

Hardinsburg Elementary School--Comprehensive Improvement Plan 2019-2020

1: Proficiency Goal

Goal 1 (*State your proficiency goal*): By 2021, Hardinsburg Elementary School will increase student achievement as measured by percentage proficient/distinguished in the areas of reading from 67.7% to 70%, math from 65.6% to 70%.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding		
By June 2020, Hardinsburg Elementary School will increase student achievement as measured by percentage proficient/distinguished in the areas of reading from 67.7% to 68.9% and math from 65.6% to 67.8%.	English Language Arts Flashbacks- KCWP 1, 2, 3, 4	Students in all grades will do daily or weekly flashbacks in reading/language arts. Flashbacks will include a passage with daily questions aligned to (KAS) Kentucky Academic Standards. Flashback material will be informed by common unit assessments. ELA common unit assessments will be given quarterly in lower primary and monthly/bi-monthly in grades 2-5. Analysis of assessments (flashbacks and common unit assessments) will take place in	State accountability: K-PREP, Common Unit Assessments, Learning Checks, MAP Results	August 7, 2019 -on-going throughout the year.	Title I		

		weekly PLC team meetings to guide instruction.					
	<u>Math Flashbacks-KCWP 1, 2, 3, 4</u>	Students in all grades will do daily or weekly flashbacks in math. Flashbacks will include daily questions aligned to (KAS) Kentucky Academic Standards. Flashback material will be informed by <u>common unit</u> assessments. Math common unit assessments will be given quarterly in lower primary and monthly/bi-monthly in grades 2-5. Analysis of assessments (flashbacks and common unit assessments) will take place in weekly Professional Learning Community-PLC-team meetings to guide instruction.	Common Unit Assessment data, MAP results, State accountability: K-PREP	August 7, 2019 -on-going throughout the year.	Title I		
	<u>Differentiation/Feedback</u>	There will be a school-wide focus on differentiation in the classroom, to include centers, math/reading content acceleration and utilization of exemplar work. Students will also be provided with specific feedback to guide their learning.	Common Unit Assessment data, MAP results, State accountability: K-PREP	August 7, 2019 -on-going throughout the year.			
	<u>Fluency-Reading & Math fact</u>	There will be a school-wide focus on monthly Reading fluency and Math fact fluency. Students will have monthly goals to reach.	Progress monitoring data, MAP results	August 7, 2019 -on-going throughout the year.			

2: Separate Academic Indicator Goal

Goal 2 (*State your separate academic indicator goal*): By 2021, Hardinsburg Elementary School will increase student achievement as measured by percentage proficient/distinguished in the areas of writing from 59.7% to 65%, Science from 41.4% to 55% and Social Studies from 77.6% to 78%.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
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- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding		
By June 2020, Hardinsburg Elementary School will increase student achievement as measured by percentage proficient/distinguished in the areas of writing from 59.7% to 62.4%, Science from 41.4% to 48.2% and Social Studies from 77.6% to 78%.	<u>School-wide On-Demand KCWP 1, 2, 3, 4</u>	Each month, teams will administer an on-demand prompt with students. The focus will first be on modeling a proficient response, teaching a grade appropriate expectation, focusing on the parts of a response, and then analyzing independent student work in PLCs using the On-Demand scoring guide.	Common Unit Assessment data, benchmarking data, State accountability: K-PREP	August 7, 2019- on-going throughout the year.	Title I		
	<u>School-Wide Writing Plans and Strategies- KCWP 1, 2, 3, 4, 5, & 6</u>	Primary and intermediate teachers will continue to attend writing PD's and collaborate horizontally and vertically to help inform and	State accountability: K-PREP, writing benchmark data	August 7, 2019 -on-going throughout the year.	General Funds/PD		

		implement school-wide writing strategies/plans, which will be incorporated into PLC's, DW days, and summer PD. Classrooms will continue to administer writing benchmarks three times per year (Fall, Winter, Spring)					
	<u>On-Demand Review</u>	At a faculty meeting, staff will review 5th grade on-demand writings and compare to on-demand exemplars to gauge the growth of our students.	5th grade on-demand writing samples.	March, 2020			
	<u>NGSS- Science Strategies KCWP 1, 2, 3, 4</u>	TCT's are administered at a minimum of twice per year. Mystery Science is used school-wide to advance the NGSS curriculum. Teachers also incorporate science flashbacks to reinforce previous science learning. Monthly Science unit assessments, along with learning checks are used to gauge science mastery.	Learning checks, TCT's, common unit assessments, flashbacks, K-PREP	August 7, 2019 -on-going throughout the year.	General Funds/PD		
	<u>Social Studies Strategies KCWP 1, 2, 3, 4, 5, & 6</u>	Teachers use a variety of resources and materials, such as Simple Solutions social studies curriculum, History Alive, Kentucky Social Studies Weekly, flashbacks, unit assessments, learning checks, guest speakers, and field trips to present students with a rich, relevant social studies experience.	Learning checks, common unit assessments, flashbacks, K-PREP	August 7, 2019 -on-going throughout the year.	General Funds/PD		

3: Gap Goal

Goal 3 (*State your Gap goal*): By 2021, Hardinsburg Elementary School will increase student achievement as measured by percentage proficient/distinguished for students with disabilities in the areas of reading from 44.3% to 60%, math from 27% to 60%, and writing from 42.9% to 65%.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
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- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding		
By June 2020, Hardinsburg Elementary School will increase student achievement as measured by percentage proficient/distinguished for students with disabilities in the areas of reading from 44.3% to 52%, math from 27% to 44%, and writing from 42.9% to 54%.	WIN Interventions- Title I RTI and 'GAP to grade level' support services in the areas of reading, math, and writing. KCWP 1, 2, 3, 4, 5, & 6	This activity consists of a master schedule that allows each grade 40 minutes per day for students not in need of interventions to participate in researched based reading and math RTI and GAP group programs, and a Title I teacher or ESS daytime waiver interventionist to work with RTI students (those below 20%ile on MAP). Classroom teachers monitor the GAP group and on-grade level students while Title I and ESS daytime waiver interventionists provide RTI interventions and Easy CBM progress monitoring. Every six	Easy CBM progress monitoring, fluency progress monitoring, Common Unit Assessments, K-PREP	August 7, 2019 -on-going throughout the year.	Title I ESS		

		weeks PLC teams will analyze progress monitoring (EasyCBM) data to inform intervention decisions. Classroom teachers will also monitor the fluency progress of every student.					
	<u>Co-Teaching Model- KCWP 1, 2, 3, 4, 5, & 6</u>	To maximize time spent on grade level content, special education teachers have a more flexible schedule to allow for more time spent in content area classrooms in 3 rd , 4 th , and 5 th grades. Special educators work with special ed. students across grades to minimize scheduling conflicts.	State accountability: K-PREP, Common Unit Assessments, Learning Checks, Progress Monitoring of IEP goals, MAP results	August 7, 2019 -on-going throughout the year.	General Fund		
	<u>School-Wide Writing Plans and Strategies- KCWP 3, 4, 5 & 6</u>	Primary and intermediate teachers will continue to attend writing PD's and collaborate horizontally and vertically to help inform and implement school-wide writing strategies/plans, which will be incorporated into PLC's, DW days, and summer PD. Classrooms will continue to administer writing benchmarks three times per year (Fall, Winter, Spring)	State accountability: K-PREP, writing benchmark data	August 7, 2019 -on-going throughout the year.	General Funds/PD		
	<u>Novice Reduction Groups- KCWP 1, 2, 3, 4, 5, & 6</u>	By using K-PREP scores and MAP data, at risk students with disabilities in grades 3-5 will be identified and assigned to novice reduction groups, where	State accountability: K-PREP, MAP results, unit assessments	August 7, 2019 -on-going throughout the year.	General Funds		

		assessment writing strategies are practiced and gaps in skills are reinforced. Spring MAP data, along with end of year learning checks will demonstrate these students have gained the skills necessary in order to move out of the novice category.					
	<u>RISE intervention program</u>	For the 2019-2020 school year, students in grades 2, 3, 4, 5 needing reading interventions will participate in RISE, a comprehensive literacy program that includes reading, writing, phonics, listening, and speaking.	Baseline and progress monitoring assessments.	November 4, 2019-May 1, 2020			
	<u>Co-teaching Professional Development</u>	A district-wide co-teaching PD will be held for Special Education and Regular Education teachers to review and to learn effective co-teaching strategies.	Common unit assessments, MAP results, K-PREP results, SPED progress monitoring	Summer, 2020	District PD		

4: Growth Goal

Goal 4 (*State your Growth goal*): By 2021, Hardinsburg Elementary School will increase student growth in reading from 47.9% and math 46.7%, combining for 47.3% to 57% in overall growth.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding			
<p>By June 2020, Hardinsburg Elementary School will increase student growth in reading from 47.9% to 52.9% and math from 46.7% to 52%. This will combine to 52.5% growth score.</p>	<p>English Language Arts Flashbacks- KCWP 1, 2, 3, 4</p>	<p>Students in all grades will do daily or weekly flashbacks in reading/language arts. Flashbacks will include a passage with daily questions aligned to (KAS) Kentucky Academic Standards. Flashback material will be informed by common unit assessments. ELA common unit assessments will be given quarterly in lower primary and monthly/bi-monthly in grades 2-5. Analysis of assessments (flashbacks and common unit assessments) will take place in weekly PLC</p>	<p>State accountability: K-PREP, Common Unit Assessments, Learning Checks, MAP Results</p>	<p>August 7, 2019 -on-going throughout the year.</p>	<p>Title I</p>			

		team meetings to guide instruction.						
	<u>Math Flashbacks- KCWP 1, 2, 3, 4</u>	Students in all grades will do daily or weekly flashbacks in math. Flashbacks will include daily questions aligned to (KAS) Kentucky Academic Standards. Flashback material will be informed by common unit assessments. Math common unit assessments will be given quarterly in lower primary and monthly/bi-monthly in grades 2-5. Analysis of assessments (flashbacks and common unit assessments) will take place in weekly Professional Learning Community-PLC-team meetings to guide instruction.	Common Unit Assessment data, MAP results, State accountability: K-PREP	August 7, 2019 -on-going throughout the year.	Title I			
	<u>School-wide On-Demand KCWP 1, 2, 3, 4</u>	– Each month, teams will administer an on-demand prompt with students. The focus will first be on modeling a proficient response, teaching a grade appropriate expectation, focusing on the parts of a response, and then analyzing independent student work in PLCs using	Common Unit Assessment data, benchmarking data, State accountability: K-PREP	August 7, 2019 -on-going throughout the year.	Title I			

		the On-Demand scoring guide.						
	<u>Program Review</u> <u>KCWP 1, 2, 3, 4, 5, & 6</u>	-All students will benefit by receiving direct instruction in the areas of health, careers/career readiness, drama, STEAM classes. Special Area teachers will plan activities/lessons to address grade level appropriate standards and expectations for students in grades K-5.	Classroom formative/summative assessments	August 7, 2019 -on-going throughout the year.	General Fund			
	<u>RISE intervention program</u>	For the 2019-2020 school year, students in grades 2,3, 4,5 needing reading interventions will participate in RISE, a comprehensive literacy program that includes reading, writing, phonics, listening, and speaking.	Baseline and progress monitoring assessments.	November 4, 2019-May 1, 2020				
	<u>WIN Interventions-</u> monitoring (EasyCBM) data to inform intervention decisions. <u>KCWP 1, 2, 3, 4, 5, & 6</u>	This activity consists of a master schedule that allows each grade 40 minutes per day for students not in need of interventions to participate in researched based reading and math RTI and GAP group programs, and a Title I teacher or ESS daytime waiver interventionist to work with RTI students (those below 20%ile on MAP). Classroom	Easy CBM progress monitoring, Common Unit Assessments, K-PREP	August 7, 2019 -on-going throughout the year.	Title I			

		teachers monitor the GAP group and on-grade level students while Title I and ESS daytime waiver interventionists provide RTI interventions and Easy CBM progress monitoring. Every six weeks PLC teams will analyze progress monitoring (EasyCBM) data to inform intervention decisions. Classroom teachers will also monitor the fluency progress of every student.						
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5: Transition Readiness Goal

Goal 5 (*State your Transition Readiness goal*): By 2021, Hardinsburg Elementary School, will increase student transition readiness to 75%.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
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By June 2020, 70% of students will be transition ready.	<u>K Readiness Box Set/Readiness Resources- KCWP 5 & 6</u>	Upon Kindergarten registration in the Spring of 2020, families will be given a Kindergarten Early Learning Flashcard box set or other Kindergarten readiness materials. These will contain reading, math, shape, and color flashcards for students to practice before entering school in August.	Receipt upon enrolling.	April, 2020	FRC/General Fund		
	<u>K Home Visits- KCWP 5 & 6</u>	During late July, K teachers, admin, counselor, FRC coordinator, and curriculum specialist will make home visits to all incoming K students. Students and families will be welcomed to HES, reminded of Kindercamp, and provided with	Visits to kindergartners and their parents/caregivers.	July, 2020	Breck Co. BOE		

		information about HES and entering school.					
	<u>Kindercamp- KWCP 3, 4, 5, & 6</u>	Incoming K students will be invited to attend Kindercamp, three half days where K students are introduced to their teachers, HES, school routines, etc. Brigance screeners are given to all incoming K students.	Number /percentage of students attending	July 27 and 28, 2020	Breck Co. BOE/FRC & Food Service		
	<u>College/Career Readiness- KCWP 6</u>	Students in grades 3-5 will have the opportunity to visit a variety of secondary and postsecondary schools. Grade 3 will visit the BCATC. Grade 4 will visit ECTC. Grade 5 will visit WKU..	Number of students participating in opportunity	Fall 2019/Spring 2020	General Fund		
	<u>College/Career Readiness Curriculum/Instruction- KCWP 5 & 6</u>	Students in grades K-5 will receive instruction in essential/soft skills, along with learning about a variety of career options available to them through career day and classroom guidance.	Number of students participating in opportunity	August 7, 2019 -on-going throughout the year.	General Fund		