



Comprehensive School Improvement Plan

South Hancock Elementary School
Hancock County School District

Barbara Spindel, Principal
8631 State Route 69
Hawesville, KY 42348

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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?

South Hancock is a small rural school with approximately 250 students pre k- 5th in southern Hancock County. The staff of 10 classrooms plus preschool is supported by a state/ Title I funded math intervention teacher and a reading intervention teacher. There are also three special needs teachers, .5 art, music and p.e. along with .3 guidance. The school funds a full time Title I media aide. South Hancock is a Title I school and serves a fairly stable population with only a few transient students. The school is the recipient of a 21st century afterschool grant that is providing students with a wide range of experiences. Between 40-50 percent of students stay for afterschool on varying days. South Hancock as a Title I school has the highest number of free/ reduced lunch students in our district , ranging between 60- 70 percent. Yet there is no significant gap in the areas of reading and math. There is a great dweal of parental support for the entire school program and the school is the center for community activities and has strong community support.

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.

Our mission statement is : (STARS)

Seek the potential in every student and help them see the potential in his/her life

Train children to recognize their individual strengths to build self esteem

Acquire the tools necessary to enhance learning for studnets, staff and parents

Reach all students with current, rigorous curriculum that encourages life long learning

Strive to develop academically, socially,emotionally well rounded students who are capable of success.

The school purpose is to help students prepare for their future while they enjoy their current learning. The staff strives to create an environment that supports students emotionally, socially, and academically in a safe , secure environment. This can only be accomplished through the belief in the worth of each child and their ability to achieve and learn.

Programing at the school centers around the core standards as they pertain to individual students. Each student not meeting the standards has an individual plan developed by the classroom teacher on how the school will help that specific student achieve. Progress toward the plan is documented in the data binder that each student maintains. The staff belief is that school sucess is measured by the sucess of each individual student.

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.

Our school attained a Proficient rank on the 2012 K-Prep test and was ranked 91st in writing and 1st in science, and 101st out of 733 elementary schools. Our school received a 21st Century Afterschool grant in 2010 that has allowed us to provide many extra supports and enrichments for our students. The academic time has addressed homework issues and enrichment times have provided students with cultural experiences they may not have otherwise occurred. Our focus will be on improving reading and math scores and reducing our gender gap.

Additional Information

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

Every school has its own particular culture and climate and South Hancock is no different. The school strives to be welcoming, supportive environment that causes parents to feel welcomed and students to feel loved and cared for. The staff works to ensure that each, individual student works and learns to their potential. Our goal is for them to have a happy fulfilled life in whatever they choose to do.

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?

South Hancock's data under the 2012 KPREP rated the school as proficient and the rating was higher than previous CATS results and were within 4% of being Distinguished. The analysis of gap data documented the percentage of proficient and distinguished were higher than the district and state in all content areas. The analysis of sub group data documented gender gaps in the area of reading in grades 3-5. The gaps in grade three and four had girls outscoring boys and in grade 5 there was a 52 point gap with boys outscoring girls. In the math content area the gaps were demonstrated in grades 3 and 5 with girls outscoring in grade three and boys outscoring in grade 5. The school will continue to address this by focusing on the individual needs of each student. The data did not point out specific areas that the school could address for growth. The growth factor is a moving target for all schools.

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?

South Hancock was ranked as 101 out of 733 elementary schools in Kentucky and first in science. The school demonstrated significant growth in the area of writing and was ranked 91st among the 733 elementary schools.. We are continuing with several programs from last year, our state grants for math recovery (math intervention) and read to achieve . We will also have a retired teacher work with targeted students on writing skills. Teachers will continue with writing individual learning plans for all students not meeting state standards or MAP targets. These plans will include classroom and well as school interventions. We now have a 21st Century Afterschool grant that provides academic support to students for homework and specific skill support and provides activities to expand their cultural awareness. The cause of celebration is the school's ranking in the region and being the top elementary in our district.

Opportunities for Improvement

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

The disaggregation and analysis of the South Hancock subgroup data identified gender issues. They are going to be addressed through PD, PD 360, book studies, faculty trainings, etc. Preparation for the new science and social studies core standards will continue. The PLCs will work to align the curriculum for their particular levels and then the staff will address vertical alignment. The school will continue with the implementation of the Leader In Me program. Individual learning plans will be implemented for all students not meeting state standards or MAP targets. Ultimately monitoring these plans and their interventions will provide for the most student growth.

Conclusion

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

Several factors will need immediate monitoring for implementation. These are the Leader In Me program and the individual learning plans. The Leader In Me programs should instill in each student the belief in themselves and their ability to achieve and be successful as well as being personally responsible. The learning plans will be an instrument to assist in the growth of their academics which will increase the feeling of self worth by improving their achievement. When you can instill the belief in any student, especially poverty students, that they can achieve and be successful, the battle is half over.

South Hancock Gap Reduction

Overview

Plan Name

South Hancock Gap Reduction

Plan Description

Gap Reduction

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 at South Hancock so that the achievement gap decreased from 39.1 to 69.6 in 2017	Objectives: 1 Strategies: 4 Activities: 6	Organizational	Collaborate to Decrease the overall achievement gap of South Hancock students to 45.2 by 05/30/2013 as measured by spring 2013 K-PREP assessment results.	\$176200

Goal 1: Increase achievement for all student groups at South Hancock so that the achievement gap decreased from 39.1 to 69.6 in 2017

Measurable Objective 1:

Collaborate to Decrease the overall achievement gap of South Hancock students to 45.2 by 05/30/2013 as measured by spring 2013 K-PREP assessment results.

Strategy 1:

Certified Intervention Personnel - Two certified personnel, one for math intervention and one for reading intervention will be hired to target our at-risk population. Thus reducing barriers and closing the achievement gap.

Research Cited: Math Recovery and Reading Recovery

Activity - Math Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A math recovery intervention teacher will provide individual and small group instruction based upon results of student achievement data.	Academic Support Program	02/01/2013	08/30/2013	\$63000	Title I Part A, State Funds	SHE Principal SBDM Council

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	02/01/2013	08/29/2013	\$63000	Title I Part A, State Funds	SHE Principal SBDM Council

Strategy 2:

Gender Strategies - professional development (book studies) will be conducted to address needs of diverse students. Each PLC will conduct a book study and report to the entire faculty. Suggested books: How Boys and Girls Learn Differently by Michael Gurian, Differentiated Instructional Strategies by Gayle Gregory and Carolyn Chapman, Framework for Understanding Poverty b Ruby Payne and Building Background Knowledge by Robert Marzano. Others may be addes

Activity - PLC book study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will choose a book and conduct a study that will be presented to the entire staff	Professional Learning	01/07/2013	05/30/2013	\$200	School Council Funds	principal and PLC leaders

Strategy 3:

collaboration - special education teachers will conduct professioanl development sessions with regular teachers use of modified materials in the classroom.

Activity - faculty PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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special education teachers will train regular education teachers on the use of modified materials in regular education classrooms	Academic Support Program	01/07/2013	05/30/2013	\$0	No Funding Required	principal, special education teachers and regular education teachers
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Strategy 4:

Classified Intervention Personnel - Classified Personnel will be hired to provide direct and small group reading and math intervention with at-risk students in order to reduce barriers and close the achievement gaps.

Activity - math intervention aide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
a half time math aide will be hired to provide support for identified studnets either in individually or in small groups to address deficient or missing skills	Academic Support Program	01/07/2013	05/30/2013	\$15000	Title I Part A	the aide will be trained by the math recovery teacher and will report to the teacher and the principal

Activity - Reading Intervention Aide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Title I funded aide trained in Reading Recovery strategies will provide individual and/or small group instruction on specific reading skills to identified students	Academic Support Program	01/07/2013	05/30/2013	\$35000	Title I Part A	principal and school council

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
faculty PD	special education teachers will train regular education teachers on the use of modified materials in regular education classrooms	Academic Support Program	01/07/2013	05/30/2013	\$0	principal, special education teachers and regular education teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Intervention Aide	A Title I funded aide trained in Reading Recovery strategies will provide individual and/or small group instruction on specific reading skills to identified students	Academic Support Program	01/07/2013	05/30/2013	\$35000	principal and school council
Math Recovery	A math recovery intervention teacher will provide individual and small group instruction based upon results of student achievement data.	Academic Support Program	02/01/2013	08/30/2013	\$6000	SHE Principal SBDM Council
math intervention aide	a half time math aide will be hired to provide support for identified studnets either in individually or in small groups to address deficient or missing skills	Academic Support Program	01/07/2013	05/30/2013	\$15000	the aide will be trained by the math recovery teacher and will report to the teacher and the principal
Reading Recovery	Reading Recovery Trained teacher will provide individual and small group instruction based upon student achievement data	Academic Support Program	02/01/2013	08/29/2013	\$6000	SHE Principal SBDM Council
Total					\$62000	

School Council Funds

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC book study	PLCs will choose a book and conduct a study that will be presented to the entire staff	Professional Learning	01/07/2013	05/30/2013	\$200	principal and PLC leaders
Total					\$200	

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	02/01/2013	08/29/2013	\$57000	SHE Principal SBDM Council
Math Recovery	A math recovery intervention teacher will provide individual and small group instruction based upon results of student achievement data.	Academic Support Program	02/01/2013	08/30/2013	\$57000	SHE Principal SBDM Council
Total					\$114000	

South Hancock Combined KPrep

Overview

Plan Name

South Hancock Combined KPrep

Plan Description

Improvement Plan

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 the combined reading and math K-PREP score from 42.1 to 71.1 in 2017	Objectives: 3 Strategies: 4 Activities: 4	Organizational	Collaborate to increase the Daily Five skills for lower primary teachers by 05/30/2013 as measured by individual student MAP scores., Demonstrate a proficiency in math skills for individual students by 05/30/2013 as measured by reports from web based program., Collaborate to increase the combined reading and math K-PREP scores to reach 47.9 by 05/30/2013 as measured by spring 2013 K-PREP assessment results.	\$2700

Goal 1: Increase the combined reading and math K-PREP score from 42.1 to 71.1 in 2017

Measurable Objective 1:

Collaborate to increase the Daily Five skills for lower primary teachers by 05/30/2013 as measured by individual student MAP scores.

Strategy 1:

Daily Five PD - Lower primary teachers will have ongoing training in the use of Daily Five Strategies provided by the PLC leaders.

Activity - peer teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will observe their peers to imbed and refine Daily Five strategies	Academic Support Program	01/07/2013	05/30/2013	\$0	No Funding Required	principal and PLC leaders will establish schedule for peer visits.

Measurable Objective 2:

Demonstrate a proficiency in math skills for individual students by 05/30/2013 as measured by reports from web based program.

Strategy 1:

Math Whizz - students will be assigned to a web based math program based on missing skills or the need for amth enrichment.

Activity - Math Whizz schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
students will be scheduled by the math intervention teacher for morning ESS or school enrichment based upon need	Academic Support Program	01/07/2013	05/30/2013	\$0	State Funds	math intervention teacher and ESS staff

Measurable Objective 3:

Collaborate to increase the combined reading and math K-PREP scores to reach 47.9 by 05/30/2013 as measured by spring 2013 K-PREP assessment results.

Strategy 1:

media assistant - Title I and state funds will be used to staff the library media aide to allow students full access to the media center.

Activity - literacy lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
students will participate in literacy lessons and small group skill literacy work	Academic Support Program	01/07/2013	05/30/2013	\$0	Title I Part A	Title I funded media assistant will provide these sessions.

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Strategy 2:

writing coach - A retired teacher will serve the third, fourth and fifth grade students one day per week as a writing coach to improve OR and constructed response skills.

Activity - writing support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
third, fourth and fifth grade students not scoring a "four" will receive support and coaching individually or in small groups to improve writing scores	Academic Support Program	01/07/2013	05/30/2013	\$2700	Title I Part A	third, fourth and fifth grade teachers will submit a list of student in need of coaching, a copy of prompt and scored responses to the writing coach. The coach will review and reteach the responses to the prompt.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
peer teacher	Teachers will observe their peers to imbed and refine Daily Five strategies	Academic Support Program	01/07/2013	05/30/2013	\$0	principal and PLC leaders will establish schedule for peer visits.
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
literacy lessons	students will participate in literacy lessons and small group skill literacy work	Academic Support Program	01/07/2013	05/30/2013	\$0	Title I funded media assistant will provide these sessions.
writing support	third, fourth and fifth grade students not scoring a "four" will receive support and coaching individually or in small groups to improve writing scores	Academic Support Program	01/07/2013	05/30/2013	\$2700	third, fourth and fifth grade teachers will submit a list of student in need of coaching, a copy of prompt and scored responses to the writing coach. The coach will review and reteach the responses to the prompt.
Total					\$2700	

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State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Whizz schedule	students will be scheduled by the math intervention teacher for morning ESS or school enrichment based upon need	Academic Support Program	01/07/2013	05/30/2013	\$0	math intervention teacher and ESS staff
Total					\$0	

Third Grade Proficiency

Overview

Plan Name

Third Grade Proficiency

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	All third grade students will be proficient in reading and math.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	Collaborate to provide instructional strategies that will result in improved achievement for third grade students. by 08/30/2013 as measured by 2013 K-Prep state assessment.	\$127500
2	All third grade students will be proficient in reading and math.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	Collaborate to increase the percentage of students scoring proficient/distinguished in reading from 39.5 to 50 by 05/30/2013 as measured by 2013 K-Prep.	\$69000

Goal 1: All third grade students will be proficient in reading and math.

Measurable Objective 1:

Collaborate to provide instructional strategies that will result in improved achievement for thrid grade students. by 08/30/2013 as measured by 2013 K-Prep state assessment.

Strategy 1:

Math Recovery - A math recovery intervention teacher will provide individual and small group instruction based upon achievement data.

Research Cited: math recovery

Activity - math intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
the math recovery teacher will work with identified students to remediate math skills	Tutoring	01/07/2013	05/30/2013	\$63000	State Funds	principal , math recovery teacher

Activity - math aide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
a half tiem aide will be hired to provide direct instruction to targeted math students.	Direct Instruction	01/07/2013	05/30/2013	\$1500	Title I Part A	principal and math intervention teacher

Strategy 2:

Read To Achieve - The Read To Achieve teacher (reading recovery trained) will provide intervention services based upon results of achievement data.

Research Cited: Reading Recovery

Activity - reading intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
reading recovery trained teacher will provide interventions to students identified based upon student achievement assessmeets	Academic Support Program	01/07/2013	05/30/2013	\$63000	State Funds	principal

Goal 2: All third grade students will be proficient in reading and math.

Measurable Objective 1:

Collaborate to increase the percentage of students scoring proficient/ distinguished in reading from 39.5 to 50 by 05/30/2013 as measured by 2013 K-Prep.

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Strategy 1:

Read To Achieve - a reading recovery trained teacher (Read To Achieve grant) will provide individual and small group instruction based upon student achievement.

Research Cited: reading recovery

Activity - TAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
student progress will be monitored and logged in their Targeted Assistance Plan	Academic Support Program	01/07/2013	05/30/2013	\$63000	State Funds	principal

Strategy 2:

America Learns - an Americorp worker will be used to provide small group instruction in reading based upon MAP test, Read To Achieve teacher and classroom teacher recommendations.

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Americorp worker will conduct small group instruction on basic reading skills	Academic Support Program	01/07/2013	05/30/2013	\$6000	Title I Part A	principal and America Learns director

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
math aide	a half time aide will be hired to provide direct instruction to targeted math students.	Direct Instruction	01/07/2013	05/30/2013	\$1500	principal and math intervention teacher
Reading Intervention	Americorp worker will conduct small group instruction on basic reading skills	Academic Support Program	01/07/2013	05/30/2013	\$6000	principal and America Learns director
Total					\$7500	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
TAP	student progress will be monitored and logged in their Targeted Assistance Plan	Academic Support Program	01/07/2013	05/30/2013	\$63000	principal
reading intervention	reading recovery trained teacher will provide interventions to students identified based upon student achievement assessments	Academic Support Program	01/07/2013	05/30/2013	\$63000	principal
math intervention	the math recovery teacher will work with identified students to remediate math skills	Tutoring	01/07/2013	05/30/2013	\$63000	principal , math recovery teacher
Total					\$189000	