



KDE Comprehensive School Improvement Plan

Hacker Elementary School
Clay County

Todd McDaniel, Principal
84 Hooker Rd
Manchester, KY 40962

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Introduction

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

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?

Hacker Elementary is located in rural southeastern Kentucky, along the banks of the Little Goose River. We are approximately 6 miles from the city of Manchester. Our student population of approximately three hundred, range from Pre school to 6th grade. Our Free/reduced lunch percentage is the lowest of all the elementary schools in the county. Within our Special Education population, a a large percentage is Speech Language only.

Among our instructional staff we have 12 regular classroom teachers. 2 full time Special Education teachers, 1 part time Special Education teacher, 1 Speech Pathologist, 1 Preschool teacher, 1 Media Specialist, 1 Physical Education teacher, 1 Reading Recovery teacher, 1 Save the Children coordinator, and 1 Instructional Coach. Our school also houses one computer lab. In addition to our certified staff, we have 4 instructional assistants.

In addition to our certified and classified staff , we also have an Early Steps to Success coordinator. This is a program funded by Save the Children and targets children birth to three years. Other recent additions to our staff include an Academic Specialist, through Promise Neighborhood, and a Parent Engagement Coordinator, which works closely with the FYRSC.

Over the past 4 years our enrollment has held steady in the 285-300 range. Our new entrance was completed in the Fall of 2014, which has helped to alleviate traffic congestion, and has also increased campus security, as we are now able to have two entry/exits.

Our community may not be the most affluent, but we are very fortunate to have students that come from families that believe education is important and that working hard will help you to succeed in life. At Hacker, We Are Family.

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.

At Hacker we hold All students to the highest expectations. In the entrance of the main hallway, we have our Affirmation Mural, which is a collaboration between staff and students. It sums up our expectations for students and all stakeholders.

Our vision at Hacker, is to instill in all children a desire to learn. Casting aside any barriers, we keep in mind that all children deserve to experience success in the classroom and reap the rewards of a quality education.

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.

At Hacker, one of our goals is to be one of the top 20 schools in the state by 2016. In 2013 we were recognized as a Progressing, Distinguished school by KDE. Hacker was also ranked in the 91st percentile on the K-PREP assessment with a score of 70.5; this classified us not only as a Distinguished school, but also a High Performing, High -Progressing school.

In 2014, we scored in the 96th percentile and were recognized as a Distinguished School.

Another goal we have is for 90% of our third graders to be reading at grade level by 2015-16. Currently, we are at 75%.

Program Review areas were also targeted for improvement. We raised our scores to Proficient for the 2014 assessment period.

Other areas of notability would be our extra-curricular activities. We have a very competitive Academic team. Our students consistently place in the top academic areas in the 6th Grade Showcase and Governor's Cup competitions. We have had a delegation attending KYA (Kentucky Youth Assembly) for the last 8 years. Our delegates are active participants, and have had several Bills to be named Outstanding. Our boys basketball team has won the county championship 4 out of the last 5 years. Our football team is growing more competitive each year; they have placed 2nd in the county championship the last two years. The cheer squad is consistently competitive and places within the top three at the annual Cheer Challenge.

In addition to our school sponsored extra curricular activities, we have several students involved in Community Events. We have participants in the local community theater group; performing musicians ranging from the violin, piano and voice; dance troops; gymnastics; and athletic travel teams that include baseball, softball and basketball.

Additional Information

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

At Hacker we strive to maintain a family like atmosphere. Parent and community involvement are welcomed and encouraged. We have several community partners that are actively involved in our school. Promise Neighborhood, Save the Children, Cumberland River Comprehensive Care Center, Grace Health Clinic, Bethany Church, and Clay County Public Library are among our most active community school partners.

During the 2013-14 school year, the FRC brought in several programs and learning opportunities for our students. Bethany Church has partnered with the FRC to assist with the Backpack Program. This program distributes food on a weekly basis to needy families.

According to the TELL survey, the faculty feels like there is good communication between school and families. Students are held to high standards and high expectations for not only their academics, but also their behavior. Over 80% believe that we have strong teacher leadership. Our teachers are held to high standards and our instruction is data driven. Teachers felt there needed to be more time for collaboration with their peers and they felt that the amount of paperwork had increased instead of decreased. Overall, 95% of the faculty felt that Hacker was a good place to work and learn.

Hacker CSIP 2014-2015

Overview

Plan Name

Hacker CSIP 2014-2015

Plan Description

This is our plan for the 2014-2015 school year.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math K-Prep scores for elementary students from 44% to 72% in 2017.	Objectives: 1 Strategies: 6 Activities: 17	Organizational	\$20300
2	Increase achievement for all students in the non-duplicated gap group from 33% in 2012 to 66.5 in 2017	Objectives: 1 Strategies: 4 Activities: 8	Organizational	\$10000
3	To identify specific strategies to increase student achievement in Arts and Humanities, PL/CS and Writing	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$7500
4	Prepare and train all teachers on Professional Growth and Effectiveness System	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: Increase the average combined reading and math K-Prep scores for elementary students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores from 59.6% to 64.6% at Hacker Elementary School by 05/29/2015 as measured by the 2015 K-Prep scores.

Strategy 1:

CIITS - Teachers will access CIITS on a regular basis and use it as a tool for instructional planning purposes.

Category:

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CIITS will be used in instructional planning, creation and sharing of instructional resources and analysis of data and reporting. 100% of teachers will have at least one lesson plan in CIITS and 75% of the curriculum will be available.	Academic Support Program	01/01/2014	12/31/2015	\$1500	Race to the Top	Missy Roberts

Strategy 2:

Literacy Initiative - All staff will access and disseminate resources to support literacy planning in schools

Category:

Activity - Provide on-going support for Imagine It!	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Primary Reading Personnell will attend summer training for Imagine It! updates.	Academic Support Program	01/01/2014	12/31/2015	\$0	Other	Denva Smith Missy Roberts

Activity - Implementation of Writing Program Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School team meets to analyze the implementation processes of the writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	01/01/2014	12/31/2015	\$0	No Funding Required	Kayla Jackson Kari Hibbard Krista Smith Tracey Craft

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After monitoring, each grade level teams will make necessary adjustments, if needed	Academic Support Program	01/01/2014	12/31/2015	\$0	No Funding Required	Missy Roberts Todd McDaniel

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Activity - Grammar & Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
V V classroom is an online resource available to Hacker teachers. Each lesson is grade specific and contains a grammar lesson as well as a writing lesson.	Academic Support Program	12/01/2014	12/31/2015	\$300	Title I Schoolwide	Missy Roberts Krista Smith Kayla Jackson
Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling below the 20th percentile will receive instruction in reading through Reading Mastery or Corrective Reading	Academic Support Program	12/01/2014	12/31/2015	\$1000	Title I Schoolwide	Missy Roberts

Strategy 3:

Curriculum Assessment and Alignment - Ensure that teachers implement the curriculum using best practices for instruction and assessment. Monitoring the implementation will occur throughout the year.

Category:

Activity - Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that teachers implement the curriculum using best practices for instruction and assessment	Professional Learning	01/01/2015	01/29/2016	\$0	No Funding Required	Todd McDaniel Missy Roberts
Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of Best Practices throughout the year	Academic Support Program	07/01/2014	12/31/2015	\$0	No Funding Required	Todd McDaniel Missy Roberts
Activity - Classroom Web Pages	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each classroom teacher will develop/update their classroom webpage. Links to current topics of study, homework help and supplemental websites will be available. Web Pages will be monitored by Principal.	Academic Support Program	08/01/2014	12/31/2015	\$0	No Funding Required	Todd McDaniel

Strategy 4:

Math Initiative - Curriculum coach and district math leaders will monitor implementation of math curriculum

Category: Continuous Improvement

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will access the Study Island website during school/ at home, to supplement the Core Curriculum with guided independent practice.	Academic Support Program	01/01/2015	12/31/2015	\$1500	Grant Funds	Math Teachers as well as Computer Lab Teacher
Activity - Support and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support and monitor the implementation of math content and practice standards to determine the effectiveness.	Academic Support Program	01/01/2015	12/31/2015	\$0	No Funding Required	Kristie Harris Kelly Asher Aaron Asher
Activity - Supplemental Small Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A retired teacher and our Promise Neighborhood Academic specialist will work with small groups of students in 3rd-6th grade, identified by K-Prep scores and teacher recommendations, in areas of math weaknesses	Academic Support Program	01/01/2015	12/31/2015	\$8000	Grant Funds	Missy Roberts Kelly Asher Aaron Asher
Activity - I-Pads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A classroom set of I-Pads will be purchased for the 5th and 6th grade math classes. Students will be able to access technology easier to enhance individualized instruction	Academic Support Program	01/01/2015	12/31/2015	\$8000	Grant Funds	Kelly Hooker Missy Roberts Kelly Asher

Strategy 5:

School Readiness - Pre-School and Early Steps programs will be utilized to prepare incoming Kindergarten students for success in the classroom

Category:

Activity - Screeners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all Kindergarteners at school entry with the common statewide screener (BRIGANCE) as well as the Imagine It! screener	Policy and Process	08/01/2014	12/31/2015	\$0	No Funding Required	Missy Roberts, Kindergarten teachers
Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments	Professional Learning	08/01/2014	12/31/2015	\$0	No Funding Required	Missy Roberts, Kindergarten teachers

Strategy 6:

RTI/KSI - an intervention team will be established to look at academic and behavioral data for the school

Category:

SY 2014-2015

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Activity - Tier 1 Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade levels, and/or content level departments will meet during PLCs to consider large areas of student needs (Tier 1).The teams will then develop plans to address gaps in instructional planning or learner needs, based on the standards.	Academic Support Program	01/01/2015	12/31/2015	\$0	No Funding Required	Todd McDaniel All teachers
Activity - Tier 2 and Tier 3 Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to implement a plan for Tier 2 and Tier 3 intervention services. RTI members will meet on a regular basis to determine if the student's needs are being met with the current Tier 2 or Tier 3 interventions; adjustments are made as needed.	Academic Support Program	08/01/2014	12/31/2015	\$0	No Funding Required	Todd McDaniel All staff

Goal 2: Increase achievement for all students in the non-duplicated gap group from 33% in 2012 to 66.5 in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.5% to 58.1% by 06/01/2015 as measured by K-PREP.

Strategy 1:

Best Practice - Teachers will employ Best Practices to teach all student groups

Category: Professional Learning & Support

Activity - Achievement Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Non-duplicated gap student achievement will be monitored using MAP, common assessments, K-Prep and other classroom assessments.	Academic Support Program	01/01/2014	12/31/2015	\$0	No Funding Required	Todd McDaniel Missy Roberts 3rd-6th teachers
Activity - Staff Assignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assignment of staff will be completed to best serve the non-duplicated gap students.	Policy and Process	01/01/2014	12/31/2015	\$0	No Funding Required	Todd McDaniel

Strategy 2:

Support Block - Based on MAP assessment, as well as K-PREP and teacher recommendations, students needing extra support in math and reading will receive additional instruction.

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Category: Learning Systems

Activity - Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing supplemental instruction in reading will be placed either in Reading Mastery or Corrective Reading.	Academic Support Program	10/01/2012	06/01/2017	\$0	No Funding Required	Missy Roberts, All classroom teachers

Activity - Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing assistance in math skills will receive individual support during the school day. This will be done through either Study Island or small group instruction with our retired teacher tutor, or Academic Specialist.	Academic Support Program	07/01/2014	12/31/2015	\$8000	State Funds	Missy Roberts

Strategy 3:

Progress Monitoring - Reading & Math - Progress monitoring for math and reading will take place.

Category: Learning Systems

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common assessments will be utilized as a progress monitoring tool for reading and math.	Academic Support Program	01/01/2014	12/31/2015	\$0	No Funding Required	Kelly Asher, 3rd-6th teachers

Activity - MAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP testing will be done 3 times a year and the data will be utilized to determine student's progress in reading and math.	Academic Support Program	01/01/2014	12/31/2015	\$2000	Other	Missy Roberts

Strategy 4:

Professional Development - Teachers will complete professional development in their subject areas

Category:

Activity - PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A variety of sources will be utilized to improve the effectiveness of teachers. Sources of PD may include District PD, regional PD, PD360 and offerings from KET.	Professional Learning	01/01/2014	12/31/2015	\$0	No Funding Required	Denva Smith , Todd McDaniel

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Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share with other staff members during weekly PLC, information that will help to improve student achievement.	Academic Support Program	01/01/2014	12/31/2015	\$0	No Funding Required	Todd McDaniel, Missy Roberts

Goal 3: To identify specific strategies to increase student achievement in Arts and Humanities, PL/CS and Writing

Measurable Objective 1:

collaborate to identify specific strategies to increase the percentage of distinguished programs in the Arts/Humanities, PL/CS and Writing. by 05/31/2016 as measured by The Program Review Rubric.

Strategy 1:

Program Review/Artists and Programs - Work with the FRC and Promise Neighborhood to bring in supplemental programs and /or artists to the classrooms

Category:

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To collaborate to bring in programs to enhance instruction in the areas of Arts/Humanities, Practical Living/Career Studies and Writing	Academic Support Program	02/01/2013	05/31/2016	\$1500	Grant Funds	Kelly Hooker

Activity - Promise Neighborhood	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
to enhance the Arts/Humanities, Practical Living and Career Studies and Writing, through resident artists, supplemental programs and/or field trips	Academic Support Program	02/01/2013	05/31/2016	\$6000	Grant Funds	Natalie Gabbard (Berea), Judy Sizemore, classroom teachers

Strategy 2:

Program Review - The staff will examine work samples collected and will utilize this evidence to conduct a program review.

Category: Continuous Improvement

Activity - Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Examine the rubrics used in Program Review. Consider the existing sources of evidence to inform the overall program assessment	Professional Learning	07/01/2014	12/31/2015	\$0	No Funding Required	Kelly Asher Kayla Jackson Jennifer Miller Kristie Harris
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Goal 4: Prepare and train all teachers on Professional Growth and Effectiveness System**Measurable Objective 1:**

collaborate to train all teachers and the principal on the multiple measures of training and coaching through the PGES by 06/30/2015 as measured by the PGES training and guidance during the implementation phase..

Strategy 1:

Student Growth Goals - Provide coaching and training for teachers on writing student growth goals.

Category:

Activity - Monthly PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A monthly PLC training will focus on writing student growth goals and monitoring the progress of those goals	Professional Learning	07/01/2014	12/31/2015	\$0	No Funding Required	Todd McDaniel, Principal

Activity - Implementation of PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The level of implementation of the PGES will be determined by regular monitoring of Student Growth Goals, Professional Growth Goals, and Enduring skills	Professional Learning	08/01/2014	12/31/2015	\$0	No Funding Required	Todd McDaniel

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MAP	MAP testing will be done 3 times a year and the data will be utilized to determine student's progress in reading and math.	Academic Support Program	01/01/2014	12/31/2015	\$2000	Missy Roberts
Provide on-going support for Imagine It!	All Primary Reading Personnell will attend summer training for Imagine It! updates.	Academic Support Program	01/01/2014	12/31/2015	\$0	Denva Smith Missy Roberts
Total					\$2000	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
I-Pads	A classroom set of I-Pads will be purchased for the 5th and 6th grade math classes. Students will be able to access technology easier to enhance individualized instruction	Academic Support Program	01/01/2015	12/31/2015	\$8000	Kelly Hooker Missy Roberts Kelly Asher
Study Island	Students will access the Study Island website during school/ at home, to supplement the Core Curriculum with guided independent practice.	Academic Support Program	01/01/2015	12/31/2015	\$1500	Math Teachers as well as Computer Lab Teacher
Supplemental Small Groups	A retired teacher and our Promise Neighborhood Academic specialist will work with small groups of students in 3rd-6th grade, identified by K-Prep scores and teacher recommendations, in areas of math weaknesses	Academic Support Program	01/01/2015	12/31/2015	\$8000	Missy Roberts Kelly Asher Aaron Asher
Promise Neighborhood	to enhance the Arts/Humanities, Practical Living and Career Studies and Writing, through resident artists, supplemental programs and/or field trips	Academic Support Program	02/01/2013	05/31/2016	\$6000	Natalie Gabbard (Berea), Judy Sizemore, classroom teachers
Family Resource Center	To collaborate to bring in programs to enhance instruction in the areas of Arts/Humanities, Practical Living/Career Studies and Writing	Academic Support Program	02/01/2013	05/31/2016	\$1500	Kelly Hooker
Total					\$25000	

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No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring	After monitoring, each grade level teams will make necessary adjustments, if needed	Academic Support Program	01/01/2014	12/31/2015	\$0	Missy Roberts Todd McDaniel
Data Analysis	Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments	Professional Learning	08/01/2014	12/31/2015	\$0	Missy Roberts, Kindergarten teachers
Tier 2 and Tier 3 Analysis	Continue to implement a plan for Tier 2 and Tier 3 intervention services. RTI members will meet on a regular basis to determine if the student's needs are being met with the current Tier 2 or Tier 3 interventions; adjustments are made as needed.	Academic Support Program	08/01/2014	12/31/2015	\$0	Todd McDaniel All staff
Implementation of Writing Program Reviews	School team meets to analyze the implementation processes of the writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	01/01/2014	12/31/2015	\$0	Kayla Jackson Kari Hibbard Krista Smith Tracey Craft
Monthly PLC	A monthly PLC training will focus on writing student growth goals and monitoring the progress of those goals	Professional Learning	07/01/2014	12/31/2015	\$0	Todd McDaniel, Principal
Best Practices	Ensure that teachers implement the curriculum using best practices for instruction and assessment	Professional Learning	01/01/2015	01/29/2016	\$0	Todd McDaniel Missy Roberts
PLC	Teachers will share with other staff members during weekly PLC, information that will help to improve student achievement.	Academic Support Program	01/01/2014	12/31/2015	\$0	Todd McDaniel, Missy Roberts
Implementation of PGES	The level of implementation of the PGES will be determined by regular monitoring of Student Growth Goals, Professional Growth Goals, and Enduring skills	Professional Learning	08/01/2014	12/31/2015	\$0	Todd McDaniel
Staff Assignment	Assignment of staff will be completed to best serve the non-duplicated gap students.	Policy and Process	01/01/2014	12/31/2015	\$0	Todd McDaniel
Tier 1 Data Analysis	Grade levels, and/or content level departments will meet during PLCs to consider large areas of student needs (Tier 1).The teams will then develop plans to address gaps in instructional planning or learner needs, based on the standards.	Academic Support Program	01/01/2015	12/31/2015	\$0	Todd McDaniel All teachers
PD	A variety of sources will be utilized to improve the effectiveness of teachers. Sources of PD may include District PD, regional PD, PD360 and offerings from KET.	Professional Learning	01/01/2014	12/31/2015	\$0	Denva Smith , Todd McDaniel
Common Assessments	Common assessments will be utilized as a progress monitoring tool for reading and math.	Academic Support Program	01/01/2014	12/31/2015	\$0	Kelly Asher, 3rd-6th teachers

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Rubrics	Examine the rubrics used in Program Review. Consider the existing sources of evidence to inform the overall program assessment	Professional Learning	07/01/2014	12/31/2015	\$0	Kelly Asher Kayla Jackson Jennifer Miller Kristie Harris
Classroom Web Pages	Each classroom teacher will develop/update their classroom webpage. Links to current topics of study, homework help and supplemental websites will be available. Web Pages will be monitored by Principal.	Academic Support Program	08/01/2014	12/31/2015	\$0	Todd McDaniel
Monitoring	Monitor implementation of Best Practices throughout the year	Academic Support Program	07/01/2014	12/31/2015	\$0	Todd McDaniel Missy Roberts
Achievement Analysis	Non-duplicated gap student achievement will be monitored using MAP, common assessments, K-Prep and other classroom assessments.	Academic Support Program	01/01/2014	12/31/2015	\$0	Todd McDaniel Missy Roberts 3rd-6th teachers
Reading	Students needing supplemental instruction in reading will be placed either in Reading Mastery or Corrective Reading.	Academic Support Program	10/01/2012	06/01/2017	\$0	Missy Roberts, All classroom teachers
Screeners	Assess all Kindergarteners at school entry with the common statewide screener (BRIGANCE) as well as the Imagine It! screener	Policy and Process	08/01/2014	12/31/2015	\$0	Missy Roberts, Kindergarten teachers
Support and Monitoring	Support and monitor the implementation of math content and practice standards to determine the effectiveness.	Academic Support Program	01/01/2015	12/31/2015	\$0	Kristie Harris Kelly Asher Aaron Asher
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Direct Instruction	Students falling below the 20th percentile will receive instruction in reading through Reading Mastery or Corrective Reading	Academic Support Program	12/01/2014	12/31/2015	\$1000	Missy Roberts
Grammar & Writing	V V classroom is an online resource available to Hacker teachers. Each lesson is grade specific and contains a grammar lesson as well as a writing lesson.	Academic Support Program	12/01/2014	12/31/2015	\$300	Missy Roberts Krista Smith Kayla Jackson
Total					\$1300	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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CIITS	CIITS will be used in instructional planning, creation and sharing of instructional resources and analysis of data and reporting. 100% of teachers will have at least one lesson plan in CIITS and 75% of the curriculum will be available.	Academic Support Program	01/01/2014	12/31/2015	\$1500	Missy Roberts
Total					\$1500	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math	Students needing assistance in math skills will receive individual support during the school day. This will be done through either Study Island or small group instruction with our retired teacher tutor, or Academic Specialist.	Academic Support Program	07/01/2014	12/31/2015	\$8000	Missy Roberts
Total					\$8000	

KDE 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?**

With K-Prep data we are looking at our areas of strength as well as the areas of weakness. Overall our Accountability index was 78.2 to put us in the 96 percentile, which put us in the distinguished category
Reading and Math combined proficient/distinguished was 59.6

For reading our percent of reading proficient/distinguished was as follows: 3rd 56.8% (above district and state), 4th 66.7 (above district and state), 5th 52.6 (above district, below state), 6th 70.5 (above district and state)

For math our proficient/distinguished are as follows: 3rd 54.1 (above district and state), 4th 64.3 (above district and state), 5th 50.0 (above district, below state) 6th 59.1 (above district and state).the data tells us the percentage of students who have reached proficiency and those who have not. the data does not tell us the specific topics with the content areas that may need work. for example, 5th grade math and reading were our lowest areas, but the data doesn't tell us the exact portion that could have been the problem areas.

The data gives us information on each subgroup such as gender, race, free/reduced lunch, and disabilities. The data does not tell us about individual students within these groups.

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?

An area of strength that was noted was our students with disabilities in the areas of Science and Social Studies.

In Reading and Math we were above district and state averages for students scoring distinguished/proficient in all but 5th grade. The 5th was higher than district ,but lower than the state in both areas.

Opportunities for Improvement

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

5th grade has been an area identified for improvement. the past 2 years, the trend has been that the 5th scores lower than the state average. We are targeting more resources to be used with that grade level.

We improved our grammar score this year, but we want to maintain. In lieu of textbooks, an online resource, V V classroom was purchased to help address the grammar needs. It spans k-8 with grammar and writing activities.

Our program review score improved last year to proficient. we are striving to maintain the gain by utilizing our resident artists and incorporating the terminology into our classrooms.

Conclusion

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

Within our areas of concern, we are continuing our partnership with Promise neighborhood. PN will continue to help with the resident artist, but will also help target the 5th grade students performing below proficiency in reading and math.

We also have a retired teacher that will be targeting the 4th-6th that are having math difficulties. Map results will be analyzed on a regular basis along with lesson assessments and common assessments, to make sure the targeted students are on track to make adequate yearly growth. We are also trying to purchase an additional set of I pads for the 5th grade, if the funding becomes available.

The FRC will still be utilized for bringing in outside performances or workshops that will enhance the Program review areas.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

The information was taken from the FRYSC survey that is conducted annually and also the TELL survey

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.57

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

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

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

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

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

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

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.43

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

	Statement or Question	Response	Rating
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 that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

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

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

KDE Comprehensive School Improvement Plan

Hacker Elementary School

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.0

	Statement or Question	Response	Rating
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.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

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

	Statement or Question	Response	Rating
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.	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 has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

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

	Statement or Question	Response	Rating
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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

KDE Comprehensive School Improvement Plan

Hacker Elementary School

	Statement or Question	Response	Rating
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

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.17

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

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

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

	Statement or Question	Response	Rating
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.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

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

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

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.17

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - 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 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 	<p>School provides open house and family nights for some parents to learn about:</p> <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. 	Apprentice

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

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

	Statement or Question	Response	Rating
4.	<p>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.</p>	<p>School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.</p>	Apprentice

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

KDE Comprehensive School Improvement Plan

Hacker Elementary School

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

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 1.83

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

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

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

	Statement or Question	Response	Rating
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 are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources.)	Apprentice

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

Reflection

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

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

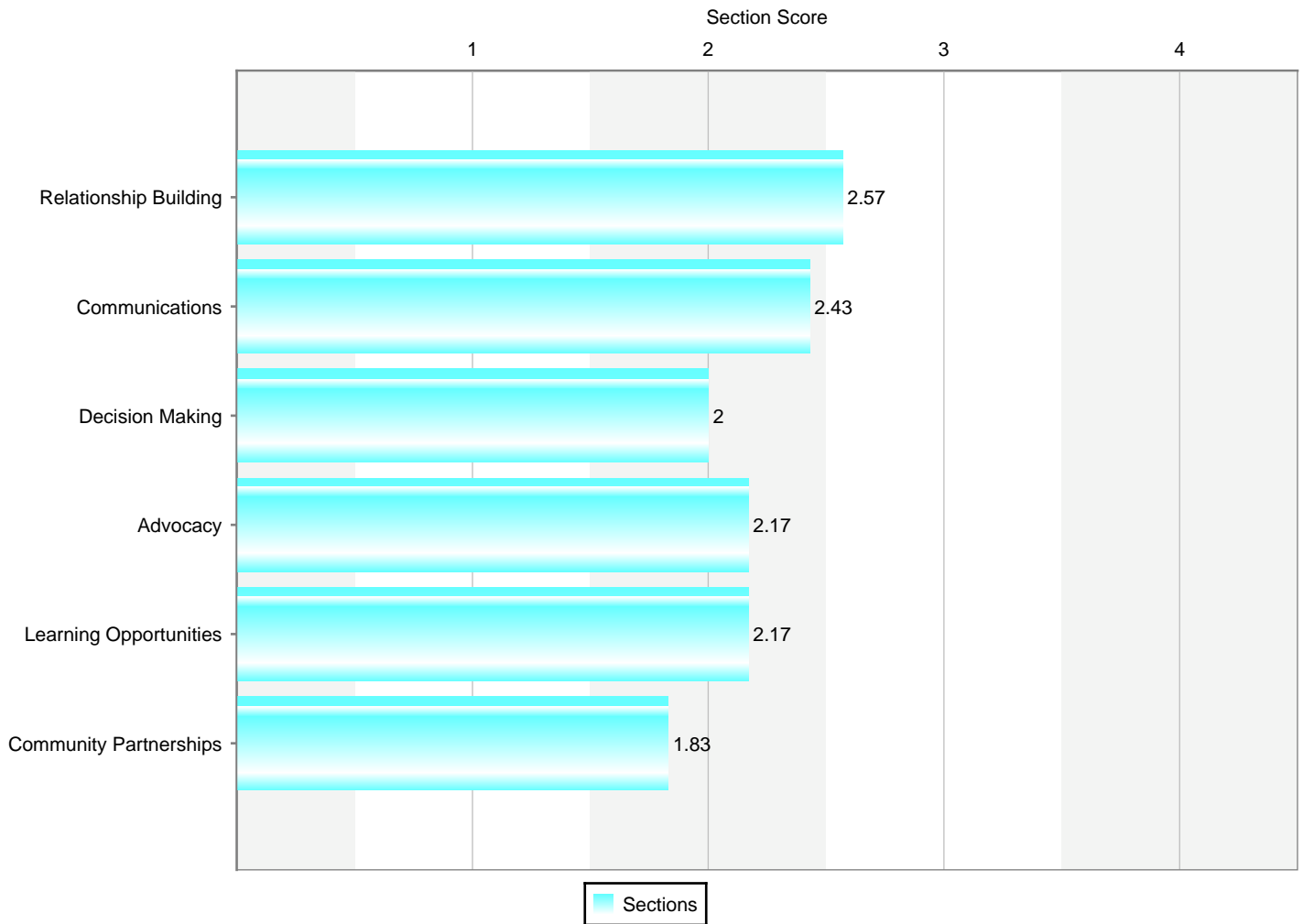
An area of strength is the relationship between families and the school. Most families are involved in their child's education, and the school is involved in not only the academic efforts of all the students, but also other needs, such as medical, counseling services, or other basic needs.

An area of weakness, would be how to target more outside agencies to be more actively involved with education. we will actively seek out partners who can help with parental understanding of the curriculum and also how to properly help with homework.

An area of weakness that we have improved upon since last year is the communication aspect. All teachers have updated their websites with homework information as well as helpful websites. the school also has a Facebook page on which we post announcements. all of this is in addition to the monthly newsletters and call outs.

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.

The stakeholders that were selected were parents responding to FRYSC survey as well as TELL survey results, our partners Promise Neighborhood, and Save the Children representatives, SBDM parents. All teachers were included as well as our district liaison.

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

Representatives either sent their input electronically, or were in the actual data meetings

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

The final improvement plan, will be available electronically on the school's website.

KDE Assurances - School

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	The Primary staff looked at the academic achievement data for all students and assessed the needs of the students. The staff in grades 3-6 worked together in content areas to look at school and individual data to determine academic areas of strengths and weaknesses. The next step will be to address the identified areas.	

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	The school developed intervention strategies for low performing students in reading and math. This was partially done through Reading Mastery, Corrective Reading and Study Island. Also included was the Academic Specialist from Promise Neighborhood and a retired teacher. Another instructional strategy was the continuation of a support block that allowed for differentiation of instruction. Low achieving students will get extra support, while those above level students will receive enrichment.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Hacker elementary planned a Kindergarten Open house night for incoming Kindergarten students. This was a time for students and parents to meet the staff, tour the school and discuss the process of "getting ready for school". The Brigance Assessment, Imagine It screener, Reading Mastery, Language for Learning, and other kindergarten curriculum issues were discussed.	

KDE Comprehensive School Improvement Plan

Hacker Elementary School

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	The school has a research based reading program, SRA Imagine It!. It is K-5. The 6th uses Crosswalk coach as a core, along with Ready common core as a supplement. Both are research based. Reading Mastery and Corrective Reading are direct instruction that are research based. Study Island and V V classroom are two online resources that target reading and or language arts. It allows individualized lessons for students. Envision Math series is the core for K-6. It is also research based. support block utilizes small group work along with various learning styles.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Candidates for certified employment are screened at the district level to ensure highly qualified status. Once that has been determined, applications are sent to the school upon SBDM Council's request.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes	All of the paraprofessionals and teachers that have been hired are highly qualified under NCLB. The instruction for paraprofessionals is planned by certified staff. both certified and Paras have received extensive training from independent consultants for Imagine It and Reading Mastery. To ensure fidelity of the program's standards, it is monitored by building curriculum coach and independent consultants.	

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	Hacker elementary is a schoolwide Title 1 school. Title 1 part A funds were allocated and spent only on allowable programs and activities, which is mostly staffing. Title 1 allocations are given to SBDM for discussion and approval. financial records are kept at district level and budget expenditures/updates are discussed with principal.	

KDE Comprehensive School Improvement Plan

Hacker Elementary School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	The school has planned and implemented strategies to increase parent involvement. open house events, call out system, school website, classroom web pages, facebook page, monthly newsletter and the board has also hired a parent involvement specialist. The current compact and policy will continue.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	The school has reviewed the ten schoolwide planning components and has incorporated them into the school improvement plan	

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	The staff developed professional development plans in the spring to determine the appropriate activities they needed to meet the instructional needs of their students. Once the individual needs and school needs were determined, the staff worked with the district PD supervisor to coordinate these activities	

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	The implementation of the CSIP is monitored regularly by the principal and curriculum coach. Some progress notes were entered into Assist. There is a 30/60/90 day plan for activities. State test results are reviewed and discussed with the staff, upon public release, and instructional changes were made based on weaknesses found	

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	A comprehensive needs assessment was done that included academic achievement data. Hacker is a schoolwide Title 1 school, so all students are eligible for Title 1 services and are served with Title 1 allocations	

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

KDE Comprehensive School Improvement Plan

Hacker Elementary School

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.	No	Hacker is a school wide Title 1 school, therefore we do not have targeted assistance activities	

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.	No	Hacker is not a targeted assistance school, therefore ALL students have access to any support activities and regular education programs	

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	The school's activities and programs are planned in collaboration with and to support the regular education program	

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.	No	As a school wide Title 1 school, Hacker plans and monitors ALL students and uses the results to inform and improve instructional strategies and to determine professional development needs	

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	All paraprofessionals in the school are highly qualified under requirements of ESEA, however they do not work with targeted assistance programs. They are eligible to work with ALL students, since we are school wide Title 1	

KDE Comprehensive School Improvement Plan

Hacker Elementary School

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	Hacker elementary allocated and spent federal program funds to serve ALL students, since we are a Title 1 school wide program. Financial records for Title 1 Part A, programs are maintained at the District level with MUNIS reports being sent to schools upon request.	

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.	No	We are not a targeted assistance school. We are school wide Title 1.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	We are not a targeted assistance school.	

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.	No	We are not a targeted assistance school. All staff are provided appropriate professional development.	

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	The school will plan and implement an annual evaluation to discuss the CSIP and student achievement and make adjustments to instruction as needed.	

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 and linked to our district website. (provide the website link below)	Yes	The CSIP for Hacker will be approved by SBDM and made available for stakeholders to examine on our school website and linked to the district website. www.clay.kyschools.us	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes	Parents are notified when their children are taught for four or more weeks by teachers who are not qualified. Every effort is made for this not to happen, but if it is unavoidable, parents are notified.	

KDE Comprehensive School Improvement Plan

Hacker Elementary School

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	Professional development for staff is 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	

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes	The school does not use Title 1 funds for nurses, media specialists, or counselors. However if this were to happen, we would have documentation to support a need	

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	All para educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and monitored by the principal or curriculum coach	

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	All para educators are under the direct supervision of a HQ teacher and can provide instruction to all students. Since we are school wide Title 1 we have no targeted assistance students	

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

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	No	Para educators do not work with targeted students, as we are school wide Title 1	

KDE Comprehensive School Improvement Plan

Hacker Elementary School

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	Hacker does not use Title 1 funds to meet cap size requirements	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	The school does not use Title II funds to meet its cap size requirements.	

Compliance and Accountability - Elementary 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 TELL KY Survey results.

Goal 1:

Increase achievement for all students in the non-duplicated gap group from 33% in 2012 to 66.5 in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.5% to 58.1% by 06/01/2015 as measured by K-Prep.

Strategy1:

Best Practice - Teachers will employ best practices to teach all student groups

Category:

Research Cited:

Activity - achievement analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
analyze student achievement by gap groups relative to K-Prep as well as district and School assessments	Policy and Process			01/01/2014	12/31/2015	\$0 - No Funding Required	Todd McDaniel Missy Roberts 3rd-6th teachers

Activity - Staff Assignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine the assignment of staff (strengths) to best serve the identified students	Policy and Process			01/01/2014	12/31/2015	\$0 - No Funding Required	Todd McDaniel;SBDM

Strategy2:

Professional Development - Teachers will complete professional development in their subject areas

Category:

Research Cited:

Activity - PD360	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD360 will be utilized to personalize each teacher's professional development needs	Academic Support Program			01/01/2014	12/31/2015	\$0 - No Funding Required	Denva Smith , all certified teachers

KDE Comprehensive School Improvement Plan

Hacker Elementary School

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TEachers attending an outside PD will share with other staff members during weekly PLC	Academic Support Program			01/01/2014	12/31/2015	\$0 - No Funding Required	Todd McDaniel, Missy Roberts

Activity - KET PD Modules	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers can access the KET self-paced modules to individualize their professional learning needs	Academic Support Program			12/01/2014	12/31/2015	\$0 - No Funding Required	Kira Napier

Strategy3:

Progress Monitoring - common assessments will be utilized as a progress monitoring tool for math. MAP will be utilized as a progress monitoring tool for reading mastery and corrective reading.

Category:

Research Cited:

Activity - MAP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP testing will be done 3 times a year. Data will be utilized to determine student's reading progress.	Academic Support Program			01/01/2014	12/31/2015	\$2000 - Other	Missy Roberts

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common assessments will be utilized as a progress monitoring tool for all students in 3rd - 6th math	Academic Support Program			01/01/2014	12/31/2015	\$0 - No Funding Required	Kelly Asher, 3rd-6th teachers

Goal 2:

Increase the average combined reading and math K-Prep scores for elementary students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores from 59.6% to 64.6% at Hacker Elementary School by 05/29/2015 as measured by the 2015 K-Prep scores.

Strategy1:

Curriculum Assessment and Alignment - Ensure that teachers implement the curriculum using best practices for instruction and assessment. Monitoring the implementation will occur throughout the year.

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Hacker Elementary School

Activity - Classroom web pages	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each classroom teacher will develop/update their classroom webpage. Links to current topics of study, homework help and supplemental websites will be available.	Academic Support Program			12/01/2014	12/31/2015	\$0 - No Funding Required	Todd McDaniel Missy Roberts all classroom teachers

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
monitor implementation throughout the year	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Todd McDaniel Missy Roberts

Activity - Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that teachers implement the curriculum using best practices for instruction and assessment	Professional Learning			01/01/2015	01/29/2016	\$0 - No Funding Required	Todd McDaniel Missy Roberts

Strategy2:

RTI/KSI - an intervention team will be established to look at academic and behavioral data for the school

Category:

Research Cited:

Activity - Tier 2 and Tier 3	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement a plan for Tier 2 and Tier 3 intervention services. Consider other scheduling options	Policy and Process			01/01/2015	12/31/2015	\$0 - No Funding Required	Todd McDaniel All staff

Activity - Tier 1 Cut scores	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
consider large areas (Tier 1) of student needs and meet with grade levels, content level departments or PLCs to develop plans to address gaps in instructional planning or learner needs based on standards	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Todd McDaniel All teachers

Strategy3:

CIITS - Teachers will access CIITS on a regular basis and use it as a tool for instructional planning purposes.

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Hacker Elementary School

Activity - CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use CIITS for instructional planning, creation and sharing of instructional resources and analysis of data and reporting	Academic Support Program			01/01/2014	12/31/2015	\$0 - District Funding	Missy Roberts

Strategy4:

School Readiness - Pre-School and Early Steps programs will be utilized to prepare incoming Kindergarten students for success in the classroom

Category:

Research Cited:

Activity - data analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments	Professional Learning			01/01/2015	12/31/2015	\$0 - No Funding Required	Missy Roberts, Kindergarten teachers

Activity - Screeners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarteners at school entry with the common statewide screener (BRIGANCE) as well as the Imagine It! screener	Policy and Process			01/01/2015	12/31/2015	\$0 - No Funding Required	Missy Roberts, Kindergarten teachers

Strategy5:

Literacy Initiative - All staff will access and disseminate resources to support literacy planning in schools

Category:

Research Cited:

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students falling below the 20th percentile will receive Direct instruction in reading through Reading Mastery or Corrective Reading	Academic Support Program			12/01/2014	12/31/2015	\$1000 - Title I Schoolwide	Missy Roberts

Activity - Provide on-going support for Imagine It!	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Primary Reading Personnel will attend summer training for Imagine It! updates.	Academic Support Program			01/01/2014	12/31/2015	\$0 - Other	Denva Smith Missy Roberts

KDE Comprehensive School Improvement Plan

Hacker Elementary School

Activity - V V Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
V V classroom is an online resource that is available to all teachers in the building. Each lesson is grade specific and contains a grammar lesson as well as a writing lesson.	Academic Support Program			12/01/2014	12/31/2015	\$300 - Title I Schoolwide	Missy Roberts Krista Smith Kayla Jackson

Activity - Implementation of Writing Program Reviews	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School team meets to analyze the implementation processes of the writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program			01/01/2014	12/31/2015	\$0 - No Funding Required	Kayla Jackson Kari Hibbard Krista Smith Tracey Craft

Activity - monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teams make necessary grade level or school wide adjustments to practice, if needed	Academic Support Program			01/01/2014	12/31/2015	\$0 - No Funding Required	Missy Roberts Todd McDaniel

Strategy6:

Math Initiative - Curriculum coach and district math leaders will monitor implementation of math curriculum

Category: Continuous Improvement

Research Cited:

Activity - Supplemental Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A retired teacher and our Promise Neighborhood Academic specialist will work with small groups of students in 3rd-6th grade, identified by K-Prep scores and teacher recommendations, in areas of math weaknesses	Academic Support Program			01/01/2015	12/31/2015	\$8000 - Grant Funds	Missy Roberts Kelly Asher Aaron Asher

Activity - Support and Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and monitor the implementation of math content and practice standards to determine the effectiveness.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Kristie Harris Kelly Asher Aaron Asher

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will access the Study Island website during school/ at home, to supplement the Core Curriculum with guided independent practice.	Academic Support Program			01/01/2015	12/31/2015	\$1500 - School Council Funds	Math Teachers as well as Computer Lab Teacher

KDE Comprehensive School Improvement Plan

Hacker Elementary School

Activity - I-Pads	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A classroom set of I-Pads will be purchased for the 5th and 6th grade math classes. Students will be able to access technology easier to enhance individualized instruction	Academic Support Program			01/01/2015	12/31/2015	\$8000 - Grant Funds	Kelly Hooker Missy Roberts Kelly Asher

Goal 3:

To identify specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing

Measurable Objective 1:

collaborate to identify specific strategies to increase the percentage of distinguished programs in the Arts/Humanities, PI/CS and Writing. by 05/31/2016 as measured by The Program Review Rubric.

Strategy1:

Program Review/Artists and Programs - Work with the FRC and Promise Neighborhood to bring in supplemental programs and /or artists to the classrooms

Category:

Research Cited:

Activity - Family Resource Center	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To collaborate to bring in supplemental programs in the area of arts/humanities, Practical Living/career studies and writing	Academic Support Program			02/01/2013	05/31/2016	\$1500 - Other	Kelly Hooker

Activity - Promise Neighborhood	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
to enhance the arts/humanities, practical living and career studies and writing, through resident artists, supplemental programs and/or field trips	Academic Support Program			02/01/2013	05/31/2016	\$2000 - Other	Natalie Gabbard (Berea), judy sizemore, classroom teachers

Strategy2:

Program Review - the staff will examine the procedures used to conduct a program review

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Hacker Elementary School

Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine the rubrics used in Program Review. Consider the existing sources and evidence to inform the overall program assessment	Professional Learning			01/01/2015	12/31/2015	\$0 - No Funding Required	Kelly Asher Kayla Jackson Jennifer Miller Tracey Craft

Activity - Partners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage parents and community partners to determine if there are contributions or evidence to support specific program review areas	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Todd McDaniel Program Review Leads

Goal 4:

Prepare and train all teachers on Professional Growth and Effectiveness System

Measurable Objective 1:

collaborate to train all teachers and principals on the multiple measures through training and coaching of the PGES by 06/30/2015 as measured by the PGES training and guidance during the preparatory and beginning implementation phase..

Strategy1:

Student Growth Goals - Provide coaching and training for teachers on writing student growth goals.

Category:

Research Cited:

Activity - Monthly PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly PLC training on writing student growth goals and monitoring progress.	Professional Learning			01/01/2015	12/31/2015	\$0 - No Funding Required	Todd McDaniel, Principal

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

Goal 1:

Increase achievement for all students in the non-duplicated gap group from 33% in 21012 to 66.5 in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.5% to 58.1% by 06/01/2015 as measured by K-Prep.

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Hacker Elementary School

Strategy1:

Professional Development - Teachers will complete professional development in their subject areas

Category:

Research Cited:

Activity - PD360	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD360 will be utilized to personalize each teacher's professional development needs	Academic Support Program			01/01/2014	12/31/2015	\$0 - No Funding Required	Denva Smith , all certified teachers

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TEachers attending an outside PD will share with other staff members during weekly PLC	Academic Support Program			01/01/2014	12/31/2015	\$0 - No Funding Required	Todd McDaniel, Missy Roberts

Activity - KET PD Modules	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers can access the KET self-paced modules to individualize their professional learning needs	Academic Support Program			12/01/2014	12/31/2015	\$0 - No Funding Required	Kira Napier

Strategy2:

Progress Monitoring - common assessments will be utilized as a progress monitoring tool for math. MAP will be utilized as a progress monitoring tool for reading mastery and corrective reading.

Category:

Research Cited:

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common assessments will be utilized as a progress monitoring tool for all students in 3rd - 6th math	Academic Support Program			01/01/2014	12/31/2015	\$0 - No Funding Required	Kelly Asher, 3rd-6th teachers

Activity - MAP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP testing will be done 3 times a year. Data will be utilized to determine student's reading progress.	Academic Support Program			01/01/2014	12/31/2015	\$2000 - Other	Missy Roberts

Strategy3:

Best Practice - Teachers will employ best practices to teach all student groups

KDE Comprehensive School Improvement Plan

Hacker Elementary School

Category:

Research Cited:

Activity - Staff Assignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine the assignment of staff (strengths) to best serve the identified students	Policy and Process			01/01/2014	12/31/2015	\$0 - No Funding Required	Todd McDaniel;SBDM

Activity - achievement analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
analyze student achievement by gap groups relative to K-Prep as well as district and School assessments	Policy and Process			01/01/2014	12/31/2015	\$0 - No Funding Required	Todd McDaniel Missy Roberts 3rd-6th teachers

Goal 2:

Increase the average combined reading and math K-Prep scores for elementary students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores from 59.6% to 64.6% at Hacker Elementary School by 05/29/2015 as measured by the 2015 K-Prep scores.

Strategy1:

RTI/KSI - an intervention team will be established to look at academic and behavioral data for the school

Category:

Research Cited:

Activity - Tier 1 Cut scores	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
consider large areas (Tier 1) of student needs and meet with grade levels, content level departments or PLCs to develop plans to address gaps in instructional planning or learner needs based on standards	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Todd McDaniel All teachers

Activity - Tier 2 and Tier 3	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement a plan for Tier 2 and Tier 3 intervention services. Consider other scheduling options	Policy and Process			01/01/2015	12/31/2015	\$0 - No Funding Required	Todd McDaniel All staff

Strategy2:

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Hacker Elementary School

Literacy Initiative - All staff will access and disseminate resources to support literacy planning in schools

Category:

Research Cited:

Activity - monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teams make necessary grade level or school wide adjustments to practice, if needed	Academic Support Program			01/01/2014	12/31/2015	\$0 - No Funding Required	Missy Roberts Todd McDaniel

Activity - Provide on-going support for Imagine It!	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Primary Reading Personell will attend summer training for Imagine It! updates.	Academic Support Program			01/01/2014	12/31/2015	\$0 - Other	Denva Smith Missy Roberts

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students falling below the 20th percentile will receive Direct instruction in reading through Reading Mastery or Corrective Reading	Academic Support Program			12/01/2014	12/31/2015	\$1000 - Title I Schoolwide	Missy Roberts

Activity - V V Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
V V classroom is an online resource that is available to all teachers in the building. Each lesson is grade specific and contains a grammar lesson as well as a writing lesson.	Academic Support Program			12/01/2014	12/31/2015	\$300 - Title I Schoolwide	Missy Roberts Krista Smith Kayla Jackson

Activity - Implementation of Writing Program Reviews	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School team meets to analyze the implementation processes of the writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program			01/01/2014	12/31/2015	\$0 - No Funding Required	Kayla Jackson Kari Hibbard Krista Smith Tracey Craft

Strategy3:

CIITS - Teachers will access CIITS on a regular basis and use it as a tool for instructional planning purposes.

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Hacker Elementary School

Activity - CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use CIITS for instructional planning, creation and sharing of instructional resources and analysis of data and reporting	Academic Support Program			01/01/2014	12/31/2015	\$0 - District Funding	Missy Roberts

Strategy4:

Curriculum Assessment and Alignment - Ensure that teachers implement the curriculum using best practices for instruction and assessment. Monitoring the implementation will occur throughout the year.

Category:

Research Cited:

Activity - Classroom web pages	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each classroom teacher will develop/update their classroom webpage. Links to current topics of study, homework help and supplemental websites will be available.	Academic Support Program			12/01/2014	12/31/2015	\$0 - No Funding Required	Todd McDaniel Missy Roberts all classroom teachers

Activity - Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that teachers implement the curriculum using best practices for instruction and assessment	Professional Learning			01/01/2015	01/29/2016	\$0 - No Funding Required	Todd McDaniel Missy Roberts

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
monitor implementation throughout the year	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Todd McDaniel Missy Roberts

Strategy5:

School Readiness - Pre-School and Early Steps programs will be utilized to prepare incoming Kindergarten students for success in the classroom

Category:

Research Cited:

Activity - data analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments	Professional Learning			01/01/2015	12/31/2015	\$0 - No Funding Required	Missy Roberts, Kindergarten teachers

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Activity - Screeners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarteners at school entry with the common statewide screener (BRIGANCE) as well as the Imagine It! screener	Policy and Process			01/01/2015	12/31/2015	\$0 - No Funding Required	Missy Roberts, Kindergarten teachers

Strategy6:

Math Initiative - Curriculum coach and district math leaders will monitor implementation of math curriculum

Category: Continuous Improvement

Research Cited:

Activity - I-Pads	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A classroom set of I-Pads will be purchased for the 5th and 6th grade math classes. Students will be able to access technology easier to enhance individualized instruction	Academic Support Program			01/01/2015	12/31/2015	\$8000 - Grant Funds	Kelly Hooker Missy Roberts Kelly Asher

Activity - Support and Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and monitor the implementation of math content and practice standards to determine the effectiveness.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Kristie Harris Kelly Asher Aaron Asher

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will access the Study Island website during school/ at home, to supplement the Core Curriculum with guided independent practice.	Academic Support Program			01/01/2015	12/31/2015	\$1500 - School Council Funds	Math Teachers as well as Computer Lab Teacher

Activity - Supplemental Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A retired teacher and our Promise Neighborhood Academic specialist will work with small groups of students in 3rd-6th grade, identified by K-Prep scores and teacher recommendations, in areas of math weaknesses	Academic Support Program			01/01/2015	12/31/2015	\$8000 - Grant Funds	Missy Roberts Kelly Asher Aaron Asher

All children were screened for kindergarten readiness.

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Hacker Elementary School

Goal 1:

Increase the average combined reading and math K-Prep scores for elementary students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores from 59.6% to 64.6% at Hacker Elementary School by 05/29/2015 as measured by the 2015 K-Prep scores.

Strategy1:

School Readiness - Pre-School and Early Steps programs will be utilized to prepare incoming Kindergarten students for success in the classroom

Category:

Research Cited:

Activity - Screeners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarteners at school entry with the common statewide screener (BRIGANCE) as well as the Imagine It! screener	Policy and Process			01/01/2015	12/31/2015	\$0 - No Funding Required	Missy Roberts, Kindergarten teachers

Activity - data analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments	Professional Learning			01/01/2015	12/31/2015	\$0 - No Funding Required	Missy Roberts, Kindergarten teachers

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

Goal 1:

Increase the average combined reading and math K-Prep scores for elementary students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores from 59.6% to 64.6% at Hacker Elementary School by 05/29/2015 as measured by the 2015 K-Prep scores.

Strategy1:

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Hacker Elementary School

School Readiness - Pre-School and Early Steps programs will be utilized to prepare incoming Kindergarten students for success in the classroom

Category:

Research Cited:

Activity - data analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments	Professional Learning			01/01/2015	12/31/2015	\$0 - No Funding Required	Missy Roberts, Kindergarten teachers

Activity - Screeners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarteners at school entry with the common statewide screener (BRIGANCE) as well as the Imagine It! screener	Policy and Process			01/01/2015	12/31/2015	\$0 - No Funding Required	Missy Roberts, Kindergarten teachers

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

Goal 1:

Increase the average combined reading and math K-Prep scores for elementary students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores from 59.6% to 64.6% at Hacker Elementary School by 05/29/2015 as measured by the 2015 K-Prep scores.

Strategy1:

Math Initiative - Curriculum coach and district math leaders will monitor implementation of math curriculum

Category: Continuous Improvement

Research Cited:

Activity - Support and Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and monitor the implementation of math content and practice standards to determine the effectiveness.	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Kristie Harris Kelly Asher Aaron Asher

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Hacker Elementary School

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will access the Study Island website during school/ at home, to supplement the Core Curriculum with guided independent practice.	Academic Support Program			01/01/2015	12/31/2015	\$1500 - School Council Funds	Math Teachers as well as Computer Lab Teacher

Activity - Supplemental Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A retired teacher and our Promise Neighborhood Academic specialist will work with small groups of students in 3rd-6th grade, identified by K-Prep scores and teacher recommendations, in areas of math weaknesses	Academic Support Program			01/01/2015	12/31/2015	\$8000 - Grant Funds	Missy Roberts Kelly Asher Aaron Asher

Activity - I-Pads	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A classroom set of I-Pads will be purchased for the 5th and 6th grade math classes. Students will be able to access technology easier to enhance individualized instruction	Academic Support Program			01/01/2015	12/31/2015	\$8000 - Grant Funds	Kelly Hooker Missy Roberts Kelly Asher

Strategy2:

RTI/KSI - an intervention team will be established to look at academic and behavioral data for the school

Category:

Research Cited:

Activity - Tier 2 and Tier 3	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement a plan for Tier 2 and Tier 3 intervention services. Consider other scheduling options	Policy and Process			01/01/2015	12/31/2015	\$0 - No Funding Required	Todd McDaniel All staff

Activity - Tier 1 Cut scores	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
consider large areas (Tier 1) of student needs and meet with grade levels, content level departments or PLCs to develop plans to address gaps in instructional planning or learner needs based on standards	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Todd McDaniel All teachers

Strategy3:

School Readiness - Pre-School and Early Steps programs will be utilized to prepare incoming Kindergarten students for success in the

KDE Comprehensive School Improvement Plan

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classroom

Category:

Research Cited:

Activity - Screeners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarteners at school entry with the common statewide screener (BRIGANCE) as well as the Imagine It! screener	Policy and Process			01/01/2015	12/31/2015	\$0 - No Funding Required	Missy Roberts, Kindergarten teachers

Activity - data analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments	Professional Learning			01/01/2015	12/31/2015	\$0 - No Funding Required	Missy Roberts, Kindergarten teachers

Strategy4:

Literacy Initiative - All staff will access and disseminate resources to support literacy planning in schools

Category:

Research Cited:

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students falling below the 20th percentile will receive Direct instruction in reading through Reading Mastery or Corrective Reading	Academic Support Program			12/01/2014	12/31/2015	\$1000 - Title I Schoolwide	Missy Roberts

Activity - monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teams make necessary grade level or school wide adjustments to practice, if needed	Academic Support Program			01/01/2014	12/31/2015	\$0 - No Funding Required	Missy Roberts Todd McDaniel

Activity - V V Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
V V classroom is an online resource that is available to all teachers in the building. Each lesson is grade specific and contains a grammar lesson as well as a writing lesson.	Academic Support Program			12/01/2014	12/31/2015	\$300 - Title I Schoolwide	Missy Roberts Krista Smith Kayla Jackson

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Activity - Implementation of Writing Program Reviews	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School team meets to analyze the implementation processes of the writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program			01/01/2014	12/31/2015	\$0 - No Funding Required	Kayla Jackson Kari Hibbard Krista Smith Tracey Craft

Activity - Provide on-going support for Imagine It!	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Primary Reading Personnell will attend summer training for Imagine It! updates.	Academic Support Program			01/01/2014	12/31/2015	\$0 - Other	Denva Smith Missy Roberts

Strategy5:

CIITS - Teachers will access CIITS on a regular basis and use it as a tool for instructional planning purposes.

Category:

Research Cited:

Activity - CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use CIITS for instructional planning, creation and sharing of instructional resources and analysis of data and reporting	Academic Support Program			01/01/2014	12/31/2015	\$0 - District Funding	Missy Roberts

Strategy6:

Curriculum Assessment and Alignment - Ensure that teachers implement the curriculum using best practices for instruction and assessment.

Monitoring the implementation will occur throughout the year.

Category:

Research Cited:

Activity - Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that teachers implement the curriculum using best practices for instruction and assessment	Professional Learning			01/01/2015	01/29/2016	\$0 - No Funding Required	Todd McDaniel Missy Roberts

Activity - Classroom web pages	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each classroom teacher will develop/update their classroom webpage. Links to current topics of study, homework help and supplemental websites will be available.	Academic Support Program			12/01/2014	12/31/2015	\$0 - No Funding Required	Todd McDaniel Missy Roberts all classroom teachers

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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
monitor implementation throughout the year	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Todd McDaniel Missy Roberts

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase achievement for all students in the non-duplicated gap group from 33% in 21012 to 66.5 in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.5% to 58.1% by 06/01/2015 as measured by K-Prep.

Strategy1:

Professional Development - Teachers will complete professional development in their subject areas

Category:

Research Cited:

Activity - KET PD Modules	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers can access the KET self-paced modules to individualize their professional learning needs	Academic Support Program			12/01/2014	12/31/2015	\$0 - No Funding Required	Kira Napier

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TEachers attending an outside PD will share with other staff members during weekly PLC	Academic Support Program			01/01/2014	12/31/2015	\$0 - No Funding Required	Todd McDaniel, Missy Roberts

Activity - PD360	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD360 will be utilized to personilize each teacher's professional development needs	Academic Support Program			01/01/2014	12/31/2015	\$0 - No Funding Required	Denva Smith , all certified teachers

Strategy2:

Progress Monitoring - common assessments will be utilized as a progress monitoring tool for math. MAP will be utilized as a progress monitoring tool for reading mastery and corrective reading.

Category:

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Research Cited:

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common assessments will be utilized as a progress monitoring tool for all students in 3rd - 6th math	Academic Support Program			01/01/2014	12/31/2015	\$0 - No Funding Required	Kelly Asher, 3rd-6th teachers

Activity - MAP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP testing will be done 3 times a year. Data will be utilized to determine student's reading progress.	Academic Support Program			01/01/2014	12/31/2015	\$2000 - Other	Missy Roberts

Strategy3:

Best Practice - Teachers will employ best practices to teach all student groups

Category:

Research Cited:

Activity - achievement analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
analyze student achievement by gap groups relative to K-Prep as well as district and School assessments	Policy and Process			01/01/2014	12/31/2015	\$0 - No Funding Required	Todd McDaniel Missy Roberts 3rd-6th teachers

Activity - Staff Assignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine the assignment of staff (strengths) to best serve the identified students	Policy and Process			01/01/2014	12/31/2015	\$0 - No Funding Required	Todd McDaniel;SBDM

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

Goal 1:

To identify specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing

Measurable Objective 1:

collaborate to identify specific strategies to increase the percentage of distinguished programs in the Arts/Humanities, PI/CS and Writing. by 05/31/2016 as measured by The Program Review Rubric.

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Strategy1:

Program Review - the staff will examine the procedures used to conduct a program review

Category:

Research Cited:

Activity - Partners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage parents and community partners to determine if there are contributions or evidence to support specific program review areas	Academic Support Program			01/01/2015	12/31/2015	\$0 - No Funding Required	Todd McDaniel Program Review Leads

Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine the rubrics used in Program Review. Consider the existing sources and evidence to inform the overall program assessment	Professional Learning			01/01/2015	12/31/2015	\$0 - No Funding Required	Kelly Asher Kayla Jackson Jennifer Miller Tracey Craft

Strategy2:

Program Review/Artists and Programs - Work with the FRC and Promise Neighborhood to bring in supplemental programs and /or artists to the classrooms

Category:

Research Cited:

Activity - Promise Neighborhood	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
to enhance the arts/humanities, practical living and career studies and writing, through resident artists, supplemental programs and/or field trips	Academic Support Program			02/01/2013	05/31/2016	\$2000 - Other	Natalie Gabbard (Berea), judy sizemore, classroom teachers

Activity - Family Resource Center	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To collaborate to bring in supplemental programs in the area of arts/humanities, Practical Living/career studies and writing	Academic Support Program			02/01/2013	05/31/2016	\$1500 - Other	Kelly Hooker

School Safety Diagnostic

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	September 2012	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	September 2012	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	August of each school year...latest was August 2014	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 6, 2014	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

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Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		