



Comprehensive School Improvement Plan

North Hancock Elementary School
Hancock County School District

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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 2014. 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?

North Hancock Elementary has 612 students preschool through fifth grade. NHES is located in Hancock County and enjoys solid community support from individuals and corporate sponsors. NHES is a Title One school with approximately 54% of students qualifying for free/reduced lunches.

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 North Hancock, we are a community of leaders.

We recognize, honor and celebrate the leaders within us!

We:

Love learning.

Excel in all we do.

Achieve goals together.

Do what is right.

Through becoming a Leader In Me school, NHES is working to develop each child's leadership potential to become the best version of themselves. By teaching and living the Seven Habits students will become productive contributors to society as well as become empowered individuals.

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.

North Hancock Elementary has four National Board Certified teachers. It has also received a 21st Century Learning grant that allows for extended school instructional time and exposure to arts and humanities clubs to enrich the lives of our students.

Increased student achievement in the areas of reading and math are the primary goal for the next three years. Integrating the CCS into daily classroom practice is an integral part to ensure a rigorous curriculum for all students.

It has been in the past and will continue to be a focus at all grade levels that every child gain a full year's growth and reach grade level benchmarks on the MAP test each year. It is our schools goal to reach Lighthouse status in the Leader In Me process within the next three years.

Additional Information

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

North Hancock Elementary is supported by the community and by many volunteers who contribute to the overall success of our school.

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?

North Hancock was listed as a needs improvement school under the Unbridled Learning and Accountability System. The data indicates a need for focus on individual students to ensure that the largest portion (Growth) of the accountability system criteria is met by our students. While academic achievement is comparable to the state level, growth points were not earned by most of our students. The data does not tell us what specific areas of the curriculum the students are struggling with.

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?

Areas of strength are noted in academic achievement in the areas of science, social studies and language mechanics which had an accountability score of 92.8, 85.4 and 81 respectively. 69.4 percent of fourth graders were P/D in Science. 65.7 percent of fifth graders were P/D in Social Studies. To sustain and promote further growth in these areas an analysis of current units and assessments is completed on a regular basis to ensure mastery of the content.

Opportunities for Improvement

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

Only 38.5 percent of students scored P/D on the math portion of the KPREP test. Only 53.3 percent of the students scored P/D on the reading portion of the KPREP test. This is of grave concern to our staff especially the large percent of students who scored in the novice range (17.2 % math and 18.9 reading) One contributor to this outcome is the rigor of the CCS and our students lack of preparation for this rigor. To address this issue, any student who is not meeting the winter target of the 40% on the MAP test will have an Improvement Plan written for and with them to assist them in meeting the more rigorous demands of the CCS. This plan will be shared with both the child and the parent and will include practical, specific ways that the student can improve their learning in the area of math. No bonus points were awarded for having more distinguished students than novice. These results has prompted scrimmage assessments and to assist students to master the writing necessary for KPREP success. Also teachers have revised unit plans and curriculum to be more rigorous for students.

Conclusion

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

The poor performance results on the KPREP are a multifaceted problem. Several changes have already begun to address struggling students more strategically to ensure that they are meeting the expecting standards set forth by the Unbridled Learning Assessment System.

1. Careful review and correlation between taught curriculum and assessed curriculum has been conducted at each grade level based on the CCS.
2. Individual Growth Plans for struggling students are being implemented to positively contribute to academic achievement and to ensure growth of each student.

North Hancock Elementary 2013 Consolidated School Improvement Plan

Overview

Plan Name

North Hancock Elementary 2013 Consolidated School Improvement Plan

Plan Description

Improvement Plan for North Hancock Elementary completed for the January 2013 meeting of the Hancock County Board of Education Meeting

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	Measurable Objective	Total Funding
1	Increase achievement for all student groups so that the achievement gap decreases and the overall gap score increases from 35.5% to 67.8 % by 2017	Objectives: 1 Strategies: 2 Activities: 5	Organizational	Collaborate to reduce overall achievement gap to 42.8% by 05/31/2013 as measured by KPREP tests.	\$126000
2	All kindergarten students are screened using the Brigance Screener.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	Collaborate to ensure all students are screened by 09/30/2013 as measured by the Brigance Screener.	\$5000
3	Increase the averaged combined reading and math K-Prep scores for students from 45.9% to 73% by 2017.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	Collaborate to increase the combined reading and math K-PREP scores to 51.3 by 05/31/2013 as measured by the K-PREP scores.	\$0
4	All North Hancock Elementary students will have equitable access to high quality, rigorous curriculum that is documented by program reviews.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to ensure all areas of the program reviews are rated proficient by 05/31/2013 as measured by program reviews.	\$0
5	All students and staff will participate in the Leader In Me process.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	Collaborate to implement the Leader In Me by 05/31/2013 as measured by professional development signature sheets.	\$53000

Goal 1: Increase achievement for all student groups so that the achievement gap decreases and the overall gap score increases from 35.5% to 67.8 % by 2017

Measurable Objective 1:

Collaborate to reduce overall achievement gap to 42.8% by 05/31/2013 as measured by KPREP tests.

Strategy 1:

Certified Reading Recovery Personnel - A reading recovery trained teacher will provide individual and small group instruction based upon student achievement data.

Research Cited: Reading Recovery

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery trained teacher will provide individual and small group instruction based upon student achievement data	Academic Support Program	08/08/2012	05/31/2013	\$63000	State Funds	Principal SBDM

Activity - Reduction of Class size	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One funds will be used to lower class size in the primary grades.	Class Size Reduction	08/01/2012	05/31/2013	\$63000	Title I Part C	principal SBDM

Activity - Individual Student Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each child scoring below the 40% on the MAP test will have an individual student growth plan written that addresses individual student learning concerns in math and reading.	Academic Support Program	01/02/2013	05/31/2013	\$0	No Funding Required	principal team leaders teachers

Strategy 2:

DesCartes Instruction - Based on MAP data, teachers will instruct students in the appropriate RIT range in reading and math.

Research Cited: NWEA

Activity - Individual Student Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Descartes instruction with appropriate RIT range will be used for all students.	Academic Support Program	08/08/2012	05/31/2013	\$0	No Funding Required	principal team leaders teachers

Activity - Enrichment Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will receive direct instruction during enrichment time to meet their individual needs based on their RIT range.	Direct Instruction	01/02/2013	05/31/2013	\$0	No Funding Required	Principal Team Leaders Teachers
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Goal 2: All kindergarten students are screened using the Brigance Screener.

Measurable Objective 1:

Collaborate to ensure all students are screened by 09/30/2013 as measured by the Brigance Screener.

Strategy 1:

Brigance Screening - All kindergarten teacher will be trained to administer the Brigance screener to all incoming kindergarten students.

Research Cited: Brigance

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All kindergarten students will participate in kindergarten Jumpstart prior to school starting each year.	Other	07/01/2013	08/16/2013	\$5000	Other	Principal 21st CCLC coordinator kindergarten teachers SBDM

Activity - Kindergarten Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents of kindergarten students will meet to increase understanding of kindergarten curriculum and expectations.	Parent Involvement	08/01/2012	05/31/2013	\$0	No Funding Required	kindergarten teachers principal Family resource director

Goal 3: Increase the averaged combined reading and math K-Prep scores for students from 45.9% to 73% by 2017.

Measurable Objective 1:

Collaborate to increase the combined reading and math K-PREP scores to 51.3 by 05/31/2013 as measured by the K-PREP scores.

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Strategy 1:

Reading interventions - Students whose achievement data on the MAP test falls at or below the third stanine will receive individual or small group instruction for reading skills

Research Cited: NWEA

Activity - Enrichment Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive direct instruction within their RIT range from the DesCartes menu for reading and math skills.	Direct Instruction	08/15/2012	05/31/2013	\$0	No Funding Required	principal SBDM teachers

Strategy 2:

Curriculum Alignment math and reading - All instruction will be aligned to the CCS.

Research Cited: CCS

Activity - Curriculum Alignment math and reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will continue to refine and implement instructional units based on the CCS.	Professional Learning	08/10/2011	05/31/2013	\$0	No Funding Required	principal SBDM teachers

Goal 4: All North Hancock Elementary students will have equitable access to high quality, rigorous curriculum that is documented by program reviews.

Measurable Objective 1:

Collaborate to ensure all areas of the program reviews are rated proficient by 05/31/2013 as measured by program reviews.

Strategy 1:

Program Review Mid-year rating - All teachers will complete professional development on Practical Living/Career Studies and Arts/Humanities curriculum and will rate the school's effectiveness based on the program review ratings. Any area not receiving a proficient rating will be addressed through a written plan for improvement.

Activity - Program Review Plan for Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Any area from the program reviews not rated as proficient will have a plan written and implemented that will move NHES toward proficiency.	Professional Learning	01/23/2013	05/30/2013	\$0	No Funding Required	principal SBDM teachers

Goal 5: All students and staff will participate in the Leader In Me process.

Measurable Objective 1:

Collaborate to implement the Leader In Me by 05/31/2013 as measured by professional development signature sheets.

Strategy 1:

Seven Habits - All staff will receive three days professional development via Seven Habits of Highly Effective People Signature training.

Research Cited: Covey Foundation Research

Activity - Book Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff members will participate in book studies the Seven Habits of Highly Effective People and The Leader in Me.	Professional Learning	07/31/2012	05/31/2013	\$50000	Endowment Fund	principal team leaders SBDM teachers support staff
Activity - Implementation Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in Implementation Day sponsored by the Covey Foundation to assist in implementing the Leader In Me with students.	Professional Learning	09/12/2012	12/19/2012	\$3000	Other	principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Recovery	Reading Recovery trained teacher will provide individual and small group instruction based upon student achievement data	Academic Support Program	08/08/2012	05/31/2013	\$63000	Principal SBDM
Total					\$63000	

Endowment Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Book Studies	All staff members will participate in book studies the Seven Habits of Highly Effective People and The Leader in Me.	Professional Learning	07/31/2012	05/31/2013	\$50000	principal team leaders SBDM teachers support staff
Total					\$50000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Readiness	All kindergarten students will participate in kindergarten Jumpstart prior to school starting each year.	Other	07/01/2013	08/16/2013	\$5000	Principal 21st CCLC coordinator kindergarten teachers SBDM
Implementation Day	All staff will participate in Implementation Day sponsored by the Covey Foundation to assist in implementing the Leader In Me with students.	Professional Learning	09/12/2012	12/19/2012	\$3000	principal
Total					\$8000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Kindergarten Orientation	All parents of kindergarten students will meet to increase understanding of kindergarten curriculum and expectations.	Parent Involvement	08/01/2012	05/31/2013	\$0	kindergarten teachers principal Family resource director
Enrichment Time	Students will receive direct instruction during enrichment time to meet their individual needs based on their RIT range.	Direct Instruction	01/02/2013	05/31/2013	\$0	Principal Team Leaders Teachers
Program Review Plan for Improvement	Any area from the program reviews not rated as proficient will have a plan written and implemented that will move NHES toward proficiency.	Professional Learning	01/23/2013	05/30/2013	\$0	principal SBDM teachers
Individual Student Growth Plan	Descartes instruction with appropriate RIT range will be used for all students.	Academic Support Program	08/08/2012	05/31/2013	\$0	principal team leaders teachers
Individual Student Growth Plan	Each child scoring below the 40% on the MAP test will have an individual student growth plan written that addresses individual student learning concerns in math and reading.	Academic Support Program	01/02/2013	05/31/2013	\$0	principal team leaders teachers
Curriculum Alignment math and reading	Teacher will continue to refine and implement instructional units based on the CCS.	Professional Learning	08/10/2011	05/31/2013	\$0	principal SBDM teachers
Enrichment Time	Students will receive direct instruction within their RIT range from the DesCartes menu for reading and math skills.	Direct Instruction	08/15/2012	05/31/2013	\$0	principal SBDM teachers
Total					\$0	

Title I Part C

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reduction of Class size	Title One funds will be used to lower class size in the primary grades.	Class Size Reduction	08/01/2012	05/31/2013	\$63000	principal SBDM
Total					\$63000	