

Hardinsburg Elementary School CSIP 2017-2018

Proficiency

<p>Goal: By 2021, Hardinsburg Elementary School will increase student achievement as measured by percentage proficient/distinguished in the areas of reading from 69% to 73%, math from 65% to 70%, and writing from 57% to 63%.</p>						
<p>Objective(s):</p>		<p>Strategy(ies):</p>				
<p>By June 2018, Hardinsburg Elementary School will increase student achievement as measured by percentage proficient/distinguished in the areas of reading from 69% to 70%, math from 65% to 67%, and writing from 57% to 59%.</p>		<p>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>				
Activities:	Measure of Success	Progress Monitoring and Notes	Person/Staff Responsible	Begin Date	End Date	Funding Source
<p>Bearcat Time – This activity consists of a school-wide block of time from 2:00-2:30 each day where teams use common unit assessment data to form groups of students who missed similar skills on the assessment. Interventions</p>	<p>State accountability: K-PREP, Common Unit Assessments, Learning Checks</p>		<p>Administration Classroom Teachers</p>	<p>August 11, 2017</p>	<p>May 21, 2018</p>	<p>General Fund</p>

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<p>and re-teaching are focused on the missing skills. PLC teams will analyze pre and post assessments to determine specific skills not mastered.</p>						
<p>English Language Arts Flashbacks- Students in all grades will do daily or weekly flashbacks in reading/language arts. Flashbacks will include a passage with daily questions aligned to common core 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 team</p>	<p>State accountability: K-PREP, Common Unit Assessments, Learning Checks, MAP Results</p>		<p>Curriculum Specialist Classroom Teachers</p>	<p>August 11, 2017</p>	<p>May 21, 2018</p>	<p>Title I</p>

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meetings to guide instruction.						
<p>Math Flashbacks-Students in all grades will do daily or weekly flashbacks in math. Flashbacks will include daily questions aligned to common core 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.</p>	<p>Common Unit Assessment data, MAP results, State accountability: K-PREP</p>		<p>Curriculum Specialist Classroom Teachers</p>	<p>August 11, 2017</p>	<p>May 21, 2018</p>	<p>Title I</p>
<p>School-wide On-Demand – Each month, teams will</p>	<p>Common Unit Assessment data, benchmarking data,</p>		<p>Curriculum Specialist Classroom Teachers</p>	<p>August 11, 2017</p>	<p>May 21, 2018</p>	<p>Title I</p>

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<p>administer an on-demand prompt with students. The focus will at 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.</p>	<p>State accountability: K-PREP</p>					
<p><u>Professional Development-</u> Summer 2017 Abell/Atherton writing training was held at HES to help inform school-wide writing strategies/plans, which will be incorporated into PLC's, DW days, and future PD. PD plan will include a focus on writing professional development.</p>	<p>State accountability: K-PREP, writing benchmark data</p>		<p>Administration Curriculum Specialist Classroom Teachers</p>	<p>July 19, 2017</p>	<p>May 21, 2018</p>	<p>General Fund/PD</p>
<p><u>Program Review-</u>All students will benefit by receiving direct instruction in the areas of health, careers/career readiness,</p>	<p>Classroom formative/summative assessments</p>		<p>Administration Special Area Teachers</p>	<p>August 11, 2017</p>	<p>May 21, 2018</p>	<p>General Fund</p>

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drama, digital media/art classes. Special Area teachers will plan activities/lessons to address grade level appropriate standards and expectations for students in grades K-5.						
<p>Writing Benchmarking- Students in all grades will receive writing instruction using Getting to the Core of Writing and Abell/Atherton strategies as a resource and will complete 3 benchmark assessments throughout the year (Fall, Winter, Spring). Benchmarks will be used to determine student growth and to make instructional and intervention decisions.</p>	State accountability: K-PREP, writing benchmark data		Curriculum Specialist Classroom Teachers	August 11, 2017	May 21, 2018	Title I
<p>SMaRTI Interventions- This activity consists of a master schedule that allows each grade 40 minutes per day for students not in need of interventions to participate</p>	Easy CBM progress monitoring, SM/MobyMax progress monitoring, Common Unit Assessments, K-PREP		Administration Classroom Teachers Title I/ESS Daytime waiver Interventionists Curriculum Specialist	August 11, 2017	May 21, 2018	ESS (Daytime Waiver) Title I

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<p>in the SM/Moby Max program, 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 SM/Moby Max lab 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.</p>						
<p>Culture/Climate-Prior to the start of the new school year, staff will participate in team building activities. These activities will assist in building, maintaining professional relationships that unify staff in meeting the school's mission—To promote a consistent, positive, safe environment</p>	<p>Student Voice Surveys</p>		<p>Administrative Team PBIS Leadership Team</p>	<p>August 11, 2017</p>	<p>May 21, 2018</p>	<p>Professional Development General Fund</p>

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<p>to Help all students Excel and achieve Success! Continue with the implementation of PBIS—a systems approach for establishing the social culture and individualized behavioral supports for students to achieve both social and academic success. A positive environment, in which students are recognized and rewarded for their positive choices, will show a reduction in office referrals and behavior incidents.</p>						
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Gap

<p>Goal: By 2021, Hardinsburg Elementary School will increase student achievement as measured by percentage proficient/distinguished for all student groups in the areas of reading from 63% to 68%, math from 60% to 65%, and writing from 48% to 55%.</p>						
<p>Objective(s): By June 2018, Hardinsburg Elementary School will increase student achievement as measured by percentage proficient/distinguished for all student groups in the areas of reading from 63% to 65%, math from 60% to 62%, and writing from 48% to 50%.</p>		<p>Strategy(ies): 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 </p>				
Activities:	Measure of Success	Progress Monitoring and Notes	Person/Staff Responsible	Begin Date	End Date	Funding Source
<p>SMaRTI Interventions- 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 the SM/Moby Max program, and a Title I teacher or ESS daytime waiver interventionist to</p>	<p>Easy CBM progress monitoring, SM/MobyMax progress monitoring, Common Unit Assessments, K-PREP</p>		<p>Administration Classroom Teachers Title I/ESS Daytime waiver Interventionists Curriculum Specialist</p>	<p>August 11, 2017</p>	<p>May 21, 2018</p>	<p>Title I ESS</p>

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<p>work with RTI students (those below 20%ile on MAP). Classroom teachers monitor the SM/Moby Max lab 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.</p>						
<p><u>Bearcat Time</u> – This activity consists of a school-wide block of time from 2:00-2:30 each day where teams use common unit assessment data to form groups of students who missed similar skills on the assessment. Interventions and re-teaching are focused on the missing skills. PLC teams will analyze pre and post assessments to determine specific skills not mastered.</p>	<p>State accountability: K-PREP, Common Unit Assessments, Learning Checks</p>		<p>Administration Classroom Teachers</p>	<p>August 11, 2017</p>	<p>May 21, 2018</p>	

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<p>Co-Teaching Model- 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 3rd, 4th, and 5th grades. Special educators work with special ed. students across grades to minimize scheduling conflicts.</p>	<p>State accountability: K-PREP, Common Unit Assessments, Learning Checks, Progress Monitoring of IEP goals, MAP results</p>		<p>Administration Special Area Teachers</p>	<p>August 11, 2017</p>	<p>May 21, 2018</p>	
<p>School-Wide Writing Plans and Strategies- Primary and intermediate teachers will continue attending 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.</p>	<p>State accountability: K-PREP, writing benchmark data</p>		<p>Administration Curriculum Specialist Teachers</p>	<p>August 11, 2017</p>	<p>May 21, 2018</p>	<p>General Funds/PD</p>

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<p><u>Novice Reduction Groups-</u> By using K-PREP scores and MAP data, at risk students in grades 3-5 will be identified and assigned to Bearcat Time novice reduction groups, where 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.</p>	<p>State accountability: K-PREP, MAP results, unit assessments</p>		<p>Administration Curriculum Specialist Guidance Counselor Grade 3-5 Teachers</p>	<p>January 4,2017</p>	<p>May 21, 2018</p>	

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Graduation Rate

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Goal:						
Objective(s):		Strategy(ies):				
		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				
Activities:	Measure of Success	Progress Monitoring and Notes	Person/Staff Responsible	Begin Date	End Date	Funding Source

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Growth

Goal: By 2021, Hardinsburg Elementary School will increase student growth in reading and math from 67% to 71%.						
Objective(s):		Strategy(ies):				
By June 2018, Hardinsburg Elementary School will increase student growth in reading and math from 67% to 68%.		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				
Activities:	Measure of Success	Progress Monitoring and Notes	Person/Staff Responsible	Begin Date	End Date	Funding Source
Bearcat Time – This activity consists of a school-wide block of time from 2:00-2:30 each day where teams use common unit assessment data to form groups of students who missed similar skills on the assessment. Interventions and re-teaching are focused on the missing skills. PLC teams will analyze pre and post assessments to determine specific skills not mastered.	State accountability: K-PREP, Common Unit Assessments, Learning Checks		Administration Classroom Teachers	August 11, 2017	May 21, 2018	General Fund

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<p>English Language Arts Flashbacks- Students in all grades will do daily or weekly flashbacks in reading/language arts. Flashbacks will include a passage with daily questions aligned to common core 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 team meetings to guide instruction.</p>	<p>State accountability: K-PREP, Common Unit Assessments, Learning Checks, MAP Results</p>		<p>Curriculum Specialist Classroom Teachers</p>	<p>August 11, 2017</p>	<p>May 21, 2018</p>	<p>Title I</p>
<p>Math Flashbacks- Students in all grades will do daily or weekly flashbacks in math. Flashbacks will include daily</p>	<p>Common Unit Assessment data, MAP results, State accountability: K-PREP</p>		<p>Curriculum Specialist Classroom Teachers</p>	<p>August 11, 2017</p>	<p>May 21, 2018</p>	<p>Title I</p>

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<p>questions aligned to common core 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.</p>						
<p>School-wide On-Demand – Each month, teams will administer an on-demand prompt with students. The focus will at first be on modeling a proficient response, teaching a grade appropriate expectation, focusing on the parts of a response, and then</p>	<p>Common Unit Assessment data, benchmarking data, State accountability: K-PREP</p>		<p>Curriculum Specialist Classroom Teachers</p>	<p>August 11, 2017</p>	<p>May 21, 2018</p>	<p>Title I</p>

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analyzing independent student work in PLCs using the On-Demand scoring guide.						
<p><u>Professional Development-</u> Summer 2017 Abell/Atherton writing training was held at HES to help inform school-wide writing strategies/plans, which will be incorporated into PLC's, DW days, and future PD. PD plan will include a focus on writing professional development.</p>	State accountability: K-PREP, writing benchmark data		Administration Curriculum Specialist Classroom Teachers	July 19, 2017	May 21, 2018	General Fund/PD
<p><u>Program Review-</u>All students will benefit by receiving direct instruction in the areas of health, careers/career readiness, drama, digital media/art classes. Special Area teachers will plan activities/lessons to address grade level appropriate standards and expectations for students in grades K-5.</p>	Classroom formative/summative assessments		Administration Special Area Teachers	August 11, 2017	May 21, 2018	General Fund

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<p>Writing Benchmarking- Students in all grades will receive writing instruction using Getting to the Core of Writing and Abell/Atherton strategies as a resource and will complete 3 benchmark assessments throughout the year (Fall, Winter, Spring). Benchmarks will be used to determine student growth and to make instructional and intervention decisions.</p>	<p>State accountability: K-PREP, writing benchmark data</p>		<p>Curriculum Specialist Classroom Teachers</p>	<p>August 11, 2017</p>	<p>May 21, 2018</p>	<p>Title I</p>
<p>SMaRTI Interventions- 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 the SM/Moby Max program, 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 SM/Moby Max lab while Title I and ESS</p>	<p>Easy CBM progress monitoring, SM/MobyMax progress monitoring, Common Unit Assessments, K-PREP</p>		<p>Administration Classroom Teachers Title I/ESS Daytime waiver Interventionists Curriculum Specialist</p>	<p>August 11, 2017</p>	<p>May 21, 2018</p>	<p>ESS (Daytime Waiver) Title I</p>

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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.						
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Transition Readiness

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Goal: By 2021, Hardinsburg Elementary School, will increase student transition readiness to 75%.						
Objective(s):		Strategy(ies):				
By June 2018, 70% of students will be transition ready.		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				
Activities:	Measure of Success	Progress Monitoring and Notes	Person/Staff Responsible	Begin Date	End Date	Funding Source
<u>K Readiness Box Set/Readiness Resources</u> -Upon Kindergarten registration in the Spring of 2018, 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.			BOE, FRC, Counselor	Spring 2018	Upon Enrolling	FRC/General Fund

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<p><u>K Home Visits</u>-During late July, K teachers, admin, counselor, FRC coordinator, and curr. Specialist will make home visits to all incoming K students. Students and families will be welcomed to HES, reminded of Kindercamp, and provided with information about HES and entering school.</p>			<p>K Teachers, Admin, Counselor, FRC, Curr. Specialist</p>	<p>Summer 2018</p>	<p>Summer 2018</p>	<p>Breck Co. BOE</p>
<p><u>Kindercamp</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.</p>			<p>K Teachers, Admin, FRC</p>	<p>Summer 2018</p>	<p>Summer 2018</p>	<p>Breck Co. BOE/ FRC</p>
<p><u>SMaRTI Interventions</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 the SM/Moby Max</p>			<p>Administration Classroom Teacher</p>	<p>August 11, 2017</p>	<p>May 21, 2018</p>	<p>Title I</p>

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<p>program, 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 SM/Moby Max lab 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.</p>						
<p><u>Differentiated L. Arts & Math Instruction</u>-L. Arts and Math centers/instruction differentiated according to student needs, based on classroom performance, quarterly assessments, and direct measures (checklists). This will include daily flashbacks in</p>			<p>Administration Kindergarten Teachers</p>	<p>August 11, 2017</p>	<p>May 21, 2018</p>	

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math and reading based on student progress data.						
<p><u>Quarterly Assessments-</u> Kindergarten students will take a formal classroom assessment once each quarter to provide data on mastery of Common Core Standards. Results will be used to advise intervention groups and daily flashbacks.</p>			Administration Curriculum Specialist Kindergarten Teachers	August 11, 2017	May 21, 2018	
<p><u>College/Career Readiness-</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 KY Wesleyan College.</p>			BOE, FRC, Counselor	Fall, 2017	Spring, 2018	General Fund
<p><u>College/Career Readiness Curriculum/Instruction-</u>Stu</p>			FRC, Counselor, Librarian	August, 2017	May, 2018	General Fund

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<p>dents 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.</p>						
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Other Goal Title (Optional)

Goal:						
Objective(s):		Strategy(ies):				
		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				
Activities:	Measure of Success	Progress Monitoring and Notes	Person/Staff Responsible	Begin Date	End Date	Funding Source

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