 2016	Duan Wright
N/A	continue to save examples of student writing and analyze them for correctness	June 25, 2014	Mrs. Patricia S Cox
N/A	Strategy was implemented	June 11, 2013	Mrs. Patricia S Cox

Activity - Student Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student will complete a writing folder each year which will include a sample of each genre of writing required (demonstrate learning, demonstrate to learn, informative/ explanatory, real or imaginative narrative, opinion, on-demand, and literacy analysis/writing about reading.	Direct Instruction	08/10/2015	06/01/2016	\$0	No Funding Required	Certified Teachers, Principal

Status	Progress Notes	Created On	Created By
Completed	Folders are passed along with students for improvement.	June 09, 2016	Duan Wright
Completed		June 25, 2014	Mrs. Patricia S Cox
Completed		June 11, 2013	Mrs. Patricia S Cox

**Goal 3: Hartstern Elementary will fully implement the Professional Growth and Effectiveness System (PGES). The baseline data from the 2014-2015 school year, will be used to set targets for the 2015-2016 school year.**

Status	Progress Notes	Created On	Created By
N/A	To best prepare for implementation we have followed the district guidelines and timeline	June 25, 2014	Mrs. Patricia S Cox

**Measurable Objective 1:**

collaborate to increase teachers' awareness and understanding of the PGES components by 06/01/2016 as measured by surveys and other checks of the undersanding after professional development activities.

Status	Progress Notes	Created On	Created By
Met		June 25, 2014	Mrs. Patricia S Cox

**Strategy 1:**

Modules - Teachers will receive professional devlopement focusing on PGES.

Category: Professional Learning & Support

## Comprehensive School Improvement Plan

Hartstern Elementary

Status	Progress Notes	Created On	Created By
N/A	strategy implemented	June 25, 2014	Mrs. Patricia S Cox

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development which focuses on the PGES components.	Career Preparation/Orientation	08/10/2015	06/01/2016	\$0	No Funding Required	Principal, Assistant Principal and TPGES Leadership Team.

Status	Progress Notes	Created On	Created By
In Progress		June 25, 2014	Mrs. Patricia S Cox

Activity - Walk-throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In preparation of full implementation of PGES, administrators will conduct "Danielson" walkthroughs and provide teachers feedback based on the evidence gained.	Career Preparation/Orientation	08/10/2015	06/01/2016	\$0	No Funding Required	Principal, Assistant Principal

Status	Progress Notes	Created On	Created By
In Progress		June 25, 2014	Mrs. Patricia S Cox

Activity - New Teacher Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to retain High Quality teachers, new teachers will be offered mentoring by their grade level team teachers, staff developer/GCC and district resources.	Recruitment and Retention	08/10/2015	06/01/2016	\$0	No Funding Required	Administrators, GCC

Status	Progress Notes	Created On	Created By
In Progress		June 25, 2014	Mrs. Patricia S Cox

Activity - Highly Qualified Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Should the percentage of Highly Qualified teachers fall below 100% the principal will make every effort to work with the District to interview Teachers that have been established as Highly Qualified.	Recruitment and Retention	08/10/2015	06/01/2016	\$0	No Funding Required	Administration

Status	Progress Notes	Created On	Created By
Completed		June 25, 2014	Mrs. Patricia S Cox

## **Goal 4: Instructional Resource Goal- The school will use 100% of the instructional resources (textbook) within two years to support student access to high quality resources.**

### **Measurable Objective 1:**

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to determine which textbooks and instructional materials align to the KY Core Academic Standards based classroom practices by 06/1/16 as measured in Career & Technical by 06/01/2016 as measured by 100 percent of the funds allocated for instructional materials (textbooks) are being used to improve students access to high quality standards aligned resources. .

### **Strategy 1:**

Instructional Resource Identification and Alignment - A committee will compare the available resources against a rubric to determine the resources that best support classroom instruction period.

Category: Management Systems

Activity - Develop an alignment rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee will develop a rubric to be able to compare available resources to support instructional practices.	Academic Support Program	08/01/2015	06/01/2016	\$0	Text Books	Principal

**Goal 5: 17.3% of African-American, Free/Reduced, Disability and English Learners Hartstern students will collaborate to meet Novice Reduction Targets in Mathematics by June 1, 2016 as measured by KPREP.**

**Measurable Objective 1:**

A 17% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will increase student growth Envision in Mathematics by 06/01/2016 as measured by 2016 KPREP .

**Strategy 1:**

Professional Development - Teachers will work in PLC's to increase their knowledge base towards best practices in math.

Category: Professional Learning & Support

Activity - PD Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be encouraged to attend District level professionals development which supports KCAS. They will participate in job-embedded PD which focuses on assessment results, analyzing student work, KCAS, and best practices in all content areas.	Professional Learning	08/10/2015	06/01/2016	\$1000	Title I Part D	Principal, GCC and Certified Staff

**Goal 6: Increase the percentage of students scoring proficient or higher in Reading and Mathematics to 69.7 by 2019 as measured by Unbridled Learning Accountability Model.**

**Measurable Objective 1:**

69% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in Reading and Math in Reading by 06/01/2015 as measured by 2016 KPREP .

**Strategy 1:**

Professional Development - Professional Development Opportunity- Teachers will work in PLC's to increase their knowledge towards practices in math and reading.

Category: Professional Learning & Support

Activity - Curriculum Alignment and Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will design lesson plans which will meet the diverse needs of the students. Lessons will include higher level thinking skills, learning targets, formative and summative assessments.	Academic Support Program	08/10/2015	06/01/2016	\$0	No Funding Required	Certified Teachers, GCC

## **Goal 7: Instructional Resource Goal - Hartstern will use 100% of the Instructional Resources Envision within two years to support student access to high quality resources.**

**Measurable Objective 1:**

collaborate to determine which textbooks and instructional materials align to Kentucky Core Academic Standards based on classroom practices by 06/01/2016 as measured by 100% of the funds allocated for Instructional Materials Envision are being used to improve student access to high quality standards aligned resources .

**Strategy 1:**

Resource Identification and Alignment - The Instructional Leadership Team will continue to monitor student achievement to determine if Envision is the resource that best support classroom instruction.

Category: Management Systems

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Develop Alignment Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee will develop a rubric to be able to compare the available resources to support instructional practices	Academic Support Program	08/10/2015	06/01/2016	\$16000	Text Books	Principal, SBDM

Activity - Purchase Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase materials after review process.	Academic Support Program	08/10/2015	06/01/2016	\$16000	Text Books	Principal and SBDM



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Literacy Night	A Family Literacy Night will be provided. This evening will provide parents with the opportunity to learn strategies and activities they can implement at home which will enhance student proficiency.	Parent Involvement	08/10/2015	06/01/2016	\$1000	Efficiency Committee
Interventions	Identified students will receive interventions through ESS and Title I. Students will be assigned and reassigned to focus groups throughout the year based on the most current data (approximately every six weeks)effectiveness of interventions will be monitored and programs adjusted as needed to meet the ever-changing needs of students. Focus groups will partially be funded through Section 7.	Direct Instruction	08/10/2015	06/01/2016	\$15000	Certified Teachers, Principal, GCC
Interventions	Identified students (Tier 2 and Tier 3) will participate in extra math opportunities and interventions (e.g. ESS, before school, after school, and/or small group instruction (Section 7).	Direct Instruction	08/10/2015	06/01/2016	\$22000	Principal, Certified Teachers, GCC
Kindergarten Camp	Kindergarten Camp will be provided. Kindergarten students will have an additional opportunity to experience kindergarten expectations through literacy activities and become familiar with the school and their kindergarten classroom.	Academic Support Program	08/10/2015	06/01/2016	\$500	Kindergarten Staff, Administration
Math Resources	Parents will be given access to a variety of math resources including homework, online programs and math newsletters (Math Matters). Included in the newsletters are ideas, websites and strategies students can access and implement at home that will help increase their understanding of the learning targets.	Parent Involvement	08/10/2015	06/01/2016	\$1000	Principal, Assistant Principal, GCC
Family Math Night	A Family Math Night will be provided. The evening will provide parents with a better understanding of our math standards and curriculum and activities that support them.	Parent Involvement	08/10/2015	06/01/2016	\$500	Efficiency Committee
<b>Total</b>					<b>\$40000</b>	

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------------	----------	-------------------	-------------------

# Comprehensive School Improvement Plan

Hartstern Elementary

Extended PD Opportunities	Teachers will continue to receive embedded PD and flexible professional development (school based and district wide technical assistance) in current reading and language arts practices focusing on Characteristics of Highly Effective Teaching and Learning and KCAS-ELA.	Professional Learning	08/10/2015	06/01/2016	\$500	Certified Teachers
<b>Total</b>					\$500	

## General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions	Identified students (Tier 2 and Tier 3) will participate in extra math opportunities and interventions (e.g. ESS, before school, after school, and/or small group instruction (Section 7).	Direct Instruction	08/10/2015	06/01/2016	\$9000	Principal, Certified Teachers, GCC
Counseling Program	The counselor will conduct monthly guidance sessions with each classroom . The topics will be based on common social, emotional, health, behavior issues and strategies. These are targeted strategies to promote positive problem solving skills, thinking skills and life skills.	Academic Support Program	08/10/2015	06/01/2016	\$500	Counselor
Field Trips	Teachers will plan and conduct field trips based on social studies curriculum and instruction (e.g. Ky. Derby Museum, Native American Museum, Sons of the American Revolution, Ky. Show).	Academic Support Program	08/10/2015	06/01/2016	\$1500	Certified Teachers, Principal
Interventions	Identified students will receive interventions through ESS and Title I. Students will be assigned and reassigned to focus groups throughout the year based on the most current data (approximately every six weeks) effectiveness of interventions will be monitored and programs adjusted as needed to meet the ever-changing needs of students. Focus groups will partially be funded through Section 7.	Direct Instruction	08/10/2015	06/01/2016	\$9000	Certified Teachers, Principal, GCC
<b>Total</b>					\$20000	

## Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Develop Alignment Rubric	A committee will develop a rubric to be able to compare the available resources to support instructional practices	Academic Support Program	08/10/2015	06/01/2016	\$16000	Principal, SBDM
Purchase Materials	Purchase materials after review process.	Academic Support Program	08/10/2015	06/01/2016	\$16000	Principal and SBDM
Develop an alignment rubric	A committee will develop a rubric to be able to compare available resources to support instructional practices.	Academic Support Program	08/01/2015	06/01/2016	\$0	Principal
<b>Total</b>					\$32000	

## Comprehensive School Improvement Plan

Hartstern Elementary

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS	Three designated teachers will be trained in CIITS by district technical assistance. They will conduct school-based training accordingly.	Professional Learning	08/10/2015	06/01/2016	\$1000	Principal and GCC
Kindergarten Readiness	All Kindergarten students will be screened to determine level of readiness, using the Brigance, as mandated by the state. Testing will be done within the assessment window designated by the state/district. Results of the Brigance will be reported to the state. Individual results will be given to the parents.	Academic Support Program	08/10/2015	06/01/2016	\$500	Kindergarten, ESL and ECE Teachers,
<b>Total</b>					\$1500	

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions	Identified students will receive interventions through ESS and Title I. Students will be assigned and reassigned to focus groups throughout the year based on the most current data (approximately every six weeks) effectiveness of interventions will be monitored and programs adjusted as needed to meet the ever-changing needs of students. Focus groups will partially be funded through Section 7.	Direct Instruction	08/10/2015	06/01/2016	\$7000	Certified Teachers, Principal, GCC
<b>Total</b>					\$7000	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Daily Instruction	Math teachers grades 1-5 will spend at least 80 minutes a day on math instruction allowing students to participate in active learning through the use of varied and researched based instruction, through the use of Math Investigations 2 and ten Minute Math. Kindergarten teachers will follow the recommended 60 minutes a day for math instruction including Calendar Math. Instruction will be monitored through walkthroughs and observations.	Policy and Process	08/10/2015	06/01/2016	\$0	Principal and Assistant Principal

# Comprehensive School Improvement Plan

Hartstern Elementary

Student Responase Team	The Student Response Team will review non-cognitive data as well as cognitive data as a part of their PLC data analysis.	Academic Support Program	08/10/2015	06/01/2016	\$0	Counselor, Assistant Principal, FRC Coordinator, Principal, Teacher of Record
Highly Qualified Teachers	Should the percentage of Highly Qualified teachers fall below 100% the principal will make every effort to work with the District to interview Teachers that have been established as Highly Qualified.	Recruitment and Retention	08/10/2015	06/01/2016	\$0	Administration
Monitor Student Progress	Teachers will monitor students progress, based on the most recent student assessment (proficiency or diagnostic), using and completing the Hartstern Classroom Profile, Data Boards and Student Achievement Folders.	Professional Learning	08/10/2015	06/01/2016	\$0	Certified teachers, Principal, GCC
Notebook	3-5 students will be required to keep a science notebook. Students will record information, reflections of their learning, demonstrate their learning and write to learn.	Direct Instruction	08/10/2015	06/01/2016	\$0	Principal, GCC, Certified Teachers
Professional Development	Teachers will receive professional development which focuses on the PGES components.	Career Preparation/Orientation	08/10/2015	06/01/2016	\$0	Principal, Assistant Principal and TPGES Leadership Team.
Mentoring	Staff will mentor students. They will use the achievement folders when talking with students about successes and challenges.	Academic Support Program	08/10/2015	06/01/2016	\$0	Principal, Assistant Principal, GCC, Instructional Staff
Mastery of Standards	Administrators and teachers will monitor mastery of standards by charting the latest results of diagnostic and proficiency assessments. Instruction will be adjusted to meet student needs.	Academic Support Program	08/10/2015	06/01/2016	\$0	Certified teachers, GCC, Administrator s.
PLC	Grade level teachers will work in PLC and with school administrators to analyze assessment results, monitor student progress, create lessons and monitor instruction.	Professional Learning	08/10/2015	06/01/2016	\$0	Certified Teachers
5th grade to Middle School	Middle School Night will be provided. This evening will provide parents/guardians with information about middle school expectations and the process of selecting a middle school that best meets the need of their child. Parents will be encouraged to attend the Showcase of Schools in preparation of transitioning students from 5th grade to middle school.	Academic Support Program	08/10/2015	06/01/2016	\$0	Counselor

# Comprehensive School Improvement Plan

Hartstern Elementary

Policies	Hartstern SBDM Council will evaluate all policies to ensure the current core academic programs and standards are reflected.	Policy and Process	08/10/2015	06/01/2016	\$0	Principal
Practical Living Connection	Teachers will integrate practical living into the science curriculum as evidenced in programs such as Child Connection, Pennies for Patients, Water Company and Career Studies.	Direct Instruction	08/10/2015	06/01/2016	\$0	FRC Coordinator, Principal, Certified Staff
Reading Strategies	Teachers and staff will emphasize reading strategies that align Scientifically Based Reading Research components of the core program (phonemic awareness, phonics, vocabulary, and fluency) and ELA standards in reading. Strategies will be monitored through weekly walk-throughs and teacher feedback.	Direct Instruction	08/10/2015	06/01/2016	\$0	Certified Staff
Student Monitoring	5th grade students will monitor their own progress in social studies. As they complete social studies proficiency assessment they will record their results and determine their next goal.	Academic Support Program	08/10/2015	06/01/2016	\$0	Principal, Certified Teachers, GCC
Consistent Instruction	In order to create consistency between grade levels and to better align the curriculum teachers will use common graphic organizers and intentionally use applicable vocabulary in instruction.	Direct Instruction	08/10/2015	06/01/2016	\$0	Certified Teachers
Progress Monitoring	Teacher will monitor student progress and challenges by recording result on their Hartstern Classroom Profile and data boards.	Professional Learning	08/10/2015	06/01/2016	\$0	Certified Staff, Principal, GCC
Progress Monitoring	Teachers will monitor student progress and challenges by analyzing and recording results on their Hartstern Classroom Profile and data boards.	Policy and Process	08/10/2015	06/01/2016	\$0	Principal, Certified Teachers, GCC
Student Folders	Each student will complete a writing folder each year which will include a sample of each genre of writing required (demonstrate learning, demonstrate to learn, informative/explanatory, real or imaginative narrative, opinion, on-demand, and literacy analysis/writing about reading.	Direct Instruction	08/10/2015	06/01/2016	\$0	Certified Teachers, Principal
Attendance	Attendance is taken daily and monitored weekly by the attendance committee. Parents of students who are flagged for excessive absences receive phone calls letters, conferences and home visits (depending upon the severity). The needs of the student and strategies to remove the barrier to learning are given and implemented. School climate is measured throughout the year in order to assure a safe learning environment for all students.	Academic Support Program	08/10/2015	06/01/2016	\$0	FRC Coordinator, Social Worker, Attendance Clerk, Principal, Counselor, Assistant Principal.
Volunteer	Parents will be given opportunities throughout the year to volunteer. The school will describe these opportunities in the newsletters, school's website, beginning of the year letters, Open House, Title I and PTA meetings.	Parent Involvement	08/10/2015	06/01/2016	\$0	Principal, Assisant Principal, FRC Coordinator

# Comprehensive School Improvement Plan

Hartstern Elementary

Walk-throughs	In preparation of full implementation of PGES, administrators will conduct "Danielson" walkthroughs and provide teachers feedback based on the evidence gained.	Career Preparation/Orientation	08/10/2015	06/01/2016	\$0	Principal, Assistant Principal
Analyze Student Results	Teachers will utilize and analyze MPA, MDA, formative assessments and end of unit assessments to monitor students progress and to assign and reassign students to classroom work groups and focus groups designed to meet mastery of common core standards.	Professional Learning	08/01/2015	06/01/2016	\$0	Principal, Certified Teachers, GCC
Analyze Student Results	Staff will utilize a variety of reading assessments (e.g. Rigby benchmarks, running record, KPREP, RDA, RPA, and STAR) monitor student progress and to help identify at-risk students for additional, supplemental materials, strategies and interventions.	Professional Learning	08/10/2015	06/01/2016	\$0	Certified teachers, Principal, GCC
Science Lab	Teachers will continue to utilize the science lab framework as a part of their inquiry, hands-on approach when teaching science.	Direct Instruction	08/10/2015	06/01/2016	\$0	GCC, Principal, Certified Teachers
Integrated Curriculum	Writing will be integrated and implemented across all content as demonstrated/evidenced in student writing folders, notebooks, artist statements (arts/humanities), and student work.	Direct Instruction	08/10/2015	06/01/2016	\$0	Certified Teachers
Programs	Identified students will participate in additional reading opportunities (e.g., Successmaker, Earobics, Focus, Reading Mastery) based on student needs to become proficient in the standards.	Academic Support Program	08/10/2015	06/01/2016	\$0	Certified Teachers, Principal, GCC, RTI Lead
Morning Meetings	Weekly school-wide morning meetings and daily classroom morning meetings will be a part of the routines of the school. morning meetings promote a positive, safe learning environment throughout the school. Staff and students' accomplishments are celebrated and recognized.	Academic Support Program	08/10/2015	06/01/2016	\$0	Administration and Staff
Cultural Science Night	Parents will be invited to a showcase of student work in science during Cultural Night.	Parent Involvement	08/10/2015	06/01/2016	\$0	Principal, Assistant Principal
Content Alignment	Teacher will align the social studies instruction and supplemental materials with Core Content 4.1, District Curriculum Map and CASCADE. Teachers will design explicit lessons which will meet the diverse needs of the students. Lessons will include higher level thinking skills, learning targets, formative and summative assessments.	Professional Learning	08/10/2015	06/01/2016	\$0	Certified Staff
Student Work	The writing plan will be monitored for consistency. Teachers will turn in to the principal class sets of analyzed student work.	Policy and Process	08/10/2015	06/01/2016	\$0	Principal, Assistant Principal

# Comprehensive School Improvement Plan

Hartstern Elementary

Curriculum Alignment and Assessment	Intermediate teacher will align the science instruction (e.g. FOSS science kits) and supplemental materials with Core Content 4.1, District Curriculum Map and CASCADE. Primary teachers will begin to align to the NGSS. All teachers will design explicit lessons which will meet the diverse needs of the students. Lessons will include higher level thinking skills, learning targets, formative and summative assessments.	Professional Learning	08/10/2015	06/01/2016	\$0	Certified Staff, Principal, Assistant Principal and GCC
New Teacher Support	In order to retain High Quality teachers, new teachers will be offered mentoring by their grade level team teachers, staff developer/GCC and district resources.	Recruitment and Retention	08/10/2015	06/01/2016	\$0	Administrator s, GCC
Monitoring Student Progress	Teachers will continue to utilize and analyze recommended assessments including KPREP, MPA, MDA, MI2 end of unit assessments, and formative assessments to increase student achievement. Teachers will monitor progress through Hartstern Classroom Profiles.	Professional Learning	08/10/2015	06/01/2016	\$0	Certified Teachers
Notebooks	Students grades 3-5 will be required to keep a math notebook. Students will record reflections, demonstrate learning and writing to learn.	Direct Instruction	08/10/2015	06/01/2016	\$0	Principal, Certified Teachers, GCC
Consistent Instruction	In order to create consistency between grade levels and to better align the curriculum teachers will use common graphic organizers and intentionally use applicable vocabulary in instruction.	Direct Instruction	08/10/2015	06/01/2016	\$0	Certified Teachers
Mentoring	Staff will mentor students. They will use the achievement folders when giving students feedback and discussing successes,challenges and next steps.	Academic Support Program	08/10/2015	06/01/2016	\$0	Principal, Assistant Principal, Certified Staff and Instructional staff.
Integrate Curriculum	Teachers will integrate social studies within reading in accordance to the ELA-KCAS.	Direct Instruction	08/10/2015	06/01/2016	\$0	Certified Teachers
Integrated Instruction	Teachers will integrate science within reading in accordance to the ELA-KCAS.	Direct Instruction	08/10/2015	06/01/2016	\$0	Principal, Certified Teachers
Alignment	Administrators and teachers will continue to align the curriculum to Math KCAS and district initiatives including the Curriculum Map and Cascade results through vertical teams and PLC to better serve the students as they transition between grades and levels.Implementation will be monitored through assessment results and weekly walk-throughs.	Professional Learning	08/10/2015	06/01/2016	\$0	Certified Teachers
Arts/Humanities Connection	Teachers will integrate Arts/Humanities into social studies curriculum as evidenced in student projects and performances (e.g. posters, dioramas, clay figures, native dance, music.)	Direct Instruction	08/10/2015	06/01/2016	\$0	Certified Teachers

# Comprehensive School Improvement Plan

Hartstern Elementary

Transition Camp	Teachers will provide a Transition Camp. Students will visit their next grade's classroom in preparation for the upcoming year. (i.e. 3rd grade will go to 4th grade classrooms). Teachers will give students examples of academic expectations for their grade level.	Academic Support Program	08/10/2015	06/01/2016	\$0	Certified Teachers and Administration
Core Program	Staff will use standards based, scientifically researched-based approach to mathematics, that supports KCAS. Staff will utilize inquiry based math lessons that include higher order thinking, problems-based learning, use math manipulatives, authentic application, learning targets (I can) and differentiated instruction. Application of these scientifically based strategies will be evidenced through lesson plans, principal observations, walkthroughs, formative and summative assessments and student work.	Professional Learning	08/10/2015	06/01/2016	\$0	Certified Teachers
Self Monitoring	Each student in grades 2,3,4 and 5 will have an achievement folder. Students will record the results of their MPA and describe their next goal.	Direct Instruction	08/10/2015	06/01/2016	\$0	Principal, Assistant Principal, Instructional Coach
Curriculum Alignment and Assessment	All teachers will design lesson plans which will meet the diverse needs of the students. Lessons will include higher level thinking skills, learning targets, formative and summative assessments.	Academic Support Program	08/10/2015	06/01/2016	\$0	Certified Teachers, GCC
Student Monitoring	Students will monitor their own progress in science. As they complete science proficiency assessment they will record their results and determine their next goal.	Academic Support Program	08/10/2015	06/01/2016	\$0	Principal, Assistant Principal, Certified Teachers, Instructional Staff
Curriculum Alignment	Administrators and teachers will align the literacy instruction (e.g. Rigby Literacy, Readers workshop), supplemental materials and interventions to KCAS-ELA and District's curriculum map and CASCADE. Teachers will design explicit lessons which will meet the diverse needs of the students. Lessons will include higher level thinking skills, learning targets, formative and summative assessments.	Professional Learning	08/13/2014	12/18/2015	\$0	Certified Teachers
Walk-throughs	The administrators will conduct walk-throughs focusing on writing instruction across the curriculum.	Policy and Process	08/10/2015	06/01/2016	\$0	Principal, Assistant Principal
Curriculum Alignment and Assessment	Administrators and Teachers will review and revise the Hartstern writing plan, policy and curriculum to align with the KCAS and the District curriculum map.	Policy and Process	08/10/2015	06/01/2016	\$0	Academic Committee
<b>Total</b>					<b>\$0</b>	

## Title I Part D



## Comprehensive School Improvement Plan

Hartstern Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PD Opportunities	Teachers will be encouraged to attend District level professionals development which supports KCAS. They will participate in job-embedded PD which focuses on assessment results, analyzing student work, KCAS, and best practices in all content areas.	Professional Learning	08/10/2015	06/01/2016	\$1000	Principal, GCC and Certified Staff
PD Opportunities	Teachers will be encouraged to attend District level professional development which supports KCAS. They will participate in job-embedded PD which focuses on assessment results, analyzing student work, KCAS, and best practices in all content areas.	Professional Learning	08/10/2015	06/01/2016	\$1000	GCC, Principal, Certified Staff
<b>Total</b>					<b>\$2000</b>	

## **Phase II - KDE Assurances - Schools**

**Introduction**

KDE Assurances - School

## Assurances

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
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

Hartstern Elementary

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

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

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

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

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

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

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

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

# Comprehensive School Improvement Plan

Hartstern Elementary

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.	Yes		

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

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

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

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

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

Hartstern Elementary

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		

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.	Yes		

## Comprehensive School Improvement Plan

Hartstern Elementary

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.	Yes		

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

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



## **Phase II - KDE Compliance and Accountability - Schools**

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 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.

## 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 percentage of GAP students scoring proficient to at least 66% by end of 2017.

### Measurable Objective 1:

61% of Fifth grade students will demonstrate a proficiency in Core Content 4.1 in Social Studies by 12/19/2017 as measured by KPREP.

### Strategy1:

Student Achievement Folders - Students and staff will utilize Hartstern Achievement Folders when mentoring student progress, making goals and giving feedback.

Category: Continuous Improvement

Research Cited:

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will mentor students. They will use the achievement folders when talking with students about successes and challenges.	Academic Support Program	08/08/2016	12/19/2017	\$0 - No Funding Required	Principal, Assistant Principal, GCC, Instructional Staff

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student progress and challenges by analyzing and recording results on their Hartstern Classroom Profile and data boards.	Policy and Process	08/08/2016	12/19/2017	\$0 - No Funding Required	Principal, Certified Teachers, GCC

Activity - Student Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th grade students will monitor their own progress in social studies. As they complete social studies proficiency assessment they will record their results and determine their next goal.	Academic Support Program	08/08/2016	12/19/2017	\$0 - No Funding Required	Principal, Certified Teachers, GCC

### Goal 2:

Hartstern Elementary students will demonstrate proficiency in all content areas from 46.9% in 2016 to 69.7% by 2019.

### Measurable Objective 1:

## Comprehensive School Improvement Plan

Hartstern Elementary

58% of Third, Fourth and Fifth grade students will demonstrate a proficiency with the Common Core Standards in English Language Arts by 12/19/2017 as measured by KPREP .

### Strategy1:

Student Non-Academic/Academic Needs - Systematic approach to match strategies with the particular needs of students.

Category: Professional Learning & Support

Research Cited:

Activity - PBIS Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PBIS Team will review non-cognitive data as well as cognitive data as a part of their PLC data analysis.	Academic Support Program	08/08/2016	12/19/2017	\$0 - No Funding Required	Counselor, Assistant Principal, FRC Coordinator, Principal, Teacher of Record

Activity - Morning Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly school-wide morning meetings and daily classroom morning meetings will be a part of the routines of the school. Morning meetings promote a positive, safe learning environment throughout the school. Staff and students' accomplishments are celebrated and recognized.	Academic Support Program	08/08/2016	12/19/2017	\$0 - No Funding Required	Administration and Staff

Activity - Counseling Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will conduct monthly guidance sessions with each classroom . The topics will be based on common social, emotional, health, behavior issues and strategies. These are targeted strategies to promote positive problem solving skills, thinking skills and life skills.	Academic Support Program	08/08/2016	12/19/2017	\$500 - General Fund	Counselor

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance is taken daily and monitored weekly by the attendance committee. Parents of students who are flagged for excessive absences receive phone calls letters, conferences and home visits (depending upon the severity). The needs of the student and strategies to remove the barrier to learning are given and implemented. School climate is measured throughout the year in order to assure a safe learning environment for all students.	Academic Support Program	08/08/2016	12/19/2017	\$0 - No Funding Required	FRC Coordinator, Social Worker, Attendance Clerk, Principal, Counselor, Assistant Principal.

### Strategy2:

Professional Development - Teachers will work in PLC.

Category: Professional Learning & Support

Research Cited: DuFour

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three designated teachers will be trained in CIITS by district technical assistance. They will conduct school-based training accordingly.	Professional Learning	08/08/2016	12/19/2017	\$1000 - District Funding	Principal and GCC

Activity - Extended PD Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to receive embedded PD and flexible professional development (school based and district wide technical assistance) in current reading and language arts practices focusing on Characteristics of Highly Effective Teaching and Learning and KCAS-ELA.	Professional Learning	08/08/2016	12/19/2017	\$500 - Grant Funds	Certified Teachers

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers will work in PLC and with school administrators and the Goal Clarity Coach to analyze assessment results, monitor student progress, create lessons and monitor instruction.	Professional Learning	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified Teachers, Administrators, GCC

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

### Goal 1:

Harstern Elementary students will demonstrate proficiency in all content areas from 46.9% in 2016 to 69.7% by 2019.

### Measurable Objective 1:

56% of Third, Fourth and Fifth grade students will demonstrate a proficiency with the Common Core Standards in Mathematics by 12/19/2017 as measured by KPREP.

### Strategy1:

Professional Development Opportunity - Teachers will working a variety of settings including PLC to increase their knowledge base towards best practices in math.

Category: Professional Learning & Support

Research Cited:

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - PD Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be encouraged to attend District level professional development which supports KCAS. They will participate in job-embedded PD which focuses on assessment results, analyzing student work, KCAS, and best practices in all content areas.	Professional Learning	08/08/2016	12/19/2017	\$1000 - Title I Part D	GCC, Principal, Certified Staff

### Strategy2:

Curriculum Alignment and Assessments - Teachers will align the Math curriculum with KCAS, District curriculum map and CASCADE.

Category: Continuous Improvement

Research Cited:

Activity - Core Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will use standards based, scientifically researched-based approach to mathematics, that supports KCAS. Staff will utilize inquiry based math lessons that include higher order thinking, problems-based learning, use math manipulatives, authentic application, learning targets (I can) and differentiated instruction. Application of these scientifically based strategies will be evidenced through lesson plans, principal observations, walkthroughs, formative and summative assessments and student work.	Professional Learning	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified Teachers

Activity - Consistent Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to create consistency between grade levels and to better align the curriculum teachers will use common graphic organizers and intentionally use applicable vocabulary in instruction.	Direct Instruction	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified Teachers

Activity - Self Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student in grades 2,3,4 and 5 will have an achievement folder. Students will record the results of their MPA and describe their next goal.	Direct Instruction	08/08/2016	12/19/2017	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Activity - Monitoring Student Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to utilize and analyze recommended assessments including KPREP, MPA, MDA, MI2 end of unit assessments, and formative assessments to increase student achievement. Teachers will monitor progress through Hartstern Classroom Profiles.	Professional Learning	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified Teachers

# Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Daily Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers grades 1-5 will spend at least 80 minutes a day on math instruction allowing students to participate in active learning through the use of variety and researched based instruction, the use of Math Investigations 2 and ten Minute Math. Kindergarten teachers will follow the recommended 60 minutes a day for math instruction including Calendar Math. Instruction will be monitored through walkthroughs and observations.	Policy and Process	08/08/2016	12/19/2017	\$0 - No Funding Required	Principal and Assistant Principal

Activity - Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students grades 3-5 will be required to keep a math notebook. Students will record reflections, demonstrate learning and writing to learn.	Direct Instruction	08/08/2016	12/19/2017	\$0 - No Funding Required	Principal, Certified Teachers, GCC

Activity - Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and teachers will continue to align the curriculum to Math KCAS and district initiatives including the Curriculum Map and Cascade results through vertical teams and PLC to better serve the students as they transition between grades and levels. Implementation will be monitored through assessment results and weekly walk-throughs.	Professional Learning	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified Teachers

## Strategy3:

Parent Involvement Night - Parents will be given resources and opportunities to learn how to work with their child in math.

Category: Stakeholder Engagement

Research Cited:

Activity - Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be given access to a variety of math resources including homework, online programs and math newsletters (Math Matters). Included in the newsletters are ideas, websites and strategies students can access and implement at home that will help increase their understanding of the learning targets.	Parent Involvement	08/08/2016	12/19/2017	\$1000 - Title I Schoolwide	Principal, Assistant Principal, GCC

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Family Math Night will be provided. The evening will provide parents with a better understanding of our math standards, curriculum and activities that support them.	Parent Involvement	08/08/2016	12/19/2017	\$500 - Title I Schoolwide	Academic Committee

## Measurable Objective 2:

71% of Fourth grade students will demonstrate a proficiency with the Core Content 4.1 in Science by 12/19/2017 as measured by Cascade.

## Comprehensive School Improvement Plan

Hartstern Elementary

### Strategy1:

Curriculum Alignment and Assessment - Teachers will align instruction and curriculum vertically and horizontally.

Category: Continuous Improvement

Research Cited:

Activity - Notebook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3-5 students will be required to keep a science notebook. Students will record information, reflections of their learning, demonstrate their learning and write to learn.	Direct Instruction	08/08/2016	12/19/2017	\$0 - No Funding Required	Principal, GCC, Certified Teachers

Activity - Curriculum Alignment and Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intermediate teacher will align the science instruction (e.g. FOSS science kits) and supplemental materials with Core Content 4.1, District Curriculum Map and CASCADE. Primary teachers will begin to align to the NGSS. All teachers will design explicit lessons which will meet the diverse needs of the students. Lessons will include higher level thinking skills, learning targets, formative and summative assessments.	Professional Learning	08/08/2016	06/01/2017	\$0 - No Funding Required	Certified Staff, Principal, Assistant Principal and GCC

Activity - Science Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to utilize the science lab framework as a part of their inquiry, hands-on approach when teaching science.	Direct Instruction	08/08/2016	12/19/2017	\$0 - No Funding Required	GCC, Principal, Certified Teachers

Activity - Integrated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate science within reading in accordance to the ELA-KCAS.	Direct Instruction	08/08/2016	12/19/2017	\$0 - No Funding Required	Principal, Certified Teachers

Activity - Practical Living Connection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate practical living into the science curriculum as evidenced in programs such as Child Connection, Pennies for Patients, Water Company and Career Studies.	Direct Instruction	08/08/2016	12/19/2017	\$0 - No Funding Required	FRC Coordinator, Principal, Certified Staff

### Strategy2:

Parental Involvement - Parents will be given opportunities to be involved in the science curriculum.

Category: Stakeholder Engagement

Research Cited:



## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Cultural Science Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to a showcase of student work in science during Cultural Night.	Parent Involvement	08/08/2016	12/19/2017	\$0 - No Funding Required	Principal, Assistant Principal

### Measurable Objective 3:

58% of Third, Fourth and Fifth grade students will demonstrate a proficiency with the Common Core Standards in English Language Arts by 12/19/2017 as measured by KPREP .

### Strategy1:

Professional Development - Teachers will work in PLC.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Extended PD Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to receive embedded PD and flexible professional development (school based and district wide technical assistance) in current reading and language arts practices focusing on Characteristics of Highly Effective Teaching and Learning and KCAS-ELA.	Professional Learning	08/08/2016	12/19/2017	\$500 - Grant Funds	Certified Teachers

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers will work in PLC and with school administrators and the Goal Clarity Coach to analyze assessment results, monitor student progress, create lessons and monitor instruction.	Professional Learning	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified Teachers, Administrators, GCC

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three designated teachers will be trained in CIITS by district technical assistance. They will conduct school-based training accordingly.	Professional Learning	08/08/2016	12/19/2017	\$1000 - District Funding	Principal and GCC

### Strategy2:

Curriculum Assessment and Alignment - Teacher will align the literacy instruction KCAS-ELA and District's Curriculum map and CASCADE.

Category: Integrated Methods for Learning

Research Cited: SBRR-Standards Based Reading Research

Activity - Mastery of Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, Goal Clarity Coach and teachers will monitor mastery of standards by charting the latest results of diagnostic and proficiency assessments. Instruction will be adjusted to meet student needs.	Academic Support Program	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified teachers, GCC, Administrators.

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and teachers will align the literacy instruction (e.g. Rigby Literacy, Readers workshop), supplemental materials and interventions to KCAS-ELA and District's curriculum map and CASCADE. Teachers will design explicit lessons which will meet the diverse needs of the students. Lessons will include higher level thinking skills, learning targets, formative and summative assessments.	Professional Learning	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified Teachers

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will emphasize reading strategies that align Scientifically Based Reading Research components of the core program (phonemic awareness, phonics, vocabulary, and fluency) and ELA standards in reading. Strategies will be monitored through weekly walk-throughs and teacher feedback.	Direct Instruction	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified Staff

Activity - Consistent Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to create consistency between grade levels and to better align the curriculum teachers will use common graphic organizers and intentionally use applicable vocabulary in instruction.	Direct Instruction	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified Teachers

### Strategy3:

Parent Involvement - Parents will be given opportunities to learn how to work with the child in reading.

Category: Stakeholder Engagement

Research Cited:

Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Family Literacy Night will be provided. This evening will provide parents with the opportunity to learn strategies and activities they can implement at home which will enhance student proficiency.	Parent Involvement	08/08/2016	12/19/2017	\$1000 - Title I Schoolwide	Efficiency Committee

Activity - Volunteer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be given opportunities throughout the year to volunteer. The school will describe these opportunities in the newsletters, Wednesday Folders, school's website, beginning of the year letters, Open House, Title I and PTA meetings.	Parent Involvement	08/08/2016	12/19/2017	\$0 - No Funding Required	Principal, Assisant Principal, Office Staff, FRC Coordinator

### Strategy4:

SY 2016-2017

Page 102

## Comprehensive School Improvement Plan

Hartstern Elementary

Student Non-Academic/Academic Needs - Systematic approach to match strategies with the particular needs of students.

Category: Professional Learning & Support

Research Cited:

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance is taken daily and monitored weekly by the attendance committee. Parents of students who are flagged for excessive absences receive phone calls letters, conferences and home visits (depending upon the severity). The needs of the student and strategies to remove the barrier to learning are given and implemented. School climate is measured throughout the year in order to assure a safe learning environment for all students.	Academic Support Program	08/08/2016	12/19/2017	\$0 - No Funding Required	FRC Coordinator, Social Worker, Attendance Clerk, Principal, Counselor, Assistant Principal.

Activity - PBIS Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PBIS Team will review non-cognitive data as well as cognitive data as a part of their PLC data analysis.	Academic Support Program	08/08/2016	12/19/2017	\$0 - No Funding Required	Counselor, Assistant Principal, FRC Coordinator, Principal, Teacher of Record

Activity - Morning Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly school-wide morning meetings and daily classroom morning meetings will be a part of the routines of the school. Morning meetings promote a positive, safe learning environment throughout the school. Staff and students' accomplishments are celebrated and recognized.	Academic Support Program	08/08/2016	12/19/2017	\$0 - No Funding Required	Administration and Staff

Activity - Counseling Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will conduct monthly guidance sessions with each classroom . The topics will be based on common social, emotional, health, behavior issues and strategies. These are targeted strategies to promote positive problem solving skills, thinking skills and life skills.	Academic Support Program	08/08/2016	12/19/2017	\$500 - General Fund	Counselor

### Strategy5:

Transitioning - Students will be given additional support as they transition between grades and levels.

Category: Persistence to Graduation

Research Cited:

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be screened to determine level of readiness, using the Brigance, as mandated by the state. Testing will be done within the assessment window designated by the state/district. Results of the Brigance will be reported to the state. Individual results will be given to the parents.	Academic Support Program	07/26/2016	12/19/2017	\$500 - District Funding	Kindergarten, ESL and ECE Teachers,

Activity - 5th grade to Middle School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle School Night will be provided. This evening will provide parents/guardians with information about middle school expectations and the process of selecting a middle school that best meets the need of their child. Parents will be encouraged to attend the Showcase of Schools in preparation of transitioning students from 5th grade to middle school.	Academic Support Program	08/08/2016	12/19/2017	\$0 - No Funding Required	Counselor

Activity - Transition Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide a Transition Camp. Students will visit their next grade's classroom in preparation for the upcoming year. (i.e. 3rd grade will go to 4th grade classrooms). Teachers will give students examples of academic expectations for their grade level.	Academic Support Program	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified Teachers and Administration

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten Camp will be provided. Kindergarten students will have an additional opportunity to experience kindergarten expectations through literacy activities and become familiar with the school and their kindergarten classroom.	Academic Support Program	08/02/2016	12/19/2017	\$500 - Title I Schoolwide	Kindergarten Staff, Administration

### Measurable Objective 4:

49% of Fourth and Fifth grade students will demonstrate a proficiency with Common Core Standards in writing in English Language Arts by 12/19/2017 as measured by KPREP.

### Strategy1:

Writing Plan - Hartstern has a writing plan that is reviewed/revised and followed to help ensure writing is taught across all content areas.

Category: Professional Learning & Support

Research Cited: Jacobs, H.H.

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Integrated Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing will be integrated and implemented across all content as demonstrated/evidenced in student writing folders, notebooks, artist statements (arts/humanities), and student work.	Direct Instruction	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified Teachers

Activity - Curriculum Alignment and Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and Teachers will review and revise the Hartstern writing plan, policy and curriculum to align with the KCAS and the District curriculum map.	Policy and Process	08/08/2016	12/19/2017	\$0 - No Funding Required	Academic Committee

### Measurable Objective 5:

64% of Fifth grade students will demonstrate a proficiency with the Core Content 4.1 in Social Studies by 12/19/2017 as measured by KPREP.

### Strategy1:

Curriculum Assessment - Teachers will work in vertical and horizontal teams to align social studies content.

Category: Professional Learning & Support

Research Cited:

Activity - Integrate Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate social studies within reading in accordance to the ELA-KCAS.	Direct Instruction	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified Teachers

Activity - Arts/Humanities Connection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate Arts/Humanities into social studies curriculum as evidenced in student projects and performances (e.g. posters, dioramas, clay figures, native dance, music.)	Direct Instruction	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified Teachers

Activity - Field Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan and conduct field trips based on social studies curriculum and instruction (e.g. Ky. Derby Museum, Native American Museum, Sons of the American Revolution, Ky. Show).	Academic Support Program	08/08/2016	12/19/2017	\$1500 - General Fund	Certified Teachers, Principal

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Content Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will align the social studies instruction and supplemental materials with Core Content 4.1, District Curriculum Map and CASCADE. Teachers will design explicit lessons which will meet the diverse needs of the students. Lessons will include higher level thinking skills, learning targets, formative and summative assessments.	Professional Learning	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified Staff

### Goal 2:

Increase the percentage of GAP students scoring proficient to at least 66% by end of 2017.

### Measurable Objective 1:

47% of Fourth and Fifth grade students will demonstrate a proficiency in writing in English Language Arts by 12/19/2017 as measured by KPREP.

### Strategy1:

Student Writing Folders - Students will have a completed writing folder by the end of the school year.

Category: Continuous Improvement

Research Cited:

Activity - Student Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will complete a writing folder each year which will include a sample of each genre of writing required (demonstrate learning, demonstrate to learn, informative/ explanatory, real or imaginative narrative, opinion, on-demand, and literacy analysis/writing about reading.	Direct Instruction	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified Teachers, Principal

### Strategy2:

Writing Plan - Administration will monitor the writing plan.

Category: Professional Learning & Support

Research Cited:

Activity - Policies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hartstern SBDM Council will evaluate all policies to ensure the current core academic programs and standards are reflected.	Policy and Process	08/08/2016	06/01/2017	\$0 - No Funding Required	Principal

Activity - Walk- throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrators will conduct walk-throughs focusing on writing instruction across the curriculum.	Policy and Process	08/08/2016	12/19/2017	\$0 - No Funding Required	Principal, Assistant Principal

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The writing plan will be monitored for consistency. Teachers will turn class sets of analyzed student work into the principal.	Policy and Process	08/08/2016	12/19/2017	\$0 - No Funding Required	Principal, Assistant Principal

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

### Goal 1:

Harstern Elementary students will demonstrate proficiency in all content areas from 46.9% in 2016 to 69.7% by 2019.

### Measurable Objective 1:

58% of Third, Fourth and Fifth grade students will demonstrate a proficiency with the Common Core Standards in English Language Arts by 12/19/2017 as measured by KPREP .

### Strategy1:

Transitioning - Students will be given additional support as they transition between grades and levels.

Category: Persistence to Graduation

Research Cited:

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be screened to determine level of readiness, using the Brigance, as mandated by the state. Testing will be done within the assessment window designated by the state/district. Results of the Brigance will be reported to the state. Individual results will be given to the parents.	Academic Support Program	07/26/2016	12/19/2017	\$500 - District Funding	Kindergarten, ESL and ECE Teachers,

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

### Goal 1:

Harstern Elementary students will demonstrate proficiency in all content areas from 46.9% in 2016 to 69.7% by 2019.

### Measurable Objective 1:

58% of Third, Fourth and Fifth grade students will demonstrate a proficiency with the Common Core Standards in English Language Arts by 12/19/2017 as measured by KPREP .

## Comprehensive School Improvement Plan

Hartstern Elementary

### Strategy1:

Transitioning - Students will be given additional support as they transition between grades and levels.

Category: Persistence to Graduation

Research Cited:

Activity - Transition Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide a Transition Camp. Students will visit their next grade's classroom in preparation for the upcoming year. (i.e. 3rd grade will go to 4th grade classrooms). Teachers will give students examples of academic expectations for their grade level.	Academic Support Program	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified Teachers and Administration

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten Camp will be provided. Kindergarten students will have an additional opportunity to experience kindergarten expectations through literacy activities and become familiar with the school and their kindergarten classroom.	Academic Support Program	08/02/2016	12/19/2017	\$500 - Title I Schoolwide	Kindergarten Staff, Administration

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be screened to determine level of readiness, using the Brigance, as mandated by the state. Testing will be done within the assessment window designated by the state/district. Results of the Brigance will be reported to the state. Individual results will be given to the parents.	Academic Support Program	07/26/2016	12/19/2017	\$500 - District Funding	Kindergarten, ESL and ECE Teachers,

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

### Goal 1:

Harstern Elementary students will demonstrate proficiency in all content areas from 46.9% in 2016 to 69.7% by 2019.

### Measurable Objective 1:

56% of Third, Fourth and Fifth grade students will demonstrate a proficiency with the Common Core Standards in Mathematics by 12/19/2017 as measured by KPREP.

### Strategy1:

Parent Involvement Night - Parents will be given resources and opportunities to learn how to work with their child in math.

SY 2016-2017

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.



## Comprehensive School Improvement Plan

Hartstern Elementary

Category: Stakeholder Engagement

Research Cited:

Activity - Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be given access to a variety of math resources including homework, online programs and math newsletters (Math Matters). Included in the newsletters are ideas, websites and strategies students can access and implement at home that will help increase their understanding of the learning targets.	Parent Involvement	08/08/2016	12/19/2017	\$1000 - Title I Schoolwide	Principal, Assistant Principal, GCC

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Family Math Night will be provided. The evening will provide parents with a better understanding of our math standards, curriculum and activities that support them.	Parent Involvement	08/08/2016	12/19/2017	\$500 - Title I Schoolwide	Academic Committee

### Strategy2:

Curriculum Alignment and Assessments - Teachers will align the Math curriculum with KCAS, District curriculum map and CASCADE.

Category: Continuous Improvement

Research Cited:

Activity - Monitoring Student Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to utilize and analyze recommended assessments including KPREP, MPA, MDA, MI2 end of unit assessments, and formative assessments to increase student achievement. Teachers will monitor progress through Hartstern Classroom Profiles.	Professional Learning	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified Teachers

Activity - Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students grades 3-5 will be required to keep a math notebook. Students will record reflections, demonstrate learning and writing to learn.	Direct Instruction	08/08/2016	12/19/2017	\$0 - No Funding Required	Principal, Certified Teachers, GCC

Activity - Daily Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers grades 1-5 will spend at least 80 minutes a day on math instruction allowing students to participate in active learning through the use of variety and researched based instruction, the use of Math Investigations 2 and ten Minute Math. Kindergarten teachers will follow the recommended 60 minutes a day for math instruction including Calendar Math. Instruction will be monitored through walkthroughs and observations.	Policy and Process	08/08/2016	12/19/2017	\$0 - No Funding Required	Principal and Assistant Principal

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Consistent Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to create consistency between grade levels and to better align the curriculum teachers will use common graphic organizers and intentionally use applicable vocabulary in instruction.	Direct Instruction	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified Teachers

Activity - Core Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will use standards based, scientifically researched-based approach to mathematics, that supports KCAS. Staff will utilize inquiry based math lessons that include higher order thinking, problems-based learning, use math manipulatives, authentic application, learning targets (I can) and differentiated instruction. Application of these scientifically based strategies will be evidenced through lesson plans, principal observations, walkthroughs, formative and summative assessments and student work.	Professional Learning	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified Teachers

Activity - Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and teachers will continue to align the curriculum to Math KCAS and district initiatives including the Curriculum Map and Cascade results through vertical teams and PLC to better serve the students as they transition between grades and levels. Implementation will be monitored through assessment results and weekly walk-throughs.	Professional Learning	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified Teachers

Activity - Self Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student in grades 2,3,4 and 5 will have an achievement folder. Students will record the results of their MPA and describe their next goal.	Direct Instruction	08/08/2016	12/19/2017	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

### Measurable Objective 2:

58% of Third, Fourth and Fifth grade students will demonstrate a proficiency with the Common Core Standards in English Language Arts by 12/19/2017 as measured by KPREP .

### Strategy1:

Parent Involvement - Parents will be given opportunities to learn how to work with the child in reading.

Category: Stakeholder Engagement

Research Cited:

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Volunteer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be given opportunities throughout the year to volunteer. The school will describe these opportunities in the newsletters, Wednesday Folders, school's website, beginning of the year letters, Open House, Title I and PTA meetings.	Parent Involvement	08/08/2016	12/19/2017	\$0 - No Funding Required	Principal, Assisant Principal, Office Staff, FRC Coordinator

Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Family Literacy Night will be provided. This evening will provide parents with the opportunity to learn strategies and activities they can implement at home which will enhance student proficiency.	Parent Involvement	08/08/2016	12/19/2017	\$1000 - Title I Schoolwide	Efficiency Committee

### Strategy2:

Curriculum Assessment and Alignment - Teacher will align the literacy instruction KCAS-ELA and District's Curriculum map and CASCADE.

Category: Integrated Methods for Learning

Research Cited: SBRR-Standards Based Reading Research

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will emphasize reading strategies that align Scientifically Based Reading Research components of the core program (phonemic awareness, phonics, vocabulary, and fluency) and ELA standards in reading. Strategies will be monitored through weekly walk-throughs and teacher feedback.	Direct Instruction	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified Staff

Activity - Mastery of Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, Goal Clarity Coach and teachers will monitor mastery of standards by charting the latest results of diagnostic and proficiency assessments. Instruction will be adjusted to meet student needs.	Academic Support Program	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified teachers, GCC, Administrators.

Activity - Consistent Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to create consistency between grade levels and to better align the curriculum teachers will use common graphic organizers and intentionally use applicable vocabulary in instruction.	Direct Instruction	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified Teachers

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and teachers will align the literacy instruction (e.g. Rigby Literacy, Readers workshop), supplemental materials and interventions to KCAS-ELA and District's curriculum map and CASCADE. Teachers will design explicit lessons which will meet the diverse needs of the students. Lessons will include higher level thinking skills, learning targets, formative and summative assessments.	Professional Learning	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified Teachers

### Goal 2:

Increase the percentage of GAP students scoring proficient to at least 66% by end of 2017.

### Measurable Objective 1:

50% of Third, Fourth and Fifth grade students will demonstrate a proficiency with the Common Core Standards in Mathematics by 12/19/2017 as measured by KPREP.

### Strategy1:

Response to Interventions - Teachers will analyze student results and provide students with specific interventions, based on student needs.

Category: Professional Learning & Support

Research Cited: Shore, C.

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students (Tier 2 and Tier 3) will participate in extra math opportunities and interventions (e.g. ESS, before school, after school, and/or small group instruction (Section 7).	Direct Instruction	08/08/2016	12/19/2017	\$9000 - General Fund \$22000 - Title I Schoolwide	Principal, Certified Teachers, GCC

Activity - Analyze Student Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize and analyze MPA, MDA, formative assessments and end of unit assessments to monitor student progress and to assign and reassign students to classroom work groups and focus groups designed to meet mastery of common core standards.	Professional Learning	08/01/2016	12/19/2017	\$0 - No Funding Required	Principal, Certified Teachers, GCC

### Measurable Objective 2:

55% of Third, Fourth and Fifth grade students will demonstrate a proficiency with the Common Core Standards in English Language Arts by 12/19/2017 as measured by KPREP.

### Strategy1:

Response to Intervention - Teachers will analyze student work and progress to determine next steps, group and regroup students into focus groups and provide specific interventions based on student individual needs.

## Comprehensive School Improvement Plan

Hartstern Elementary

Category: Professional Learning & Support

Research Cited: Shore, C.

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive interventions through ESS and Title I. Students will be assigned and reassigned to focus groups throughout the year based on the most current data (approximately every six weeks)effectiveness of interventions will be monitored and programs adjusted as needed to meet the ever-changing needs of students. Focus groups will partially be funded through Section 7.	Direct Instruction	08/08/2016	12/19/2017	\$7000 - State Funds \$15000 - Title I Schoolwide \$9000 - General Fund	Certified Teachers, Principal, GCC

Activity - Analyze Student Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will utilize a variety of reading assessments (e.g. Rigby benchmarks, running record, KPREP, RDA, RPA, and STAR) monitor student progress and to help identify at-risk students for additional, supplemental materials, strategies and interventions.	Professional Learning	08/01/2016	12/19/2017	\$0 - No Funding Required	Certified teachers, Principal, GCC

Activity - Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will participate in additional reading opportunities (e.g., Successmaker, Earobics, Focus, Reading Mastery) based on student needs to become proficient in the standards.	Academic Support Program	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified Teachers, Principal, GCC, RTI Lead

Activity - Monitor Student Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor students progress, based on the most recent student assessment (proficiency or diagnostic), using and completing the Hartstern Classroom Profile, Data Boards and Student Achievement Folders.	Professional Learning	08/08/2016	12/19/2017	\$0 - No Funding Required	Certified teachers, Principal, GCC

### Goal 3:

17.3% of African-American, Free/Reduced, Disability and English Learners Hartstern students will collaborate to meet Novice Reduction Targets in Mathematics by Dec. 2017 as measured by KPREP.

### Measurable Objective 1:

A 17% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will increase student growth Envision in Mathematics by 12/19/2017 as measured by 2017 KPREP .

## Comprehensive School Improvement Plan

Hartstern Elementary

### Strategy1:

Professional Development - Teachers will work in PLC's to increase their knowledge base towards best practices in math.

Category: Professional Learning & Support

Research Cited:

Activity - PD Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be encouraged to attend District level professional development which supports KCAS. They will participate in job-embedded PD which focuses on assessment results, analyzing student work, KCAS, and best practices in all content areas.	Professional Learning	08/01/2016	12/19/2017	\$1000 - Title I Part D	Principal, GCC and Certified Staff

### Goal 4:

Increase the percentage of students scoring proficient or higher in Reading and Mathematics to 69.7 by 2019 as measured by Unbridled Learning Accountability Model.

### Measurable Objective 1:

69% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in Reading and Math in Reading by 12/19/2017 as measured by 2017 KPREP .

### Strategy1:

Professional Development - Professional Development Opportunity- Teachers will work in PLC's to increase their knowledge towards practices in math and reading.

Category: Professional Learning & Support

Research Cited:

Activity - Curriculumm Alignment and Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will design lesson plans which will meet the diverse needs of the students. Lessons will include higher level thinking skills, learning targets, formative and summative assessments.	Academic Support Program	08/01/2016	12/19/2017	\$0 - No Funding Required	Certified Teachers, GCC

### Goal 5:

Instructional Resource Goal - Hartstern will use 100% of the Instructional Resources Envision to support student access to high quality resources.

### Measurable Objective 1:

## Comprehensive School Improvement Plan

Hartstern Elementary

collaborate to determine which textbooks and instructional materials align to Kentucky Core Academic Standards based on classroom practices by 12/19/2017 as measured by 100% of the funds allocated for Instructional Materials Envision are being used to improve student access to high quality standards aligned resources .

### Strategy1:

Resource Identification and Alignment - The Instructional Leadership Team will continue to monitor student achievement to determine if Envision is the resource that best support school wide math instruction.

Category: Management Systems

Research Cited:

Activity - Develop Alignment Rubric	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee will develop a rubric to be able to compare the available resources to support instructional practices	Academic Support Program	08/01/2016	12/19/2017	\$16000 - Text Books	Principal, SBDM

Activity - Purchase Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Materials will be updated as needed for the Envision Program	Academic Support Program	08/01/2016	12/19/2017	\$2000 - Text Books	Principal and SBDM

### Goal 6:

Hartstern teachers will increase their understanding of the ESL program and students' needs through professional development by end of December 2017

### Measurable Objective 1:

100% of English Learners students will increase student growth from increased teacher awareness of teaching strategies in the classroom for ESL students in English Language Arts by 12/19/2017 as measured by the ESL testing for student growth in the program.

### Strategy1:

Teacher Classroom Strategies - ESL instructional strategies will be presented to the teachers through professional development sessions and collaboration with the ESL teachers: Using multiple ways to present information to the students, low stress environments, interactions with other students,

Category: Professional Learning & Support

Research Cited: Effective Teaching Strategies for English Language Learners (Clancy, M. & Hruska, B. 2005)

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on additional classroom strategies to increase ESL learning and will be accomplished by district PD and embedded PD with the ESL teachers.	Professional Learning Direct Instruction Academic Support Program	08/10/2016	12/19/2017	\$0 - No Funding Required	Teachers, District ESL leaders

**The school identified specific strategies to address subgroup achievement gaps.**

### Goal 1:

17.3% of African-American, Free/Reduced, Disability and English Learners Hartstern students will collaborate to meet Novice Reduction Targets in Mathematics by Dec. 2017 as measured by KPREP.

### Measurable Objective 1:

A 17% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will increase student growth Envision in Mathematics by 12/19/2017 as measured by 2017 KPREP .

### Strategy1:

Professional Development - Teachers will work in PLC's to increase their knowledge base towards best practices in math.

Category: Professional Learning & Support

Research Cited:

Activity - PD Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be encouraged to attend District level professional development which supports KCAS. They will participate in job-embedded PD which focuses on assessment results, analyzing student work, KCAS, and best practices in all content areas.	Professional Learning	08/01/2016	12/19/2017	\$1000 - Title I Part D	Principal, GCC and Certified Staff

### Goal 2:

Hartstern teachers will increase their understanding of the ESL program and students' needs through professional development by end of December 2017

### Measurable Objective 1:

100% of English Learners students will increase student growth from increased teacher awareness of teaching strategies in the classroom for ESL students in English Language Arts by 12/19/2017 as measured by the ESL testing for student growth in the program.



## Comprehensive School Improvement Plan

Hartstern Elementary

---

### Strategy1:

Teacher Classroom Strategies - ESL instructional strategies will be presented to the teachers through professional development sessions and collaboration with the ESL teachers: Using multiple ways to present information to the students, low stress environments, interactions with other students,

Category: Professional Learning & Support

Research Cited: Effective Teaching Strategies for English Language Learners (Clancy, M. & Hruska, B. 2005)

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on additional classroom strategies to increase ESL learning and will be accomplished by district PD and embedded PD with the ESL teachers.	Professional Learning Academic Support Program Direct Instruction	08/10/2016	12/19/2017	\$0 - No Funding Required	Teachers, District ESL leaders

**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:

On the 2016-2017 Program Reviews Hartstern Elementary School will score at least of 2.0 on each component of the program review by Dec. 2017.

### Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in core content at their grade level in Art & Humanities by 12/19/2017 as measured by formative and summative assessments.

### Strategy1:

Needs Assessment - Learning Environment Committee will meet regularly to collect and review evidence. The rubric and artifacts are used to assess the overall program effectiveness.

Category: Continuous Improvement

Research Cited: Marzano, R.J.

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Arts and Humanities Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Related Arts Teacher and Classroom Teachers will collaborate to examine the curriculum maps for authentic opportunities to integrate and have exposure to the arts and humanities across all content areas.	Academic Support Program	08/01/2016	12/19/2017	\$0 - No Funding Required	Certified Teachers, Principal

Activity - Arts Programming	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of arts experiences will be provided to Hartstern Elementary students focusing on arts and humanities curriculum (i.e. field trips, artists in residence, and projects) throughout the 2016-2017 school year funded by Fund for the Arts 5x5 and KMAC grants.	Community Engagement	08/08/2016	12/19/2017	\$10000 - Other	Related Arts Teachers, Certified Teachers, Principal.

Activity - Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committee holds monthly meetings to collect evidence of our Arts/Humanities program implementation.	Academic Support Program	08/10/2015	12/19/2016	\$0 - No Funding Required	Chairperson, Principal, Certified Teachers

### Measurable Objective 2:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in core content at their grade levels in Practical Living/ Career Studies in Practical Living by 12/19/2017 as measured by formative and summative assessments.

### Strategy1:

Curriculum - The Efficiency Committee will meet regularly to collect and review Practical Living Program Review evidence. The rubric and artifacts are used to access the overall program effectiveness.

Category: Professional Learning & Support

Research Cited: Chappuis, J.

Activity - Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Efficiency Committee holds monthly meeting to collect and review evidence of PL/CS program implementation.	Academic Support Program	08/01/2016	12/19/2017	\$0 - No Funding Required	Committee Chairperson, Principal and Certified Teachers

### Strategy2:

Wellness Plan - The Hartstern Wellness plan and policy will be reviewed/revised and implemented.

Category: Stakeholder Engagement

Research Cited: Jones, F.

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Wellness Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM Council reviews/revises the wellness policy. Teachers will implement our wellness plan as evidenced in lesson, programs and schedules.	Academic Support Program	08/01/2016	12/19/2017	\$0 - No Funding Required	Principal, Certified Teachers, SBDM

### Measurable Objective 3:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will complete a portfolio or performance in writing in English Language Arts by 12/19/2017 as measured by completed writing folders with samples of all writing genres as described in KCAS..

### Strategy1:

Needs Assessment - Academic Committee will meet regularly to collect and review Writing Program Review evidence. The rubric and artifacts are used to assess the overall program effectiveness.

Category: Continuous Improvement

Research Cited: Saphier, J.

Activity - Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committee members will meet regularly to collect and review evidence of the level of implementation of our writing program review.	Academic Support Program	08/01/2016	12/31/2017	\$0 - No Funding Required	Chairperson, Principal, Certified Teachers

### Goal 2:

Hartstern Elementary will complete the KDE Program Review requirements in the areas of Arts/Humanities, Practical Living, Writing and the K-3 Primary Program.

### Measurable Objective 1:

demonstrate a proficiency 100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will complete a portfolio or performance in writing English Language Arts by 06/01/2017 as measured by completed writing folders with samples of all writing genres as described by 12/19/2017 as measured by formative and summative assessments. .

### Strategy1:

Needs Assessment - Academic Committee will meet to collect and review Writing Program Review evidence. The rubric and artifacts are used to assess the overall program effectiveness.

Category: Continuous Improvement

Research Cited:

## Comprehensive School Improvement Plan

Hartstern Elementary

Activity - Arts Programming	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of arts experiences will be provided to Hartstern Elementary students focusing on arts and humanities curriculum (i.e. field trips, artists in residence, and projects) throughout the 2016-2017 school year.	Academic Support Program	08/01/2016	12/19/2017	\$1000 - Grant Funds	Principal, Related Arts Teachers, Certified Teachers

Activity - Arts and Humanities Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Related Arts Teacher and Classroom Teachers will collaborate to examine the curriculum maps for authentic opportunities to integrate arts and humanities across all content areas.	Academic Support Program	08/01/2016	12/19/2017	\$0 - No Funding Required	Principal, Chairperson and Certified Teacher

# **Executive Summary**

## Introduction

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

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

## **Description of the School**

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

Hartstern Elementary is a proficient Jefferson County Public School located in the southern part of Jefferson County in the Okolona community. We are currently 81% free/reduced lunch. This year we qualified as a Community Eligibility School (CES) which provides each student with free breakfast and lunch. We serve 498 students in grades K-5 (Hispanic/Latino 30%, African American 24%, Caucasian 37%, Other 9%). Our school serves 111 (22%) students under Exceptional Child Education (ECE) which includes two emotionally behavior disorders units. We provide instruction for 115 (23%) students in our English as a Second Language (ESL) program. This population has more than doubled in the last four years making us a destination school. Harstern enhances instruction with technology. We are fully equipped with a computer lab and wireless internet connectivity. We have a Smart Board in each classroom. The school slogan: Success is the heart of Hartstern. Our logo drives the belief of all stakeholders and our decision making process. Over the years we have seen several changes in population and enrollment. This year there has been an increase in our overall student population. For the last few years we have drawn from the same reside boundaries under our current district student assignment plan.

## **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.**

Hartstern Elementary provides a comprehensive, challenging curriculum to all students. Our vision is to produce self-sufficient children for the 21st century who are taught by professional talented staff in a caring and sharing environment. We are a community that fosters learning and caring. Hartstern will continue to have a strong academic program emphasizing more hands-on, student centered activities. The staff will improve self-esteem and effective discipline while instilling a desire to learn and work cooperatively. We will increase our cooperation and communication between students, staff, parents and community through our Site Based Decision-Making Council, Family Resource Center and Hartstern's Mission Statement

(We believe that all students at Hartstern Elementary can learn at a high level and be successful when nurtured in a caring environment).

For all students caring leads to success.

CARE stands for:

Caring

Acceptance

Respect

Equality



## **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.**

Hartstern's staff is committed to continuous school improvement as indicated in our Comprehensive School Improvement Plan. We value the diversity of our students and believe that students benefit from the variety of programs designed to meet their diverse needs. We have several programs available to students including: Advanced Placement, English as a Second Language, Student Council, Orchestra, Band, Honor Roll, Volleyball, Basketball, Book Battle, Garden Club, and Ecology Team. Our classroom teachers, Exceptional Child Education (ECE) teachers, and ESL teachers collaborate to address individual needs of students. Our ESS program offers additional help to students that may be struggling in reading and math. Parents are encouraged to be active partners in our school community as Parent Teacher Association (PTA) members and becoming a Site based Decision Making Council parent representative.

We have a strong focus on the arts. We have been awarded several grants and special projects. For the past five years we have been the recipient of a 5X5 Grant from the Fund for the Arts and grants from the Kentucky Council of the Arts. These have helped to provide a variety of experiences for all students. Students have had the opportunity to have hands-on experiences in areas such as: ballet, movement, creating claymation (movie), artists in residence, and storytelling. Harstern is proud to have a notable Commonwealth Garden and outdoor classroom. We have a continued focus on our ESL population. We will continue our efforts and professional development in the area of differentiated instruction. This will increase learning for all student populations. We have teamed up the DuFour Institute to provided support for our Professional Learning Community. Several staff members will attend training in the upcoming calendar year. We also have embedded intervention support in our master calendar. We will continue efforts in creating computer based extended learning opportunities for students in their homes.

## **Additional Information**

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

We have a strong focus on community and family support. A group of very dedicated Hartstern Elementary staff, students and families have worked together to create an outdoor classroom and garden. Our garden is the first elementary; Commonwealth Garden in the state of Kentucky. Our efforts encourage partnership with Kentucky businesses and organizations; to cultivate and maintain the outdoor classroom.