



KDE Comprehensive School Improvement Plan

Hager Elementary School
Ashland Independent

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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?

Hager Elementary houses kindergarten through sixth grade. The primary program consists of eight homerooms that work collaboratively to implement the seven critical attributes of the primary program. Our intermediate program consists of six homerooms that use a team teaching approach to address ALL content areas. Hager's average enrollment is 330 students. In addition to our 14 classroom teachers, we have a gifted and talented program, two special education teachers, eight instructional assistants, a math enhancement teacher, a reading intervention teacher, a nurse, five itinerant teachers, a counselor, and a Family Resource Coordinator. Hager also has an after-school program that is available to all students grades first through sixth. The first hour of the after-school program is for homework/test-prep/skill practice and the second hour is full of a variety of enrichment activities.

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.

The mission of Hager Elementary School is to provide students with a nurturing, positive school environment in which they can reach their highest levels of academic achievement, while developing their creativity, independent thinking, physical well-being and social skills through a partnership involving home, school, and community. At Hager Elementary School, we believe ALL children can learn at high levels to reach their full potential. We routinely analyze our state and local assessments to determine any gaps in student achievement and address these in our Comprehensive School Improvement Plan. Hager's focus is the success of all students and that is the main reason we have focused on a RTI (Response to Intervention) program. This program attempts to identify students who occasionally fail to master a skill to those that need pull-outs for more individualized instruction. Embedding multiculturalism within the various units taught at the primary and intermediate level is also an important emphasis of our curriculum. All students are challenged to develop their talents and natural interests through activities that address a variety of learning styles. Hager is dedicated to reducing barriers that may interfere with high academic success.

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.

Hager Elementary was identified as a "School of Proficiency" scoring at the 88th percentile on the 2012-13 K-PREP test. Hager was also recognized as a National Beta School of Distinction 13-14. Hager was recognized as a 2012 NCEA Higher Performing School. In the previous school year Hager Elementary was identified as a "School of Distinction" scoring at the 99th percentile on the 2011-12 K-PREP test. Hager Elementary ranked 10th out of 733 elementary schools. Hager was also recognized as a National Blue Ribbon School in 2009.

During 2013 Hager was awarded the following grant awards:

1. Active Schools Acceleration Project (ASAP) Grant - \$1000 to launch 100 Mile Club
2. Area Education Grant ("Step It Up" Project) - \$500 to begin pedometer program in PE.
3. Presidential Youth Fitness Program Grant - 3 years of support for implementing PYFP.
4. Action for Healthy Kids Grant - \$2500 to begin running program and fitness assessments.

Hager will strive to reduce achievement gaps in the areas of free/reduced and disability students in the content areas of math and reading over the next three years. Teachers are working hard to increase the percentage of students achieving GROWTH as defined by the K-PREP test. Hager also looks to improve writing as measured by K-Prep with all accountable students. Hager will continue to work diligently and collaboratively with staff to familiarize everyone with the new Professional Growth Effectiveness System.

Additional Information

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

Hager would not be complete without our strong parent/school partnerships. The PTO and parents volunteer their time in classrooms and with various programs and activities. Hager Elementary School is in fact, a school "Where Everyone Counts!"

The Ashland Independent School District and Hager Elementary benefit from the Safe School Healty School Grant and the McKinney VetoHomeless Grant.

Hager shares Family Resource Center staff with another district elementary that allows for student needs and issues to be addressed in a timely manner.

Hager has an afterschool program "Wildcat Jungle" that serves students in grades 1st-6th. The afterschool program meets on Tuesdays and Thursdays and is part of the SSHS Grant. Hager has recently applied for the 21st Century Community Learning Center Grant to help assist in continuing the afterschool program beyond the 2013-14 school year.

Hager uses the ESS Daytime Waiver to service students in reading and math during the school day that are in need of extra assistance and tutoring.

HAGER CSIP 14-15

Overview

Plan Name

HAGER CSIP 14-15

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	Total Funding
1	Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.	Objectives: 1 Strategies: 11 Activities: 23	Organizational	\$82500
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 5 Strategies: 8 Activities: 9	Organizational	\$104000
3	Hager will provide support for students in making healthy lifestyle choices by increasing parental awareness and involvement concerning student health and wellness.	Objectives: 2 Strategies: 4 Activities: 4	Organizational	\$21500
4	Increase teacher capacity for implementation of PGES to 100% by June 30, 2015.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Increase the percentage of agreement by teachers on the TELL survey statements related to professional development.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$1000
6	Demonstrate proficiency in all required program reviews.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

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

Measurable Objective 1:

collaborate to increase achievement at Hager Elementary from 66.3% combined proficiency to 78.7% combined proficiency in Reading and Math by 05/31/2015 as measured by student performance on state assessment.

Strategy 1:

Formative Assessment - Teachers will incorporate state-like assessments that correspond with the Common Core State Standards for Reading and Math.

Category:

Activity - Monitoring Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of assessments through PLC's and standard mastery checklists, quick checks, district probes, and enduring skill proficiency rubric	Policy and Process	08/13/2014	05/31/2015	\$0	No Funding Required	Teachers and Principal

Activity - Fluency Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are given fluency assessments (WCPM) and the Dibels Oral Reading Fluency Assessments to determine progress and growth throughout the school year. Results are communicated to parents and teachers monitor individual student progress.	Academic Support Program	08/13/2014	05/31/2015	\$0	No Funding Required	Instructional Assistants, Classroom Teachers, Reading Intervention Teacher, Principal

Strategy 2:

Response to Intervention (RTI) - Teachers, Response to Intervention Specialists, and paraprofessionals will provide enhancement and remediation in math and reading.

Response to Intervention will occur in grades K-6th. MAP data, common assessments, teacher input and classroom observation will determine individual student needs for enhancement and remediation. Progress will be monitored through assessments, PLC's, MAP Analysis.

Category:

Research Cited: Northwest Evaluation Association, IDEA, Title 1

Activity - Small Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students are grouped based on needs after review of various assessments and data.	Class Size Reduction	08/13/2014	05/31/2015	\$11000	Title I Schoolwide	RTI Specialists, Teachers, Principal, Instructional Assistants
Activity - MAP Analysis-Review Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Make necessary adjustments to RTI instructional target areas/concepts based on group and individual needs. Data will be reviewed in PLC's and plans will be developed to address gaps in instructional planning based on learning needs according to standards. Assign students to RTI Tiers according to MAP %tile scores.	Academic Support Program	08/13/2014	05/31/2015	\$7000	Title I Schoolwide	RTI Teachers, Classroom teachers, Math Enhancement Teacher, Reading Intervention Teacher and Principal
Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress monitoring will occur with all students in Tier 2 and 3. Possible resources include AIMS Web, Teacher-created assessments, district prepared probes and quick checks, etc.	Academic Support Program	08/13/2014	05/31/2015	\$0	No Funding Required	Classroom teachers, RTI staff, Math Enhancement Teacher, Reading Recovery Teacher
Activity - Math Professional Development 2/3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Second and third grade teachers are provided with math resources geared towards interventions in math. Professional learning includes training, modeling lessons, math manipulatives, and assessments.	Professional Learning	08/13/2014	05/31/2015	\$7500	District Funding	Vonda Stamm and Tammy Wall (Trainers) Hager 2nd and 3rd Grade Teachers

Strategy 3:

Intergration of Technology - Students will be given many opportunities to utilize various technology resources at school and home to increase and support student learning. Examples of various technology resources include: Study Island, Reading Eggs, BrainPOP, Math Facts in a Flash, Learnzillion, SMART Exchange, Accelerated Reader, Kentucky Virtual Library, CIITS, Boyd County Online Public Library, Education City, KET, Calendar Math on SMARTBOARD, Reading/Math MAP activities, and various internet resources.

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Category: Other - Technology Resources

Activity - Implementation of Technology in the Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will embed daily technology usage within the classroom by enhancing instruction through SMARTBOARDS, document cameras and audio enhancement systems. Students will be provided with opportunities for use of educational software and be given opportunities to access technology.	Technology	08/13/2014	05/31/2015	\$2100	School Council Funds	Teachers, Staff and Principal

Strategy 4:

Conceptual Learning - Teachers will attend various professional development opportunities in Reading and Math when offered. Professional development activities include modeled lessons, resources, strategies, and implementation support. Teachers will attend sessions provided by district consultants.

Category:

Research Cited: Angela Hilterbrandt, Vonda Stamm, Tammy Wall, PIMSER Network, KEDC Math Cadre

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers gain knowledge, resources, and implementation ideas through professional development offerings. K/1 Math teachers within the district will attend meetings to focus on specific content and intervention strategies. 2/3 Math Intervention/RTI strategies. Vocabulary/Reading Strategies Training for intermediate teachers. District grade level professional development for SGG (K-3 MATH) (4-6 Math and Reading).	Professional Learning	08/13/2014	05/31/2015	\$0	District Funding	District and Building Administrators, District Consultants, Teachers

Strategy 5:

Professional Learning Communities - Professional Learning Communities will occur at the school and district level. PLC's are grouped based on specific grade levels, content areas, and programs. Time will be provided during the school day for school personnel to collaborate and discuss student learning and academic programs. PLC's will also focus on identifying specific strategies to increase distinguished programs in the arts and humanities, PL/CS, and writing programs. Specific plans will be made to impact student learning through regular PLC meetings.

Category:

Research Cited: Solution Tree Consulting-Richard DuFour

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review data from assessments to make instructional decisions and develop instructional strategies and activities to address student gaps and needs.	Academic Support Program	08/13/2014	05/31/2015	\$0	No Funding Required	Teachers, Principal and District Administration /Staff

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Strategy 6:

Program Reviews - Effectively engage all staff in the program review process. Ideas to provide cross-curricular opportunities for Math and Reading in all program reviews will be discussed. Provide opportunities for staff to collaborate with review team members. Teachers are trusted to make sound professional decisions about instruction and have an appropriate amount of influence on the decision making process.

Category:

Activity - Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review team members meet periodically to identify appropriate evidence and gather evidence for ratings. Examine the rubrics used in the program review process and consider evidence to inform the overall program assessment.	Policy and Process	08/13/2014	05/31/2015	\$0	No Funding Required	All Staff
Activity - Program Review Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze gaps in particular program areas to determine next steps for continuous improvement.	Policy and Process	08/13/2014	05/31/2015	\$0	No Funding Required	All Staff

Strategy 7:

CIITS - CIITS will be used to enhance student learning outcomes, locate instructional resources, assess student knowledge, and for the implementation of PGES.

Category:

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided training to implement CIITS for instructional planning, creation and sharing of instructional resources, analysis of data and the teacher evaluation process.	Professional Learning	08/13/2014	05/31/2015	\$0	State Funds	All Teachers, Principal, Director of Technology, Supervisor of Instruction and District Technology Resource Teacher

Strategy 8:

MAP Goal Setting - Teachers will set goals for each student on the MAP assessment for math and reading.

Category:

Activity - Map Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Baseline data will be established after the first test. Teachers will set goals for the winter and spring test during the school year. Parents and students will be informed of goals and results will be communicated throughout the year. It is our hope that students will develop an ownership for personal growth in the areas of math and reading.	Academic Support Program	08/13/2014	05/31/2015	\$0	No Funding Required	Teachers and Principal
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Strategy 9:

Kindergarten Readiness - School will seek home-school relationships prior to a student enrolling in kindergarten. The teachers and school will communicate expectations for entry level kindergarten students to parents prior to the beginning of enrollment.

Category:

Activity - Kindercamp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming kindergarten students will spend a 1/2 day at Hager learning classroom and school procedures. This event will occur before the beginning of school.	Academic Support Program	08/08/2014	08/08/2014	\$400	Title I Schoolwide	K Teachers and Instructional Assistants Principal

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten teachers will discuss the content knowledge required to enter school ready for Kindergarten. Teachers will also share strategies to teach the required content.	Parent Involvement	03/14/2014	05/31/2015	\$0	No Funding Required	Classroom Teachers, Principal and FYSC Staff

Activity - Kindergarten Readiness Packets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will have kindergarten readiness packets available for all parents to pickup during registration week. The packet will contain material and content that all families should review and practice with their child prior to entry into school.	Academic Support Program	03/17/2014	05/31/2015	\$0	No Funding Required	Office Staff and Principal

Strategy 10:

Differentiation - Teachers will evaluate or identify the learning levels within their classes based on various assessments. Plans will be made for individual students based on assessment or performance data.

Category: Continuous Improvement

Activity - Leveled Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide a variety of leveled work opportunities in classwork, homework, assessment, and technology based learning.	Direct Instruction	08/13/2014	05/31/2015	\$0	No Funding Required	Classroom teachers

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Strategy 11:

Read to Achieve - Students are identified for additional reading assistance based on observation survey, keystone assessments, MAP data, and teacher recommendation.

Category: Continuous Improvement

Research Cited: Marie Clay (Observation Survey)

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery is one-on-one intensive intervention with first grade students by a highly qualified teacher.	Direct Instruction	08/13/2014	05/31/2015	\$48500	Read to Achieve	Reading Recovery Teacher

Activity - Comprehensive Intervention Model (CIM)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CIM is an intensive small group reading strategy to K-3 students. Students are identified using the district universal screener-MAP. Upon identification students are further screened using various additional assessment tools.	Direct Instruction	08/13/2014	05/31/2015	\$3000	Title I Schoolwide	Reading Recovery Teacher

Activity - Continuing Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The RR teacher participates in a learning cohort with other RR teachers, participates in a training class related to the CIM strategies, attends the national conference, is a member of professional organizations, and participates in collaborative work with other district RR teachers.	Professional Learning	08/13/2014	05/31/2016	\$3000	District Funding	Reading Recovery Teacher, District RR Teachers, and Local RR Teacher Leader

Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The RR teacher communicates with parents regularly regarding student progress. Methods of communication include: initial consent/permission to serve RR students, parent-teacher conferences, and email. The parents of students who are taught using the CIM model are communicated with regularly as well. Methods of communication include initial notification letters, parent-teacher conferences, and email.	Parent Involvement	08/13/2014	05/31/2016	\$0	No Funding Required	Reading Recovery Teacher

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery teacher collaborates monthly with all K-3 teachers in PLCs discussing each students progress towards their individual goals. During PLCs students who have made adequate progress are replaced with students who have greater needs based on appropriate exit criteria.	Other	08/13/2014	05/31/2016	\$0	No Funding Required	Reading Recovery Teacher, K-3 Teachers, Principal

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Activity - Reading Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Reading Recovery teacher will organize "Reading Nights" for students and parents throughout the school year.	Community Engagement	08/13/2014	05/31/2016	\$0	No Funding Required	Reading Recovery Teacher

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase achievement at Hager Elementary for all student groups to 57.9% proficiency in Math and Reading by 05/31/2015 as measured by student performance on state assessments.

Strategy 1:

MAP Progress Monitoring - Teachers will review MAP Data, common assessments, and classroom summative assessments to determine individual student progress and make decisions on best teaching practices. Teachers will have opportunities to discuss student progress during professional learning communities and grade level common planning times. MAP tests will be scheduled a minimum of 3 times per year. MAP Survey tests will be also be available for teachers to use. Common assessments will be given throughout the school year to monitor student progress in learning grade level standards. Summative assessments are used frequently to monitor student mastery of concepts and skills.

Category: Continuous Improvement

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Measurement of Academic Progress Tests will be given 3 times per school year. Results will be communicated to parents and students. Teachers will use results to monitor student growth and plan appropriate activities.	Academic Support Program	08/13/2014	05/31/2015	\$0	District Funding	All Staff

Activity - Monitor Student Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will set goals for Math and Reading and have conferences regarding progress. Goal-setting worksheets will be used and signed by both the parent and student.	Academic Support Program	08/13/2014	05/31/2015	\$0	No Funding Required	Classroom Teachers

Strategy 2:

Parent Communication - Teachers communicate regularly with parents using a variety of tools and resources.

Category: Continuous Improvement

Activity - Parent Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will keep parents informed of their child's progress and involved in their child's educational experience. Some methods include newsletters, email distribution, parent-teacher conferences, text alerts, progress reports, family involvement activities, access to student information in various on-line programs, teacher websites, etc.	Parent Involvement	08/13/2014	05/31/2015	\$0	No Funding Required	Teachers and all school staff
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Measurable Objective 2:

collaborate to increase achievement at Hager Elementary for free-reduced students to 71.4% proficiency in reading by 05/31/2015 as measured by student performance on state assessment.

Strategy 1:

Response to Intervention - Teachers and Response to Intervention Specialists will provide enhancement and remediation in math and reading. Response to Intervention will occur in grades 1st-6th. MAP data, common assessments, teacher input and classroom observation will determine individual student needs for enhancement and remediation. Progress will be monitored through assessments, PLC's, and standard mastery checklists.

Category:

Activity - Small Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are grouped based on needs after review of various assessments and data.	Class Size Reduction	08/13/2014	05/31/2015	\$4500	Title I Schoolwide, State Funds	RTI Specialists, Teachers, Principal, and Instructional Assistants

Strategy 2:

Best Practices in Reading - School will employ a reading intervention teacher to teach reading in small groups and individual students in the resource room.

Category:

Activity - Guided Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will use leveled readers to teach various reading strategies. Teacher will work with students in grades K-3 and collaborate with classroom teachers.	Direct Instruction	08/13/2014	05/31/2015	\$45000	Title I Schoolwide	SBDM Council, classroom teachers, and Reading Intervention Teacher

Measurable Objective 3:

collaborate to increase achievement at Hager Elementary for students with disabilities to 49.5% proficiency in reading by 05/31/2015 as measured by student performance on state assessment.

Strategy 1:

Student Progress Monitoring - Teachers will review MAP Data, common assessments, and classroom summative assessments to determine individual student progress

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and make decisions on best teaching practices. Teachers will have opportunities to discuss student progress during professional learning communities and grade level common planning times. MAP tests will be scheduled a minimum of 3 times per year. MAP Survey tests will be also be available for teachers to use. Common assessments will be given throughout the school year to monitor student progress in learning grade level standards. Summative assessments are used frequently to monitor student mastery of concepts and skills.

Category: Continuous Improvement

Activity - Monitor Student Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress will be monitored by student participation in various assessments. Progress will be communicated to parents.	Academic Support Program	08/13/2014	05/31/2015	\$0	No Funding Required	Special Education Teachers, Math Enhancement Teachers, RTI Teachers and Principal

Measurable Objective 4:

collaborate to increase achievement at Hager Elementary for free-reduced students to 65.5% proficiency in mathematics by 05/31/2015 as measured by student performance on state assessment.

Strategy 1:

Best Practice - School will employ a math enhancement teacher to teach math in small groups in a resource/collaborative settings. Math Enhancement Teacher will also use manipulatives and other appropriate materials to support and enhance instruction.

Category:

Activity - Math Tutoring/Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will work with students in grades 3rd, 4th, 5th, and 6th. Math enhancement teacher will collaborate with classroom teachers and RTI Specialists to meet the needs of individual students.	Tutoring	08/13/2014	05/31/2015	\$50000	Title II Part A	SBDM Council, Principal

Strategy 2:

Response to Intervention (RTI) -

Teachers and Response to Intervention Specialists will provide enhancement and remediation in math and reading. Response to Intervention will occur in grades 1st-6th. MAP data, common assessments, teacher input and classroom observation will determine individual student needs for enhancement and remediation. Progress will be monitored through assessments, PLC's, and grade level meetings.

Category:

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Activity - Small Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are grouped based on needs after review of various assessments and data	Class Size Reduction	08/13/2014	05/31/2015	\$4500	State Funds, Title I Part A	RTI Specialists, Teachers, Principal, and Instructional Assistants

Measurable Objective 5:

collaborate to increase achievement at Hager Elementary for students with disabilities to 33.9% proficiency in mathematics by 05/31/2015 as measured by student performance on state assessment.

Strategy 1:

Progress Monitoring of Student Data - Teachers will review MAP Data, common assessments, and classroom summative assessments to determine individual student progress and make decisions on best teaching practices. Teachers will have opportunities to discuss student progress during professional learning communities and grade level common planning times. MAP tests will be scheduled a minimum of 3 times per year. MAP Survey tests will be also be available for teachers to use. Common assessments will be given throughout the school year to monitor student progress in learning grade level standards. Summative assessments are used frequently to monitor student mastery of concepts and skills.

Category: Continuous Improvement

Activity - Monitor Student Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress will be monitored by student participation in various assessments. Progress will be communicated to parents.	Academic Support Program	08/13/2014	05/31/2015	\$0	No Funding Required	Special Ed Teachers, Teachers, Principal

Goal 3: Hager will provide support for students in making healthy lifestyle choices by increasing parental awareness and involvement concerning student health and wellness.

Measurable Objective 1:

collaborate to decrease the amount of at-risk/overweight students by indicating that healthier lifestyles are being practiced. Hager in 2012-13 had 40% at-risk/overweight with a goal of 39% or below by 05/31/2015 as measured by Body Mass Index data and School Health Survey results.

Strategy 1:

Adoption of Assessment Tool - We will adopt an assessment tool to determine each individual child's level of physical activity which will be assessed on a yearly basis.

Category:

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Activity - Student Assessment of Fitness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the adopted assessment tool student's physical activity levels will be assessed at the beginning and end of the school year. Students will be given atleast 290 minutes of physical activity time during a typical school week. Each student will have access to two supervised PE classes a week.	Academic Support Program	08/13/2014	05/31/2015	\$18000	Title I Schoolwide	Physical Education Teachers, Classroom Teachers and Principal

Strategy 2:

Coordinated School Health Committee - The school will develop a school health council to develop, implement, monitor, and review or make recommendations for school nutrition and physical activity policies. School will have a nutrition and physical activity wellness policy that provides for moderate to vigorous physical activity daily for students.

Category:

Activity - Monitor Coordinated School Health Committee Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation and progress of the CSHC through participation and involvement in the CSHC. The CSHC will report to Hager's SBDM Council and should set goals for nutrition education, physical activity, and nutrition guidelines. The CSHC will monitor the implementation progress of the school wellness policy.	Policy and Process	08/13/2014	05/31/2015	\$0	No Funding Required	Principal, CSHC members, SBDM

Strategy 3:

Policy Compliance - The principal will complete yearly assessments to ensure compliance with district as well as school policy. The principal will be responsible for reporting the school's compliance to the SBDM council and Superintendent/or designee. The Food Service Director will ensure compliance with nutrition policies within the school food service operations.

Category:

Activity - Assessment of Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Policy assessment will be repeated annually to review policy compliance, assess progress, and determine areas in need of improvement. As part of the review, the school will review our nutrition and physical activity policies and revise as needed.	Policy and Process	08/13/2014	05/31/2015	\$0	No Funding Required	Principal and Food Service Director

Measurable Objective 2:

demonstrate a behavior Promoting, teaching, and monitoring healthier lifestyle habits by 05/31/2015 as measured by results on health assessments and student attendance.

Strategy 1:

Employ School Nurse - The school will help fund a school-nurse position with the support of the local school district.

Category: Human Capital Management

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Activity - Teach and Promote Healthy Lifestyle Choices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school nurse will regularly teach health classes to all students. The nurse will also address "hot" topic or current school trends as deemed necessary in regards to student health.	Direct Instruction	08/13/2014	06/01/2015	\$3500	Title I Part A	Principal, District Wellness Coordinator, Director of Student Services

Goal 4: Increase teacher capacity for implementation of PGES to 100% by June 30, 2015.**Measurable Objective 1:**

collaborate to implement new pges in pilot year as measured by completion of all documents in CIITS (e.g., professional growth plans, student growth plans, observations, etc.). develop an understanding of the Professional Growth Effectiveness System by 05/31/2015 as measured by documenting teacher participation in PGES activities and trainings..

Strategy 1:

Professional Learning - Principal will collaborate with district administrators to develop and plan PGES training activities for professional growth plans, student growth plans, observations, etc.

Category: Professional Learning & Support

Activity - PGES Teacher Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will implement their knowledge of the Professional Growth Effectiveness System and the Framework for Teaching Framework through a variety of required activities during the pilot year of implementation. Faculty meetings, PLCs, and professional development sessions will assist teachers in developing a creating professional growth plans, student growth plans, and action plans.	Professional Learning	08/14/2013	05/31/2015	\$0	No Funding Required	Principal, District Administrators, and Teachers

Goal 5: Increase the percentage of agreement by teachers on the TELL survey statements related to professional development.**Measurable Objective 1:**

collaborate to increase the % of teachers who agree that PD is differentiated from 80% to 85% and the % of teachers who agree that professional development is evaluated and results are communicated to teachers from 64% to 75% by 05/31/2015 as measured by the Tell Survey.

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Strategy 1:

School Professional Development Plan - The SBDM Council's Professional Development Committee will poll all teachers and determine content and grade level professional development needs. The principal will discuss progress on individual teacher professional growth plans and make professional development decisions based on individual needs as well.

Category:

Activity - Professional Development Data Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Committee and principal will collect data on professional development needs. School level PD will be based on grade, content or teacher need.	Policy and Process	01/01/2014	05/31/2015	\$1000	District Funding	SBDM Committee, Classroom Teachers and Principal

Strategy 2:

Professional Development Evaluation - Evaluations will be available at all district and school professional development sessions.

Category:

Activity - Evaluation Input/Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete an evaluation on all professional development sessions. All professional development input data will be compiled and shared with attendees.	Professional Learning	01/01/2014	05/31/2015	\$0	No Funding Required	District PD Coordinator, PD Presenters and Principal

Goal 6: Demonstrate proficiency in all required program reviews.

Measurable Objective 1:

demonstrate a proficiency in the Arts and Humanities, Practical Living/Career Studies, Writing and K-3 Program Reviews by 06/01/2014 as measured by program review rubrics and criteria.

Strategy 1:

Program Review PLC's - Program review PLC's will occur intentionally each month.

Category:

Activity - Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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PLC meetings will be ongoing throughout the year. PLC team members will review progress, rubric, and evidence throughout the year.	Academic Support Program	08/13/2014	05/31/2015	\$0	No Funding Required	Program Review PLC Teams and Principal
Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each program review team will monitor program progress and complete the scoring rubric at the middle and at end of the school year. All needs improvement areas will be addressed if identified during the monitoring process.	Policy and Process	08/13/2014	05/31/2015	\$0	No Funding Required	Program Review Teams and Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MAP Analysis-Review Data	Make necessary adjustments to RTI instructional target areas/concepts based on group and individual needs. Data will be reviewed in PLC's and plans will be developed to address gaps in instructional planning based on learning needs according to standards. Assign students to RTI Tiers according to MAP %tile scores.	Academic Support Program	08/13/2014	05/31/2015	\$7000	RTI Teachers, Classroom teachers, Math Enhancement Teacher, Reading Intervention Teacher and Principal
Small Groups	Students are grouped based on needs after review of various assessments and data.	Class Size Reduction	08/13/2014	05/31/2015	\$11000	RTI Specialists, Teachers, Principal, Instructional Assistants
Small Groups	Students are grouped based on needs after review of various assessments and data.	Class Size Reduction	08/13/2014	05/31/2015	\$1200	RTI Specialists, Teachers, Principal, and Instructional Assistants
Student Assessment of Fitness	Using the adopted assessment tool student's physical activity levels will be assessed at the beginning and end of the school year. Students will be given atleast 290 minutes of physical activity time during a typical school week. Each student will have access to two supervised PE classes a week.	Academic Support Program	08/13/2014	05/31/2015	\$18000	Physical Education Teachers, Classroom Teachers and Principal
Comprehensive Intervention Model (CIM)	CIM is an intensive small group reading strategy to K-3 students. Students are identified using the district universal screener-MAP. Upon identification students are further screened using various additional assessment tools.	Direct Instruction	08/13/2014	05/31/2015	\$3000	Reading Recovery Teacher

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Guided Reading	Teacher will use leveled readers to teach various reading strategies. Teacher will work with students in grades K-3 and collaborate with classroom teachers.	Direct Instruction	08/13/2014	05/31/2015	\$45000	SBDM Council, classroom teachers, and Reading Intervention Teacher
Kindercamp	Incoming kindergarten students will spend a 1/2 day at Hager learning classroom and school procedures. This event will occur before the beginning of school.	Academic Support Program	08/08/2014	08/08/2014	\$400	K Teachers and Instructional Assistants Principal
Total					\$85600	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Groups	Students are grouped based on needs after review of various assessments and data.	Class Size Reduction	08/13/2014	05/31/2015	\$3300	RTI Specialists, Teachers, Principal, and Instructional Assistants
Training	Teachers will be provided training to implement CIITS for instructional planning, creation and sharing of instructional resources, analysis of data and the teacher evaluation process.	Professional Learning	08/13/2014	05/31/2015	\$0	All Teachers, Principal, Director of Technology, Supervisor of Instruction and District Technology Resource Teacher
Small Groups	Students are grouped based on needs after review of various assessments and data	Class Size Reduction	08/13/2014	05/31/2015	\$3300	RTI Specialists, Teachers, Principal, and Instructional Assistants
Total					\$6600	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Teach and Promote Healthy Lifestyle Choices	The school nurse will regularly teach health classes to all students. The nurse will also address "hot" topic or current school trends as deemed necessary in regards to student health.	Direct Instruction	08/13/2014	06/01/2015	\$3500	Principal, District Wellness Coordinator, Director of Student Services
Small Groups	Students are grouped based on needs after review of various assessments and data	Class Size Reduction	08/13/2014	05/31/2015	\$1200	RTI Specialists, Teachers, Principal, and Instructional Assistants
Total					\$4700	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Tutoring/Collaboration	Teacher will work with students in grades 3rd, 4th, 5th, and 6th. Math enhancement teacher will collaborate with classroom teachers and RTI Specialists to meet the needs of individual students.	Tutoring	08/13/2014	05/31/2015	\$50000	SBDM Council, Principal
Total					\$50000	

Read to Achieve

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Recovery	Reading Recovery is one-on-one intensive intervention with first grade students by a highly qualified teacher.	Direct Instruction	08/13/2014	05/31/2015	\$48500	Reading Recovery Teacher
Total					\$48500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development Data Collection	Committee and principal will collect data on professional development needs. School level PD will be based on grade, content or teacher need.	Policy and Process	01/01/2014	05/31/2015	\$1000	SBDM Committee, Classroom Teachers and Principal

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MAP Assessment	Measurement of Academic Progress Tests will be given 3 times per school year. Results will be communicated to parents and students. Teachers will use results to monitor student growth and plan appropriate activities.	Academic Support Program	08/13/2014	05/31/2015	\$0	All Staff
Continuing Professional Development	The RR teacher participates in a learning cohort with other RR teachers, participates in a training class related to the CIM strategies, attends the national conference, is a member of professional organizations, and participates in collaborative work with other district RR teachers.	Professional Learning	08/13/2014	05/31/2016	\$3000	Reading Recovery Teacher, District RR Teachers, and Local RR Teacher Leader
Math Professional Development 2/3	Second and third grade teachers are provided with math resources geared towards interventions in math. Professional learning includes training, modeling lessons, math manipulatives, and assessments.	Professional Learning	08/13/2014	05/31/2015	\$7500	Vonda Stamm and Tammy Wall (Trainers) Hager 2nd and 3rd Grade Teachers
Teacher Training	Teachers gain knowledge, resources, and implementation ideas through professional development offerings. K/1 Math teachers within the district will attend meetings to focus on specific content and intervention strategies. 2/3 Math Intervention/RTI strategies. Vocabulary/Reading Strategies Training for intermediate teachers. District grade level professional development for SGG (K-3 MATH) (4-6 Math and Reading).	Professional Learning	08/13/2014	05/31/2015	\$0	District and Building Administrators, District Consultants, Teachers
Total					\$11500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review Analysis	Analyze gaps in particular program areas to determine next steps for continuous improvement.	Policy and Process	08/13/2014	05/31/2015	\$0	All Staff
Teacher Collaboration	Reading Recovery teacher collaborates monthly with all K-3 teachers in PLCs discussing each students progress towards their individual goals. During PLCs students who have made adequate progress are replaced with students who have greater needs based on appropriate exit criteria.	Other	08/13/2014	05/31/2016	\$0	Reading Recovery Teacher, K-3 Teachers, Principal
Fluency Assessment	Students are given fluency assessments (WCPM) and the Dibels Oral Reading Fluency Assessments to determine progress and growth throughout the school year. Results are communicated to parents and teachers monitor individual student progress.	Academic Support Program	08/13/2014	05/31/2015	\$0	Instructional Assistants, Classroom Teachers, Reading Intervention Teacher, Principal

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Reading Night	The Reading Recovery teacher will organize "Reading Nights" for students and parents throughout the school year.	Community Engagement	08/13/2014	05/31/2016	\$0	Reading Recovery Teacher
Progress Monitoring	Each program review team will monitor program progress and complete the scoring rubric at the middle and at end of the school year. All needs improvement areas will be addressed if identified during the monitoring process.	Policy and Process	08/13/2014	05/31/2015	\$0	Program Review Teams and Principal
Leveled Curriculum	Teachers will provide a variety of leveled work opportunities in classwork, homework, assessment, and technology based learning.	Direct Instruction	08/13/2014	05/31/2015	\$0	Classroom teachers
Monitor Student Growth	Students and teachers will set goals for Math and Reading and have conferences regarding progress. Goal-setting worksheets will be used and signed by both the parent and student.	Academic Support Program	08/13/2014	05/31/2015	\$0	Classroom Teachers
Monitoring Assessments	Monitor the implementation of assessments through PLC's and standard mastery checklists, quick checks, district probes, and enduring skill proficiency rubric	Policy and Process	08/13/2014	05/31/2015	\$0	Teachers and Principal
Progress Monitoring	Progress monitoring will occur with all students in Tier 2 and 3. Possible resources include AIMS Web, Teacher-created assessments, district prepared probes and quick checks, etc.	Academic Support Program	08/13/2014	05/31/2015	\$0	Classroom teachers, RTI staff, Math Enhancement Teacher, Reading Recovery Teacher
Map Goals	Baseline data will be established after the first test. Teachers will set goals for the winter and spring test during the school year. Parents and students will be informed of goals and results will be communicated throughout the year. It is our hope that students will develop an ownership for personal growth in the areas of math and reading.	Academic Support Program	08/13/2014	05/31/2015	\$0	Teachers and Principal
Evaluation Input/Feedback	Teachers will complete an evaluation on all professional development sessions. All professional development input data will be compiled and shared with attendees.	Professional Learning	01/01/2014	05/31/2015	\$0	District PD Coordinator, PD Presenters and Principal
Parent Communcation	The RR teacher communicates with parents regularly regarding student progress. Methods of communication include: initial consent/permission to serve RR students, parent-teacher conferences, and email. The parents of students who are taught using the CIM model are communicated with regularly as well. Methods of communication include initial notification letters, parent-teacher conferences, and email.	Parent Involvement	08/13/2014	05/31/2016	\$0	Reading Recovery Teacher

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PGES Teacher Implementation	Teacher will implement their knowledge of the Professional Growth Effectiveness System and the Framework for Teaching Framework through a variety of required activities during the pilot year of implementation. Faculty meetings, PLCs, and professional development sessions will assist teachers in developing a creating professional growth plans, student growth plans, and action plans.	Professional Learning	08/14/2013	05/31/2015	\$0	Principal, District Administrator s, and Teachers
Monitor Student Growth	Progress will be monitored by student participation in various assessments. Progress will be communicated to parents.	Academic Support Program	08/13/2014	05/31/2015	\$0	Special Ed Teachers, Teachers, Principal
Kindergarten Readiness Packets	The school will have kindergarten readiness packets available for all parents to pickup during registration week. The packet will contain material and content that all families should review and practice with their child prior to entry into school.	Academic Support Program	03/17/2014	05/31/2015	\$0	Office Staff and Principal
Monitor Coordinated School Health Committee Progress	Monitor the implementation and progress of the CSHC through participation and involvement in the CSHC. The CSHC will report to Hager's SBDM Council and should set goals for nutrition education, physical activity, and nutrition guidelines. The CSHC will monitor the implementation progress of the school wellness policy.	Policy and Process	08/13/2014	05/31/2015	\$0	Principal, CSHC members, SBDM
Parent Engagement	Teachers will keep parents informed of their child's progress and involved in their child's educational experience. Some methods include newsletters, email distribution, parent-teacher conferences, text alerts, progress reports, family involvement activities, access to student information in various on-line programs, teacher websites, etc.	Parent Involvement	08/13/2014	05/31/2015	\$0	Teachers and all school staff
Team Meetings	Program review team members meet periodically to identify appropriate evidence and gather evidence for ratings. Examine the rubrics used in the program review process and consider evidence to inform the overall program assessment.	Policy and Process	08/13/2014	05/31/2015	\$0	All Staff
Monitor Student Growth	Progress will be monitored by student participation in various assessments. Progress will be communicated to parents.	Academic Support Program	08/13/2014	05/31/2015	\$0	Special Education Teachers, Math Enhancement Teachers, RTI Teachers and Principal
Assessment of Policy	Policy assessment will be repeated annually to review policy compliance, assess progress, and determine areas in need of improvement. As part of the review, the school will review our nutrition and physical activity policies and revise as needed.	Policy and Process	08/13/2014	05/31/2015	\$0	Principal and Food Service Director

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Teacher Collaboration	Review data from assessments to make instructional decisions and develop instructional strategies and activities to address student gaps and needs.	Academic Support Program	08/13/2014	05/31/2015	\$0	Teachers, Principal and District Administration /Staff
Meetings	PLC meetings will be ongoing throughout the year. PLC team members will review progress, rubric, and evidence throughout the year.	Academic Support Program	08/13/2014	05/31/2015	\$0	Program Review PLC Teams and Principal
Parent Meetings	Kindergarten teachers will discuss the content knowledge required to enter school ready for Kindergarten. Teachers will also share strategies to teach the required content.	Parent Involvement	03/14/2014	05/31/2015	\$0	Classroom Teachers, Principal and FYSC Staff
Total					\$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of Technology in the Classroom	Teachers will embed daily technology usage within the classroom by enhancing instruction through SMARTBOARDS, document cameras and audio enhancement systems. Students will be provided with opportunities for use of educational software and be given opportunities to access technology.	Technology	08/13/2014	05/31/2015	\$2100	Teachers, Staff and Principal
Total					\$2100	

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?

It is hoped that the data and information available provide evidence for determining if we are achieving our mission. Are there gaps in the performance of certain demographic groups and what are they? Were the averaged combined reading and math scores in a range of what we are expecting?

With regards to gaps, two demographic groups stood out as needing attention-free-reduced students and disability students. Free-Reduced students in reading were at 51.6% proficiency compared to 68.5% school-wide. Free-reduced students in math were at 48.4% compared to 64% school-wide. Students with disabilities in reading were at 41.4% proficiency compared to 68.5% proficiency school-wide. Students with disabilities in math were at 34.5% proficiency compared to 64% proficiency school-wide.

The evidence displays that we are doing an excellent job when compared to other elementary schools in the state in achieving proficiency. Data shows that our combined proficiency for math and reading was 66.3% compared to the state average of 52%. This was a result of various strategies and activities focused on math and reading at the school level.

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?

The percentage of students scoring proficient or higher outpaced the state averages by a significant amount in five of the six testing areas: Reading (+13.8%), Math (14.8%), Science (+10.9%), Writing (+27.7%), and Language Mechanics (+24.2%). The percent of students scoring novice was decreased in 5 of 6 testing areas. The percent of students scoring distinguished was increased in 5 of 6 testing areas.

Additionally, student in math and reading exceeded the state average growth. In reading, 65.3% of students achieved adequate growth compared to the state average of 59.6%. In math, 72.2% achieved adequate growth compared to the state average of 59.9%.

There are many actions and activities that are connected to our success. Teachers are given opportunities to provide input, students are frequently assessed to determine learning needs, and Response to Intervention is occurring in the areas of math and reading at a high level. Teachers participate in professional development opportunities provided by the district that focus on teaching and assessing student content knowledge. All classrooms are updated with SMART technology which assist in keeping students' engaged.

Overall, comparisons among the elementary schools in Kentucky verify that Hager is indeed a "Distinguished School." It is our hope that our students' success will continue to be at this level, as we strive to challenge all of our students to achieve at their highest levels.

Opportunities for Improvement

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

While the percentages of proficient and distinguished students are higher than the state averages, the percentages of student scoring novice and apprentice in reading (31.5%) and math (36%) needs to be reduced. This is very possible as our % of students meeting growth in reading (65.3%) and math (72.2%) continue to be higher than state averages.

Social Studies scores were our lowest combined percentage of proficient or higher students in 2013-14 at 53.8%. Our Social Studies teacher has been involved in the review and development of the new standards for Social Studies at the state and national level. She has been able to gather several additional resources and teaching methods during her experience.

Math is our lowest combined percentage of proficient or higher students at 64%. Both district and school plans to improve math will make increasing proficiency an attainable goal. Some of the plans include district professional development in math interventions for all 2-3 teachers. School plans also include standard master checklists, pre/post assessments on enduring math skills, MAP analysis, progress monitoring, RTI, and meaningful discussions in PLCs.

Conclusion

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

The results displayed in the 2014 accountability report reflect lots of hardwork that has been exerted by staff and students at Hager Elementary over the past year. The positive school culture and the value placed on teacher input while teaching and assessing standards continues to be the immediate focus. Better efforts to monitor student growth through a variety of assessments are also paying dividend. Students and teachers set MAP goals and discuss these goals throughout the year. These efforts and many others have proven to be successful, as Hager was recongnized as a "Distinguished School" scoring in the 93rd percentile.

There is still room for improvement in all areas. We will strive to continue to reduce the % of students scoring novice in all content areas. Math and reading proficiency levels will be targeted in all grades. We will continue to improve proficiency levels with our disability students which increased (+6.8%) in reading and (+7.6%) in math for 2014. We also will make sure free-reduced students are targeted for interventions to increase proficiency levels.

Hager will continue to focus in the individual growth of all students. In grades that measure student growth (+1%) in reading and (+7%) in math were noted on the 2014 K-PREP test. Students will be involved in goal setting and self-assessment activities which will promote an analysis of individual student effort. Teachers will continue to communicate with parents keeping them current on their child's performance levels.

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?

Phillip Caudill-Principal

Kari Kennedy-Teacher

Katie Holbrook-Teacher

Shelly Osborne-Teacher

Stacy McCarty-Teacher

Lance McComis-Parent

Robert Clark-Parent

Annie Francis-Parent

Relationship Building

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

Overall Rating: 2.86

	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 that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	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.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	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.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

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

Overall Rating: 3.0

	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).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient examples.)	Distinguished

	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).	District/school staff, parents and community stakeholders work together to learn from and use all resources available to meet the student's and parent's learning needs.	Distinguished

	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.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	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

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	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: 2.14

	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

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	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.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

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: 2.67

	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.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students academic goals and learning needs.	Proficient

	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.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	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.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	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: 1.83

	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>Some student work of various levels is exhibited in the classroom.</p>	Novice

	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

Hager 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: 2.5

	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 periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	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.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	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 collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	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 make active use of school 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 1 coordinators connect family with community resources and follow up.)	Proficient

	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 offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

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

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

Strengths-School makes outstanding efforts involving parents in their child's education. Parents are informed about their child's academic progress frequently through a variety of methods. School has a high % of parents having parent-teacher conferences. Parent leaders are informed and offer many valuable contributions for the best interest of all students.

Needs Improvement-Efforts are needed to improve the data collection of parent need assessment surveys and use data for the purpose of school improvement planning, familiarize all parents about advocates, better communication about grade level standards to parents, better job of including rubrics with student work, and need to create a observation policy.

The strengths are sustained by the continuation of effective and frequent parent communication in a variety of ways. Teachers will continue to be flexible in scheduling parent-teacher conferences. The parent leaders will be informed, trained, and always given the opportunity to contribute in the school's decision making process.

Plans to address areas of need:

Data collection process identified to gather survey information.

Use parent survey data in CSIP.

Review complaint summary data in council meetings.

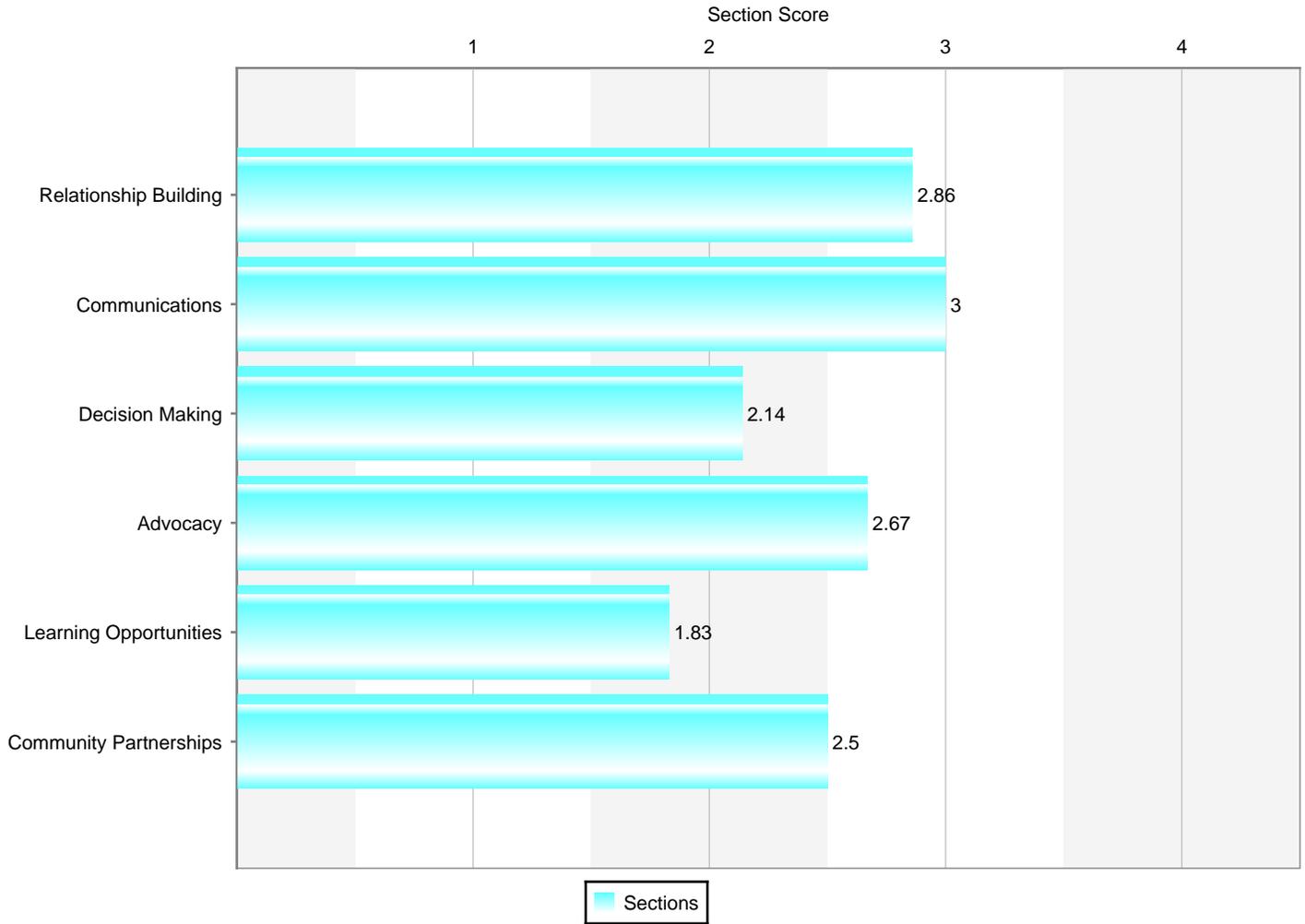
Familiarize parents about advocates.

Send grade level standards home at the beginning of the year and include on newsletters.

Display rubrics with student work.

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.

Stakeholders were given multiple opportunities to provide input for improvement. After school meetings occurred on multiple occasions to allow for input. All staff attended at least one after school session providing input. Parents attended after school meetings as well. The SBDM council spent the November and December meetings reviewing data, analyzing the CSIP, and suggesting improvement strategies and activities. All individuals who wanted to provide input were given the chance.

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

The school staff was entirely represented as all members of the staff participated. The staff includes teachers grades K-6 (all subject areas), reading recovery teacher, math enhancement teacher, and two special education teachers. Parent involvement included parents with students in grades (K-1-3-4-5). A review of all goals, objectives, strategies, and activities occurred in all meetings. The staff gave input on what strategies worked and what changes needed to occur to address achievement gaps.

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 was placed on the school's website. Staff members were involved throughout the process by participating in meetings and reviewing the final improvement plan in grade level PLCs. Parents are continuously informed with our ONCALL automated system, website, email distribution lists, and SBDM committee meetings.

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		

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		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Ashland HeadStart visited Hager Elementary in the spring prior to kindergarten. Hager also had a K-Screening day and day of KinderCamp to familiarize students with the building, staff, and procedures prior to the beginning of the 2013-14 school year.	

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	Math Enhancement Teacher and Reading Teacher pulled kids in need out of class for additional practice in math and reading. Students were identified by K-PREP, MAP, common assessments and teacher observation. Students were grouped in small groups with the exception of the students in greatest need for reading assistance who were pulled individually for a 1/2 hour a day. Progress was monitored by the teachers and principal. Students are interchanged based on need and progress.	

KDE Comprehensive School Improvement Plan

Hager Elementary School

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Certified vacancies are posted on the district and Department of Education website. The principal and hiring committee at the school level review teacher applications and contact personal references. After reviewing applications, resumes and checking references a pool of applicants are selected to interview. The first interviews are a question and answer session and require a response to a writing prompt. The second interview requires the teacher candidate to teach a lesson to a small group of students in a specific content area as requested by the hiring committee.	

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 certified teaching staff meet highly qualified criteria under NCLB.	

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	All Title I funds are spent for personnel.	

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	see attachment	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

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	see attachment	

KDE Comprehensive School Improvement Plan

Hager Elementary School

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 Comprehensive Planning Committee and SBDM Council meet regularly to discuss the progress of the CSIP and make necessary changes.	

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		

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

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	N/A - Hager is School-wide Title I'	

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	N/A - Hager is School-wide Title I'	

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

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	N/A - Hager is School-wide Title I'	

KDE Comprehensive School Improvement Plan

Hager Elementary School

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		

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		

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.	Yes		

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	N/A - Hager is School-wide Title I	

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.	Yes		

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		

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	http://www.ashland.kyschools.us/userfiles/442/Hager%20CSIP%2012-13-0.pdf	

KDE Comprehensive School Improvement Plan

Hager Elementary School

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	District and school administration track teacher qualifications on a continuous basis. When long-term substitutes are needed they are also screened for highly qualified status and always meet HQ criteria.	

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		

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		

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		

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		

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		

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	Yes		

KDE Comprehensive School Improvement Plan

Hager Elementary School

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	Title II teacher is my Math Enhancement Teacher who pulls students out for needed assistance.	

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 the percentage of agreement by teachers on the TELL survey statements related to professional development.

Measurable Objective 1:

collaborate to increase the % of teachers who agree that PD is differentiated from 80% to 85% and the % of teachers who agree that professional development is evaluated and results are communicated to teachers from 64% to 75% by 05/31/2015 as measured by the Tell Survey.

Strategy1:

School Professional Development Plan - The SBDM Council's Professional Development Committee will poll all teachers and determine content and grade level professional development needs. The principal will discuss progress on individual teacher professional growth plans and make professional development decisions based on individual needs as well.

Category:

Research Cited:

Activity - Professional Development Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committee and principal will collect data on professional development needs. School level PD will be based on grade, content or teacher need.	Policy and Process			01/01/2014	05/31/2015	\$1000 - District Funding	SBDM Committee, Classroom Teachers and Principal

Strategy2:

Professional Development Evaluation - Evaluations will be available at all district and school professional development sessions.

Category:

Research Cited:

Activity - Evaluation Input/Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete an evaluation on all professional development sessions. All professional development input data will be compiled and shared with attendees.	Professional Learning			01/01/2014	05/31/2015	\$0 - No Funding Required	District PD Coordinator, PD Presenters and Principal

KDE Comprehensive School Improvement Plan

Hager Elementary School

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

Goal 1:

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

Measurable Objective 1:

collaborate to increase achievement at Hager Elementary from 66.3% combined proficiency to 78.7% combined proficiency in Reading and Math by 05/31/2015 as measured by student performance on state assessment.

Strategy1:

CIITS - CIITS will be used to enhance student learning outcomes, locate instructional resources, assess student knowledge, and for the implementation of PGES.

Category:

Research Cited:

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided training to implement CIITS for instructional planning, creation and sharing of instructional resources, analysis of data and the teacher evaluation process.	Professional Learning			08/13/2014	05/31/2015	\$0 - State Funds	All Teachers, Principal, Director of Technology, Supervisor of Instruction and District Technology Resource Teacher

Strategy2:

Professional Learning Communities - Professional Learning Communities will occur at the school and district level. PLC's are grouped based on specific grade levels, content areas, and programs. Time will be provided during the school day for school personnel to collaborate and discuss student learning and academic programs. PLC's will also focus on identifying specific strategies to increase distinguished programs in the arts and humanities, PL/CS, and writing programs. Specific plans will be made to impact student learning through regular PLC meetings.

Category:

Research Cited: Solution Tree Consulting-Richard DuFour

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review data from assessments to make instructional decisions and develop instructional strategies and activities to address student gaps and needs.	Academic Support Program			08/13/2014	05/31/2015	\$0 - No Funding Required	Teachers, Principal and District Administration/Staff

Strategy3:

Formative Assessment - Teachers will incorporate state-like assessments that correspond with the Common Core State Standards for

KDE Comprehensive School Improvement Plan

Hager Elementary School

Reading and Math.

Category:

Research Cited:

Activity - Monitoring Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of assessments through PLC's and standard mastery checklists, quick checks, district probes, and enduring skill proficiency rubric	Policy and Process			08/13/2014	05/31/2015	\$0 - No Funding Required	Teachers and Principal

Activity - Fluency Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given fluency assessments (WCPM) and the Dibels Oral Reading Fluency Assessments to determine progress and growth throughout the school year. Results are communicated to parents and teachers monitor individual student progress.	Academic Support Program			08/13/2014	05/31/2015	\$0 - No Funding Required	Instructional Assistants, Classroom Teachers, Reading Intervention Teacher, Principal

Strategy4:

Program Reviews - Effectively engage all staff in the program review process. Ideas to provide cross-curricular opportunities for Math and Reading in all program reviews will be discussed. Provide opportunities for staff to collaborate with review team members. Teachers are trusted to make sound professional decisions about instruction and have an appropriate amount of influence on the decision making process.

Category:

Research Cited:

Activity - Program Review Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze gaps in particular program areas to determine next steps for continuous improvement.	Policy and Process			08/13/2014	05/31/2015	\$0 - No Funding Required	All Staff

Activity - Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet periodically to identify appropriate evidence and gather evidence for ratings. Examine the rubrics used in the program review process and consider evidence to inform the overall program assessment.	Policy and Process			08/13/2014	05/31/2015	\$0 - No Funding Required	All Staff

Strategy5:

Differentiation - Teachers will evaluate or identify the learning levels within their classes based on various assessments. Plans will be made for individual students based on assessment or performance data.

KDE Comprehensive School Improvement Plan

Hager Elementary School

Category: Continuous Improvement

Research Cited:

Activity - Leveled Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide a variety of leveled work opportunities in classwork, homework, assessment, and technology based learning.	Direct Instruction			08/13/2014	05/31/2015	\$0 - No Funding Required	Classroom teachers

Strategy6:

Conceptual Learning - Teachers will attend various professional development opportunities in Reading and Math when offered. Professional development activities include modeled lessons, resources, strategies, and implementation support. Teachers will attend sessions provided by district consultants.

Category:

Research Cited: Angela Hilterbrandt, Vonda Stamm, Tammy Wall, PIMSER Network, KEDC Math Cadre

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers gain knowledge, resources, and implementation ideas through professional development offerings. K/1 Math teachers within the district will attend meetings to focus on specific content and intervention strategies. 2/3 Math Intervention/RTI strategies. Vocabulary/Reading Strategies Training for intermediate teachers. District grade level professional development for SGG (K-3 MATH) (4-6 Math and Reading).	Professional Learning			08/13/2014	05/31/2015	\$0 - District Funding	District and Building Administrators, District Consultants, Teachers

Strategy7:

Response to Intervention (RTI) - Teachers, Response to Intervention Specialists, and paraprofessionals will provide enhancement and remediation in math and reading. Response to Intervention will occur in grades K-6th. MAP data, common assessments, teacher input and classroom observation will determine individual student needs for enhancement and remediation. Progress will be monitored through assessments, PLC's, MAP Analysis.

Category:

Research Cited: Northwest Evaluation Association, IDEA, Title 1

Activity - Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped based on needs after review of various assessments and data.	Class Size Reduction			08/13/2014	05/31/2015	\$11000 - Title I Schoolwide	RTI Specialists, Teachers, Principal, Instructional Assistants

KDE Comprehensive School Improvement Plan

Hager Elementary School

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring will occur with all students in Tier 2 and 3. Possible resources include AIMS Web, Teacher-created assessments, district prepared probes and quick checks, etc.	Academic Support Program			08/13/2014	05/31/2015	\$0 - No Funding Required	Classroom teachers, RTI staff, Math Enhancement Teacher, Reading Recovery Teacher

Activity - Math Professional Development 2/3	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Second and third grade teachers are provided with math resources geared towards interventions in math. Professional learning includes training, modeling lessons, math manipulatives, and assessments.	Professional Learning			08/13/2014	05/31/2015	\$7500 - District Funding	Vonda Stamm and Tammy Wall (Trainers) Hager 2nd and 3rd Grade Teachers

Activity - MAP Analysis-Review Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make necessary adjustments to RTI instructional target areas/concepts based on group and individual needs. Data will be reviewed in PLC's and plans will be developed to address gaps in instructional planning based on learning needs according to standards. Assign students to RTI Tiers according to MAP %tile scores.	Academic Support Program			08/13/2014	05/31/2015	\$7000 - Title I Schoolwide	RTI Teachers, Classroom teachers, Math Enhancement Teacher, Reading Intervention Teacher and Principal

Strategy8:

Kindergarten Readiness - School will seek home-school relationships prior to a student enrolling in kindergarten. The teachers and school will communicate expectations for entry level kindergarten students to parents prior to the beginning of enrollment.

Category:

Research Cited:

Activity - Kindercamp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students will spend a 1/2 day at Hager learning classroom and school procedures. This event will occur before the beginning of school.	Academic Support Program			08/08/2014	08/08/2014	\$400 - Title I Schoolwide	K Teachers and Instructional Assistants Principal

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will discuss the content knowledge required to enter school ready for Kindergarten. Teachers will also share strategies to teach the required content.	Parent Involvement			03/14/2014	05/31/2015	\$0 - No Funding Required	Classroom Teachers, Principal and FYSC Staff

KDE Comprehensive School Improvement Plan

Hager Elementary School

Activity - Kindergarten Readiness Packets	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will have kindergarten readiness packets available for all parents to pickup during registration week. The packet will contain material and content that all families should review and practice with their child prior to entry into school.	Academic Support Program			03/17/2014	05/31/2015	\$0 - No Funding Required	Office Staff and Principal

Strategy9:

MAP Goal Setting - Teachers will set goals for each student on the MAP assessment for math and reading.

Category:

Research Cited:

Activity - Map Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Baseline data will be established after the first test. Teachers will set goals for the winter and spring test during the school year. Parents and students will be informed of goals and results will be communicated throughout the year. It is our hope that students will develop an ownership for personal growth in the areas of math and reading.	Academic Support Program			08/13/2014	05/31/2015	\$0 - No Funding Required	Teachers and Principal

Strategy10:

Read to Achieve - Students are identified for additional reading assistance based on observation survey, keystone assessments, MAP data, and teacher recommendation.

Category: Continuous Improvement

Research Cited: Marie Clay (Observation Survey)

Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RR teacher communicates with parents regularly regarding student progress. Methods of communication include: initial consent/permission to serve RR students, parent-teacher conferences, and email. The parents of students who are taught using the CIM model are communicated with regularly as well. Methods of communication include initial notification letters, parent-teacher conferences, and email.	Parent Involvement			08/13/2014	05/31/2016	\$0 - No Funding Required	Reading Recovery Teacher

KDE Comprehensive School Improvement Plan

Hager Elementary School

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery teacher collaborates monthly with all K-3 teachers in PLCs discussing each students progress towards their individual goals. During PLCs students who have made adequate progress are replaced with students who have greater needs based on appropriate exit criteria.	Other			08/13/2014	05/31/2016	\$0 - No Funding Required	Reading Recovery Teacher, K-3 Teachers, Principal

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery is one-on-one intensive intervention with first grade students by a highly qualified teacher.	Direct Instruction			08/13/2014	05/31/2015	\$48500 - Read to Achieve	Reading Recovery Teacher

Activity - Comprehensive Intervention Model (CIM)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CIM is an intensive small group reading strategy to K-3 students. Students are identified using the district universal screener-MAP. Upon identification students are further screened using various additional assessment tools.	Direct Instruction			08/13/2014	05/31/2015	\$3000 - Title I Schoolwide	Reading Recovery Teacher

Activity - Reading Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Reading Recovery teacher will organize "Reading Nights" for students and parents throughout the school year.	Community Engagement			08/13/2014	05/31/2016	\$0 - No Funding Required	Reading Recovery Teacher

Activity - Continuing Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RR teacher participates in a learning cohort with other RR teachers, participates in a training class related to the CIM strategies, attends the national conference, is a member of professional organizations, and participates in collaborative work with other district RR teachers.	Professional Learning			08/13/2014	05/31/2016	\$3000 - District Funding	Reading Recovery Teacher, District RR Teachers, and Local RR Teacher Leader

Strategy11:

Intergration of Technology - Students will be given many oportunites to utilize various technology resources at school and home to increase and support student learning. Examples of various technology resources include: Study Island, Reading Eggs, BrainPOP, Math Facts in a Flash, Learnzillion, SMART Exchange, Accelerated Reader, Kentucky Virtual Library, CIITS, Boyd County Online Public Library, Education City, KET, Calendar Math on SMARTBOARD, Reading/Math MAP activities, and various internet resources.

Category: Other - Technology Resources

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Research Cited:

Activity - Implementation of Technology in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed daily technology usage within the classroom by enhancing instruction through SMARTBOARDS, document cameras and audio enhancement systems. Students will be provided with opportunities for use of educational software and be given opportunities to access technology.	Technology			08/13/2014	05/31/2015	\$2100 - School Council Funds	Teachers, Staff and Principal

All children were screened for kindergarten readiness.

Goal 1:

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

Measurable Objective 1:

collaborate to increase achievement at Hager Elementary from 66.3% combined proficiency to 78.7% combined proficiency in Reading and Math by 05/31/2015 as measured by student performance on state assessment.

Strategy1:

Kindergarten Readiness - School will seek home-school relationships prior to a student enrolling in kindergarten. The teachers and school will communicate expectations for entry level kindergarten students to parents prior to the beginning of enrollment.

Category:

Research Cited:

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will discuss the content knowledge required to enter school ready for Kindergarten. Teachers will also share strategies to teach the required content.	Parent Involvement			03/14/2014	05/31/2015	\$0 - No Funding Required	Classroom Teachers, Principal and FYSC Staff

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Hager Elementary School

Activity - Kindergarten Readiness Packets	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will have kindergarten readiness packets available for all parents to pickup during registration week. The packet will contain material and content that all families should review and practice with their child prior to entry into school.	Academic Support Program			03/17/2014	05/31/2015	\$0 - No Funding Required	Office Staff and Principal

Activity - Kindercamp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students will spend a 1/2 day at Hager learning classroom and school procedures. This event will occur before the beginning of school.	Academic Support Program			08/08/2014	08/08/2014	\$400 - Title I Schoolwide	K Teachers and Instructional Assistants Principal

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

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

Measurable Objective 1:
collaborate to increase achievement at Hager Elementary from 66.3% combined proficiency to 78.7% combined proficiency in Reading and Math by 05/31/2015 as measured by student performance on state assessment.

Strategy1:
Kindergarten Readiness - School will seek home-school relationships prior to a student enrolling in kindergarten. The teachers and school will communicate expectations for entry level kindergarten students to parents prior to the beginning of enrollment.

Category:

Research Cited:

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will discuss the content knowledge required to enter school ready for Kindergarten. Teachers will also share strategies to teach the required content.	Parent Involvement			03/14/2014	05/31/2015	\$0 - No Funding Required	Classroom Teachers, Principal and FYSC Staff

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Hager Elementary School

Activity - Kindergarten Readiness Packets	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will have kindergarten readiness packets available for all parents to pickup during registration week. The packet will contain material and content that all families should review and practice with their child prior to entry into school.	Academic Support Program			03/17/2014	05/31/2015	\$0 - No Funding Required	Office Staff and Principal

Activity - Kindercamp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students will spend a 1/2 day at Hager learning classroom and school procedures. This event will occur before the beginning of school.	Academic Support Program			08/08/2014	08/08/2014	\$400 - Title I Schoolwide	K Teachers and Instructional Assistants Principal

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 averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:
collaborate to increase achievement at Hager Elementary from 66.3% combined proficiency to 78.7% combined proficiency in Reading and Math by 05/31/2015 as measured by student performance on state assessment.

Strategy1:
MAP Goal Setting - Teachers will set goals for each student on the MAP assessment for math and reading.

Category:

Research Cited:

Activity - Map Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Baseline data will be established after the first test. Teachers will set goals for the winter and spring test during the school year. Parents and students will be informed of goals and results will be communicated throughout the year. It is our hope that students will develop an ownership for personal growth in the areas of math and reading.	Academic Support Program			08/13/2014	05/31/2015	\$0 - No Funding Required	Teachers and Principal

Strategy2:

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Formative Assessment - Teachers will incorporate state-like assessments that correspond with the Common Core State Standards for Reading and Math.

Category:

Research Cited:

Activity - Fluency Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given fluency assessments (WCPM) and the Dibels Oral Reading Fluency Assessments to determine progress and growth throughout the school year. Results are communicated to parents and teachers monitor individual student progress.	Academic Support Program			08/13/2014	05/31/2015	\$0 - No Funding Required	Instructional Assistants, Classroom Teachers, Reading Intervention Teacher, Principal

Activity - Monitoring Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of assessments through PLC's and standard mastery checklists, quick checks, district probes, and enduring skill proficiency rubric	Policy and Process			08/13/2014	05/31/2015	\$0 - No Funding Required	Teachers and Principal

Strategy3:

Read to Achieve - Students are identified for additional reading assistance based on observation survey, keystone assessments, MAP data, and teacher recommendation.

Category: Continuous Improvement

Research Cited: Marie Clay (Observation Survey)

Activity - Comprehensive Intervention Model (CIM)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CIM is an intensive small group reading strategy to K-3 students. Students are identified using the district universal screener-MAP. Upon identification students are further screened using various additional assessment tools.	Direct Instruction			08/13/2014	05/31/2015	\$3000 - Title I Schoolwide	Reading Recovery Teacher

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Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RR teacher communicates with parents regularly regarding student progress. Methods of communication include: initial consent/permission to serve RR students, parent-teacher conferences, and email. The parents of students who are taught using the CIM model are communicated with regularly as well. Methods of communication include initial notification letters, parent-teacher conferences, and email.	Parent Involvement			08/13/2014	05/31/2016	\$0 - No Funding Required	Reading Recovery Teacher

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery is one-on-one intensive intervention with first grade students by a highly qualified teacher.	Direct Instruction			08/13/2014	05/31/2015	\$48500 - Read to Achieve	Reading Recovery Teacher

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery teacher collaborates monthly with all K-3 teachers in PLCs discussing each students progress towards their individual goals. During PLCs students who have made adequate progress are replaced with students who have greater needs based on appropriate exit criteria.	Other			08/13/2014	05/31/2016	\$0 - No Funding Required	Reading Recovery Teacher, K-3 Teachers, Principal

Activity - Reading Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Reading Recovery teacher will organize "Reading Nights" for students and parents throughout the school year.	Community Engagement			08/13/2014	05/31/2016	\$0 - No Funding Required	Reading Recovery Teacher

Activity - Continuing Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RR teacher participates in a learning cohort with other RR teachers, participates in a training class related to the CIM strategies, attends the national conference, is a member of professional organizations, and participates in collaborative work with other district RR teachers.	Professional Learning			08/13/2014	05/31/2016	\$3000 - District Funding	Reading Recovery Teacher, District RR Teachers, and Local RR Teacher Leader

Strategy4:

Conceptual Learning - Teachers will attend various professional development opportunities in Reading and Math when offered. Professional development activities include modeled lessons, resources, strategies, and implementation support. Teachers will attend sessions provided SY 2014-2015

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by district consultants.

Category:

Research Cited: Angela Hilterbrandt, Vonda Stamm, Tammy Wall, PIMSER Network, KEDC Math Cadre

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers gain knowledge, resources, and implementation ideas through professional development offerings. K/1 Math teachers within the district will attend meetings to focus on specific content and intervention strategies. 2/3 Math Intervention/RTI strategies. Vocabulary/Reading Strategies Training for intermediate teachers. District grade level professional development for SGG (K-3 MATH) (4-6 Math and Reading).	Professional Learning			08/13/2014	05/31/2015	\$0 - District Funding	District and Building Administrators, District Consultants, Teachers

Strategy5:

Kindergarten Readiness - School will seek home-school relationships prior to a student enrolling in kindergarten. The teachers and school will communicate expectations for entry level kindergarten students to parents prior to the beginning of enrollment.

Category:

Research Cited:

Activity - Kindergarten Readiness Packets	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will have kindergarten readiness packets available for all parents to pickup during registration week. The packet will contain material and content that all families should review and practice with their child prior to entry into school.	Academic Support Program			03/17/2014	05/31/2015	\$0 - No Funding Required	Office Staff and Principal

Activity - Kindercamp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students will spend a 1/2 day at Hager learning classroom and school procedures. This event will occur before the beginning of school.	Academic Support Program			08/08/2014	08/08/2014	\$400 - Title I Schoolwide	K Teachers and Instructional Assistants Principal

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will discuss the content knowledge required to enter school ready for Kindergarten. Teachers will also share strategies to teach the required content.	Parent Involvement			03/14/2014	05/31/2015	\$0 - No Funding Required	Classroom Teachers, Principal and FYSC Staff

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Strategy6:

Intergration of Technology - Students will be given many opportunities to utilize various technology resources at school and home to increase and support student learning. Examples of various technology resources include: Study Island, Reading Eggs, BrainPOP, Math Facts in a Flash, Learnzillion, SMART Exchange, Accelerated Reader, Kentucky Virtual Library, CIITS, Boyd County Online Public Library, Education City, KET, Calendar Math on SMARTBOARD, Reading/Math MAP activities, and various internet resources.

Category: Other - Technology Resources

Research Cited:

Activity - Implementation of Technology in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed daily technology usage within the classroom by enhancing instruction through SMARTBOARDS, document cameras and audio enhancement systems. Students will be provided with opportunities for use of educational software and be given opportunities to access technology.	Technology			08/13/2014	05/31/2015	\$2100 - School Council Funds	Teachers, Staff and Principal

Strategy7:

Professional Learning Communities - Professional Learning Communities will occur at the school and district level. PLC's are grouped based on specific grade levels, content areas, and programs. Time will be provided during the school day for school personnel to collaborate and discuss student learning and academic programs. PLC's will also focus on identifying specific strategies to increase distinguished programs in the arts and humanities, PL/CS, and writing programs. Specific plans will be made to impact student learning through regular PLC meetings.

Category:

Research Cited: Solution Tree Consulting-Richard DuFour

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review data from assessments to make instructional decisions and develop instructional strategies and activities to address student gaps and needs.	Academic Support Program			08/13/2014	05/31/2015	\$0 - No Funding Required	Teachers, Principal and District Administration/Staff

Strategy8:

Program Reviews - Effectively engage all staff in the program review process. Ideas to provide cross-curricular opportunities for Math and Reading in all program reviews will be discussed. Provide opportunities for staff to collaborate with review team members. Teachers are trusted to make sound professional decisions about instruction and have an appropriate amount of influence on the decision making process.

Category:

Research Cited:

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Activity - Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet periodically to identify appropriate evidence and gather evidence for ratings. Examine the rubrics used in the program review process and consider evidence to inform the overall program assessment.	Policy and Process			08/13/2014	05/31/2015	\$0 - No Funding Required	All Staff

Activity - Program Review Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze gaps in particular program areas to determine next steps for continuous improvement.	Policy and Process			08/13/2014	05/31/2015	\$0 - No Funding Required	All Staff

Strategy9:

Response to Intervention (RTI) - Teachers, Response to Intervention Specialists, and paraprofessionals will provide enhancement and remediation in math and reading. Response to Intervention will occur in grades K-6th. MAP data, common assessments, teacher input and classroom observation will determine individual student needs for enhancement and remediation. Progress will be monitored through assessments, PLC's, MAP Analysis.

Category:

Research Cited: Northwest Evaluation Association, IDEA, Title 1

Activity - MAP Analysis-Review Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make necessary adjustments to RTI instructional target areas/concepts based on group and individual needs. Data will be reviewed in PLC's and plans will be developed to address gaps in instructional planning based on learning needs according to standards. Assign students to RTI Tiers according to MAP %tile scores.	Academic Support Program			08/13/2014	05/31/2015	\$7000 - Title I Schoolwide	RTI Teachers, Classroom teachers, Math Enhancement Teacher, Reading Intervention Teacher and Principal

Activity - Math Professional Development 2/3	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Second and third grade teachers are provided with math resources geared towards interventions in math. Professional learning includes training, modeling lessons, math manipulatives, and assessments.	Professional Learning			08/13/2014	05/31/2015	\$7500 - District Funding	Vonda Stamm and Tammy Wall (Trainers) Hager 2nd and 3rd Grade Teachers

Activity - Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped based on needs after review of various assessments and data.	Class Size Reduction			08/13/2014	05/31/2015	\$11000 - Title I Schoolwide	RTI Specialists, Teachers, Principal, Instructional Assistants

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Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring will occur with all students in Tier 2 and 3. Possible resources include AIMS Web, Teacher-created assessments, district prepared probes and quick checks, etc.	Academic Support Program			08/13/2014	05/31/2015	\$0 - No Funding Required	Classroom teachers, RTI staff, Math Enhancement Teacher, Reading Recovery Teacher

Strategy10:

CIITS - CIITS will be used to enhance student learning outcomes, locate instructional resources, assess student knowledge, and for the implementation of PGES.

Category:

Research Cited:

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided training to implement CIITS for instructional planning, creation and sharing of instructional resources, analysis of data and the teacher evaluation process.	Professional Learning			08/13/2014	05/31/2015	\$0 - State Funds	All Teachers, Principal, Director of Technology, Supervisor of Instruction and District Technology Resource Teacher

Strategy11:

Differentiation - Teachers will evaluate or identify the learning levels within their classes based on various assessments. Plans will be made for individual students based on assessment or performance data.

Category: Continuous Improvement

Research Cited:

Activity - Leveled Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide a variety of leveled work opportunities in classwork, homework, assessment, and technology based learning.	Direct Instruction			08/13/2014	05/31/2015	\$0 - No Funding Required	Classroom teachers

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase achievement at Hager Elementary for free-reduced students to 65.5% proficiency in mathematics by 05/31/2015 as measured by student performance on state assessment.

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Strategy1:

Response to Intervention (RTI) -

Teachers and Response to Intervention Specialists will provide enhancement and remediation in math and reading. Response to Intervention will occur in grades 1st-6th. MAP data, common assessments, teacher input and classroom observation will determine individual student needs for enhancement and remediation. Progress will be monitored through assessments, PLC's, and grade level meetings.

Category:

Research Cited:

Activity - Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped based on needs after review of various assessments and data	Class Size Reduction			08/13/2014	05/31/2015	\$3300 - State Funds \$1200 - Title I Part A	RTI Specialists, Teachers, Principal, and Instructional Assistants

Strategy2:

Best Practice - School will employ a math enhancement teacher to teach math in small groups in a resource/collaborative settings. Math Enhancement Teacher will also use manipulatives and other appropriate materials to support and enhance instruction.

Category:

Research Cited:

Activity - Math Tutoring/Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will work with students in grades 3rd, 4th, 5th, and 6th. Math enhancement teacher will collaborate with classroom teachers and RTI Specialists to meet the needs of individual students.	Tutoring			08/13/2014	05/31/2015	\$50000 - Title II Part A	SBDM Council, Principal

Measurable Objective 2:

collaborate to increase achievement at Hager Elementary for students with disabilities to 49.5% proficiency in reading by 05/31/2015 as measured by student performance on state assessment.

Strategy1:

Student Progress Monitoring - Teachers will review MAP Data, common assessments, and classroom summative assessments to determine individual student progress and make decisions on best teaching practices. Teachers will have opportunities to discuss student progress during professional learning communities and grade level common planning times. MAP tests will be scheduled a minimum of 3 times per year. MAP Survey tests will be also be available for teachers to use. Common assessments will be given throughout the school year to monitor student progress in learning grade level standards. Summative assessments are used frequently to monitor student mastery of concepts and skills.

Category: Continuous Improvement

Research Cited:

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Activity - Monitor Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress will be monitored by student participation in various assessments. Progress will be communicated to parents.	Academic Support Program			08/13/2014	05/31/2015	\$0 - No Funding Required	Special Education Teachers, Math Enhancement Teachers, RTI Teachers and Principal

Measurable Objective 3:

collaborate to increase achievement at Hager Elementary for students with disabilities to 33.9% proficiency in mathematics by 05/31/2015 as measured by student performance on state assessment.

Strategy1:

Progress Monitoring of Student Data - Teachers will review MAP Data, common assessments, and classroom summative assessments to determine individual student progress and make decisions on best teaching practices. Teachers will have opportunities to discuss student progress during professional learning communities and grade level common planning times. MAP tests will be scheduled a minimum of 3 times per year. MAP Survey tests will be also be available for teachers to use. Common assessments will be given throughout the school year to monitor student progress in learning grade level standards. Summative assessments are used frequently to monitor student mastery of concepts and skills.

Category: Continuous Improvement

Research Cited:

Activity - Monitor Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress will be monitored by student participation in various assessments. Progress will be communicated to parents.	Academic Support Program			08/13/2014	05/31/2015	\$0 - No Funding Required	Special Ed Teachers, Teachers, Principal

Measurable Objective 4:

collaborate to increase achievement at Hager Elementary for all student groups to 57.9% proficiency in Math and Reading by 05/31/2015 as measured by student performance on state assessments.

Strategy1:

Parent Communication - Teachers communicate regularly with parents using a variety of tools and resources.

Category: Continuous Improvement

Research Cited:

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Hager Elementary School

Activity - Parent Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will keep parents informed of their child's progress and involved in their child's educational experience. Some methods include newsletters, email distribution, parent-teacher conferences, text alerts, progress reports, family involvement activities, access to student information in various on-line programs, teacher websites, etc.	Parent Involvement			08/13/2014	05/31/2015	\$0 - No Funding Required	Teachers and all school staff

Strategy2:

MAP Progress Monitoring - Teachers will review MAP Data, common assessments, and classroom summative assessments to determine individual student progress and make decisions on best teaching practices. Teachers will have opportunities to discuss student progress during professional learning communities and grade level common planning times. MAP tests will be scheduled a minimum of 3 times per year. MAP Survey tests will be also be available for teachers to use. Common assessments will be given throughout the school year to monitor student progress in learning grade level standards. Summative assessments are used frequently to monitor student mastery of concepts and skills.

Category: Continuous Improvement

Research Cited:

Activity - Monitor Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will set goals for Math and Reading and have conferences regarding progress. Goal-setting worksheets will be used and signed by both the parent and student.	Academic Support Program			08/13/2014	05/31/2015	\$0 - No Funding Required	Classroom Teachers

Activity - MAP Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Measurement of Academic Progress Tests will be given 3 times per school year. Results will be communicated to parents and students. Teachers will use results to monitor student growth and plan appropriate activities.	Academic Support Program			08/13/2014	05/31/2015	\$0 - District Funding	All Staff

Measurable Objective 5:

collaborate to increase achievement at Hager Elementary for free-reduced students to 71.4% proficiency in reading by 05/31/2015 as measured by student performance on state assessment.

Strategy1:

Response to Intervention - Teachers and Response to Intervention Specialists will provide enhancement and remediation in math and reading. Response to Intervention will occur in grades 1st-6th. MAP data, common assessments, teacher input and classroom observation will determine individual student needs for enhancement and remediation. Progress will be monitored through assessments, PLC's, and

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standard mastery checklists.

Category:

Research Cited:

Activity - Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped based on needs after review of various assessments and data.	Class Size Reduction			08/13/2014	05/31/2015	\$1200 - Title I Schoolwide \$3300 - State Funds	RTI Specialists, Teachers, Principal, and Instructional Assistants

Strategy2:

Best Practices in Reading - School will employ a reading intervention teacher to teach reading in small groups and individual students in the resource room.

Category:

Research Cited:

Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use leveled readers to teach various reading strategies. Teacher will work with students in grades K-3 and collaborate with classroom teachers.	Direct Instruction			08/13/2014	05/31/2015	\$45000 - Title I Schoolwide	SBDM Council, classroom teachers, and Reading Intervention Teacher

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

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

Measurable Objective 1:

collaborate to increase achievement at Hager Elementary from 66.3% combined proficiency to 78.7% combined proficiency in Reading and Math by 05/31/2015 as measured by student performance on state assessment.

Strategy1:

Read to Achieve - Students are identified for additional reading assistance based on observation survey, keystone assessments, MAP data, and teacher recommendation.

Category: Continuous Improvement

Research Cited: Marie Clay (Observation Survey)

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Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RR teacher communicates with parents regularly regarding student progress. Methods of communication include: initial consent/permission to serve RR students, parent-teacher conferences, and email. The parents of students who are taught using the CIM model are communicated with regularly as well. Methods of communication include initial notification letters, parent-teacher conferences, and email.	Parent Involvement			08/13/2014	05/31/2016	\$0 - No Funding Required	Reading Recovery Teacher

Activity - Comprehensive Intervention Model (CIM)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CIM is an intensive small group reading strategy to K-3 students. Students are identified using the district universal screener-MAP. Upon identification students are further screened using various additional assessment tools.	Direct Instruction			08/13/2014	05/31/2015	\$3000 - Title I Schoolwide	Reading Recovery Teacher

Activity - Continuing Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RR teacher participates in a learning cohort with other RR teachers, participates in a training class related to the CIM strategies, attends the national conference, is a member of professional organizations, and participates in collaborative work with other district RR teachers.	Professional Learning			08/13/2014	05/31/2016	\$3000 - District Funding	Reading Recovery Teacher, District RR Teachers, and Local RR Teacher Leader

Activity - Reading Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Reading Recovery teacher will organize "Reading Nights" for students and parents throughout the school year.	Community Engagement			08/13/2014	05/31/2016	\$0 - No Funding Required	Reading Recovery Teacher

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery teacher collaborates monthly with all K-3 teachers in PLCs discussing each students progress towards their individual goals. During PLCs students who have made adequate progress are replaced with students who have greater needs based on appropriate exit criteria.	Other			08/13/2014	05/31/2016	\$0 - No Funding Required	Reading Recovery Teacher, K-3 Teachers, Principal

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Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery is one-on-one intensive intervention with first grade students by a highly qualified teacher.	Direct Instruction			08/13/2014	05/31/2015	\$48500 - Read to Achieve	Reading Recovery Teacher

Strategy2:

Differentiation - Teachers will evaluate or identify the learning levels within their classes based on various assessments. Plans will be made for individual students based on assessment or performance data.

Category: Continuous Improvement

Research Cited:

Activity - Leveled Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide a variety of leveled work opportunities in classwork, homework, assessment, and technology based learning.	Direct Instruction			08/13/2014	05/31/2015	\$0 - No Funding Required	Classroom teachers

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase achievement at Hager Elementary for students with disabilities to 49.5% proficiency in reading by 05/31/2015 as measured by student performance on state assessment.

Strategy1:

Student Progress Monitoring - Teachers will review MAP Data, common assessments, and classroom summative assessments to determine individual student progress and make decisions on best teaching practices. Teachers will have opportunities to discuss student progress during professional learning communities and grade level common planning times. MAP tests will be scheduled a minimum of 3 times per year. MAP Survey tests will be also be available for teachers to use. Common assessments will be given throughout the school year to monitor student progress in learning grade level standards. Summative assessments are used frequently to monitor student mastery of concepts and skills.

Category: Continuous Improvement

Research Cited:

Activity - Monitor Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress will be monitored by student participation in various assessments. Progress will be communicated to parents.	Academic Support Program			08/13/2014	05/31/2015	\$0 - No Funding Required	Special Education Teachers, Math Enhancement Teachers, RTI Teachers and Principal

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Measurable Objective 2:

collaborate to increase achievement at Hager Elementary for free-reduced students to 71.4% proficiency in reading by 05/31/2015 as measured by student performance on state assessment.

Strategy1:

Response to Intervention - Teachers and Response to Intervention Specialists will provide enhancement and remediation in math and reading. Response to Intervention will occur in grades 1st-6th. MAP data, common assessments, teacher input and classroom observation will determine individual student needs for enhancement and remediation. Progress will be monitored through assessments, PLC's, and standard mastery checklists.

Category:

Research Cited:

Activity - Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped based on needs after review of various assessments and data.	Class Size Reduction			08/13/2014	05/31/2015	\$3300 - State Funds \$1200 - Title I Schoolwide	RTI Specialists, Teachers, Principal, and Instructional Assistants

Strategy2:

Best Practices in Reading - School will employ a reading intervention teacher to teach reading in small groups and individual students in the resource room.

Category:

Research Cited:

Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use leveled readers to teach various reading strategies. Teacher will work with students in grades K-3 and collaborate with classroom teachers.	Direct Instruction			08/13/2014	05/31/2015	\$45000 - Title I Schoolwide	SBDM Council, classroom teachers, and Reading Intervention Teacher

Measurable Objective 3:

collaborate to increase achievement at Hager Elementary for all student groups to 57.9% proficiency in Math and Reading by 05/31/2015 as measured by student performance on state assessments.

Strategy1:

MAP Progress Monitoring - Teachers will review MAP Data, common assessments, and classroom summative assessments to determine individual student progress and make decisions on best teaching practices. Teachers will have opportunities to discuss student progress during professional learning communities and grade level common planning times. MAP tests will be scheduled a minimum of 3 times per year. MAP Survey tests will be also be available for teachers to use. Common assessments will be given throughout the school year to monitor student progress in learning grade level standards. Summative assessments are used frequently to monitor student mastery of

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concepts and skills.

Category: Continuous Improvement

Research Cited:

Activity - Monitor Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will set goals for Math and Reading and have conferences regarding progress. Goal-setting worksheets will be used and signed by both the parent and student.	Academic Support Program			08/13/2014	05/31/2015	\$0 - No Funding Required	Classroom Teachers

Activity - MAP Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Measurement of Academic Progress Tests will be given 3 times per school year. Results will be communicated to parents and students. Teachers will use results to monitor student growth and plan appropriate activities.	Academic Support Program			08/13/2014	05/31/2015	\$0 - District Funding	All Staff

Measurable Objective 4:

collaborate to increase achievement at Hager Elementary for free-reduced students to 65.5% proficiency in mathematics by 05/31/2015 as measured by student performance on state assessment.

Strategy1:

Best Practice - School will employ a math enhancement teacher to teach math in small groups in a resource/collaborative settings. Math Enhancement Teacher will also use manipulatives and other appropriate materials to support and enhance instruction.

Category:

Research Cited:

Activity - Math Tutoring/Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will work with students in grades 3rd, 4th, 5th, and 6th. Math enhancement teacher will collaborate with classroom teachers and RTI Specialists to meet the needs of individual students.	Tutoring			08/13/2014	05/31/2015	\$50000 - Title II Part A	SBDM Council, Principal

Strategy2:

Response to Intervention (RTI) -

Teachers and Response to Intervention Specialists will provide enhancement and remediation in math and reading. Response to Intervention will occur in grades 1st-6th. MAP data, common assessments, teacher input and classroom observation will determine individual student needs for enhancement and remediation. Progress will be monitored through assessments, PLC's, and grade level meetings.

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Category:

Research Cited:

Activity - Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped based on needs after review of various assessments and data	Class Size Reduction			08/13/2014	05/31/2015	\$3300 - State Funds \$1200 - Title I Part A	RTI Specialists, Teachers, Principal, and Instructional Assistants

Measurable Objective 5:

collaborate to increase achievement at Hager Elementary for students with disabilities to 33.9% proficiency in mathematics by 05/31/2015 as measured by student performance on state assessment.

Strategy1:

Progress Monitoring of Student Data - Teachers will review MAP Data, common assessments, and classroom summative assessments to determine individual student progress and make decisions on best teaching practices. Teachers will have opportunities to discuss student progress during professional learning communities and grade level common planning times. MAP tests will be scheduled a minimum of 3 times per year. MAP Survey tests will be also be available for teachers to use. Common assessments will be given throughout the school year to monitor student progress in learning grade level standards. Summative assessments are used frequently to monitor student mastery of concepts and skills.

Category: Continuous Improvement

Research Cited:

Activity - Monitor Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress will be monitored by student participation in various assessments. Progress will be communicated to parents.	Academic Support Program			08/13/2014	05/31/2015	\$0 - No Funding Required	Special Ed Teachers, Teachers, Principal

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

Goal 1:

Demonstrate proficiency in all required program reviews.

Measurable Objective 1:

demonstrate a proficiency in the Arts and Humanities, Practical Living/Career Studies, Writing and K-3 Program Reviews by 06/01/2014 as measured by program review rubrics and criteria.

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Strategy1:

Program Review PLC's - Program review PLC's will occur intentionally each month.

Category:

Research Cited:

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each program review team will monitor program progress and complete the scoring rubric at the middle and at end of the school year. All needs improvement areas will be addressed if identified during the monitoring process.	Policy and Process			08/13/2014	05/31/2015	\$0 - No Funding Required	Program Review Teams and Principal

Activity - Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC meetings will be ongoing throughout the year. PLC team members will review progress, rubric, and evidence throughout the year.	Academic Support Program			08/13/2014	05/31/2015	\$0 - No Funding Required	Program Review PLC Teams and Principal



KDE Title I Report

Hager Elementary School

Ashland Independent

Phillip Caudill, Principal
1600 Blackburn Ave
Ashland, KY 41101

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Introduction

Complete the Title I requirement that is applicable to your school.

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required schoolwide planning components are being met by a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP and b) inserting an optional narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

Component 1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

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

Measurable Objective 1:
collaborate to increase achievement at Hager Elementary for a combined proficiency of 75.6% in Reading and Math by 05/31/2014 as measured by student performance on state assessment.

Strategy1:
Program Reviews - Effectively engage all staff in the program review process. Ideas to provide cross-curricular opportunities for Math and Reading in all program reviews will be discussed. Provide opportunities for staff to collaborate with review team members. Teachers are trusted to make sound professional decisions about instruction and have an appropriate amount of influence on the decision making process.

Category:
Research Cited:

Activity - Program Review Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze gaps in particular program areas to determine next steps for continuous improvement.	Policy and Process			08/22/2012	05/31/2014	\$0 - No Funding Required	All Staff

Activity - Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet periodically to identify appropriate evidence and gather evidence for ratings. Examine the rubrics used in the program review process and consider evidence to inform the overall program assessment.	Policy and Process			08/22/2012	05/31/2014	\$0 - No Funding Required	All Staff

Strategy2:
MAP Goal Setting - Teachers will set goals for each student on the MAP assessment for math and reading.

Category:
Research Cited:

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Activity - Map Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Baseline data will be established after the first test. Teachers will set goals for the winter and spring test during the school year. Parents and students will be informed of goals and results will be communicated throughout the year. It is our hope that students will develop an ownership for personal growth in the areas of math and reading.	Academic Support Program			08/14/2013	05/31/2014	\$0 - No Funding Required	Teachers and Principal

Strategy3:

Conceptual Learning - Teachers will attend various professional development opportunities in Reading and Math when offered. Professional development activities include modeled lessons, resources, strategies, and implementation support. Teachers will attend sessions provided by district consultants.

Category:

Research Cited: Angela Hilterbrandt, Vonda Stamm, Tammy Wall, PIMSER Network, KEDC Math Cadre

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers gain knowledge, resources, and implementation ideas through professional development offerings. K/1 Math teachers within the district will attend meetings to focus on specific content and intervention strategies.	Professional Learning			08/22/2012	05/31/2014	\$0 - District Funding	District and Building Administrators, District Consultants, Teachers

Strategy4:

Integration of Technology - Students will be given many opportunities to utilize various technology resources at school and home to increase and support student learning. Examples of various technology resources include: Study Island, Reading Eggs, BrainPOP, Math Facts in a Flash, Learnzillion, SMART Exchange, Accelerated Reader, Kentucky Virtual Library, CIITS, Boyd County Online Public Library, KET and various internet resources.

Category:

Research Cited:

Activity - Implementation of Technology in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed daily technology usage within the classroom by enhancing instruction through SMARTBOARDS, document cameras and audio enhancement systems. Students will be provided with opportunities for use of educational software and be given opportunities to access technology.	Technology			08/22/2012	05/31/2014	\$2100 - School Council Funds	Teachers, Staff and Principal

Strategy5:

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Response to Intervention (RTI) - Teachers, Response to Intervention Specialists, and paraprofessionals will provide enhancement and remediation in math and reading. Response to Intervention will occur in grades K-6th. MAP data, common assessments, teacher input and classroom observation will determine individual student needs for enhancement and remediation. Progress will be monitored through assessments, PLC's, MAP Analysis.

Category:

Research Cited: Northwest Evaluation Association, IDEA, Title 1

Activity - MAP Analysis-Review Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make necessary adjustments to RTI instructional target areas/concepts based on group and individual needs. Data will be reviewed in PLC's and plans will be developed to address gaps in instructional planning based on learning needs according standards.	Academic Support Program			08/22/2012	05/31/2014	\$7000 - Title I Schoolwide	RTI Teachers, Classroom teachers, Math Enhancement Teacher, Reading Intervention Teacher and Principal

Activity - Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped based on needs after review of various assessments and data	Class Size Reduction			08/22/2012	12/31/2013	\$11000 - Title I Schoolwide	RTI Specialists, Teachers, Principal, Instructional Assistants

Strategy6:

CIITS - CIITS will be used to enhance student learning outcomes, locate instructional resources, assess student knowledge, and for the implementation of PGES.

Category:

Research Cited:

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided training to implement CIITS for instructional planning, creation and sharing of instructional resources, analysis of data and the teacher evaluation process.	Professional Learning			08/22/2012	05/31/2014	\$0 - State Funds	All Teachers, Principal, Director of Technology, Supervisor of Instruction and District Technology Resource Teacher

Strategy7:

Kindergarten Readiness - School will seek home-school relationships prior to a student enrolling in kindergarten. The teachers and school will communicate expectations for entry level kindergarten students to parents prior to the beginning of enrollment.

Category:

Research Cited:

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Activity - Kindercamp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students will spend a 1/2 day at Hager learning classroom and school procedures. This event will occur before the beginning of school.	Academic Support Program			08/08/2014	08/08/2014	\$400 - Title I Schoolwide	K Teachers and Instructional Assistants Principal

Activity - Kindergarten Readiness Packets	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will have kindergarten readiness packets available for all parents to pickup during registration week. The packet will contain material and content that all families should review and practice with their child prior to entry into school.	Academic Support Program			03/17/2014	05/31/2014	\$0 - No Funding Required	Office Staff and Principal

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will discuss the content knowledge required to enter school ready for Kindergarten. Teachers will also share strategies to teach the required content.	Parent Involvement			03/14/2014	05/31/2014	\$0 - No Funding Required	Classroom Teachers, Principal and FYSC Staff

Strategy8:

Formative Assessment - Teachers will incorporate state-like assessments that correspond with the Common Core State Standards for Reading and Math.

Category:

Research Cited:

Activity - Monitoring Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of assessments through PLC's and standard mastery checklists	Policy and Process			08/14/2013	05/31/2014	\$0 - No Funding Required	Teachers and Principal

Activity - Fluency Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given fluency assessments (WCPM) and the Dibels Oral Reading Fluency Assessments to determine progress and growth throughout the school year. Results are communicated to parents and teachers monitor individual student progress.	Academic Support Program			08/22/2012	05/31/2014	\$0 - No Funding Required	Instructional Assistants, Classroom Teachers, Reading Intervention Teacher, Principal

Strategy9:

Professional Learning Communities - Professional Learning Communities will occur at the school and district level. PLC's are grouped based

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on specific grade levels, content areas, and programs. Time will be provided during the school day for school personnel to collaborate and discuss student learning and academic programs. PLC's will also focus on identifying specific strategies to increase distinguished programs in the arts and humanities, PL/CS, and writing programs. Specific plans will be made to impact student learning through regular PLC meetings.

Category:

Research Cited: Solution Tree Consulting-Richard DuFour

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review data from assessments to make instructional decisions and develop instructional strategies and activities to address student gaps and needs.	Academic Support Program			08/22/2012	05/31/2014	\$0 - No Funding Required	Teachers, Principal and District Administration/Staff

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase achievement at Hager Elementary for free-reduced students to 67.4% proficiency in reading by 05/31/2014 as measured by student performance on state assessment.

Strategy1:

Response to Intervention - Teachers and Response to Intervention Specialists will provide enhancement and remediation in math and reading. Response to Intervention will occur in grades 1st-6th. MAP data, common assessments, teacher input and classroom observation will determine individual student needs for enhancement and remediation. Progress will be monitored through assessments, PLC's, and standard mastery checklists.

Category:

Research Cited:

Activity - Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped based on needs after review of various assessments and data.	Class Size Reduction			08/22/2012	05/31/2014	\$3300 - State Funds \$1200 - Title I Schoolwide	RTI Specialists, Teachers, Principal, and Instructional Assistants

Strategy2:

Best Practices in Reading - School will employ a reading intervention teacher to teach reading in small groups and individual students in the resource room.

Category:

Research Cited:

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Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use leveled readers to teacher various reading strategies. Teacher will work with students in grades K-3 and collaborate with classroom teachers.	Direct Instruction			08/14/2013	05/31/2014	\$45000 - Title I Schoolwide	SBDM Council, classroom teachers, and Reading Intervention Teacher

Measurable Objective 2:

collaborate to increase achievement at Hager Elementary for all student groups to 57.9% proficiency in Math and Reading by 05/31/2013 as measured by student performance on state assessments.

Strategy1:

Progress Monitoring - Teachers will review MAP Data, common assessments, and classroom summative assessments to determine individual student progress and make decisions on best teaching practices. Teachers will have opportunities to discuss student progress during professional learning communities and grade level common planning times. MAP tests will be scheduled a minimum of 3 times per year. MAP Survey tests will be also be available for teachers to use. Common assessments will be given throughout the school year to monitor student progress in learning grade level standards. Summative assessments are used frequently to monitor student mastery of concepts and skills.

Category:

Research Cited:

Activity - MAP Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Measurement of Academic Progress Tests will be given 3 times per school year. Results will be communicated to parents and students. Teachers will use results to monitor student growth and plan appropriate activities.	Academic Support Program			08/22/2012	05/31/2014	\$0 - District Funding	All Staff

Activity - Monitor Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will set goals for Math and Reading and have conferences regarding progress. Goal-setting worksheets will be used and signed by both the parent and student.	Academic Support Program			08/22/2012	05/31/2014	\$0 - No Funding Required	Classroom Teachers

Measurable Objective 3:

collaborate to increase achievement at Hager Elementary for students with disabilities to 42.2% proficiency in reading by 05/31/2014 as measured by student performance on state assessment.

Strategy1:

Progress Monitoring - Teachers will review MAP Data, common assessments, and classroom summative assessments to determine

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individual student progress and make decisions on best teaching practices. Teachers will have opportunities to discuss student progress during professional learning communities and grade level common planning times. MAP tests will be scheduled a minimum of 3 times per year. MAP Survey tests will be also be available for teachers to use. Common assessments will be given throughout the school year to monitor student progress in learning grade level standards. Summative assessments are used frequently to monitor student mastery of concepts and skills.

Category:

Research Cited:

Activity - Monitor Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress will be monitored by student participation in various assessments. Progress will be communicated to parents.	Academic Support Program			08/22/2012	12/31/2013	\$0 - No Funding Required	Special Education Teachers, Math Enhancement Teachers, RTI Teachers and Principal

Measurable Objective 4:

collaborate to increase achievement at Hager Elementary for free-reduced students to 60.6% proficiency in mathematics by 05/31/2014 as measured by student performance on state assessment.

Strategy1:

Response to Intervention (RTI) -

Teachers and Response to Intervention Specialists will provide enhancement and remediation in math and reading. Response to Intervention will occur in grades 1st-6th. MAP data, common assessments, teacher input and classroom observation will determine individual student needs for enhancement and remediation. Progress will be monitored through assessments, PLC's, and grade level meetings.

Category:

Research Cited:

Activity - Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped based on needs after review of various assessments and data	Class Size Reduction			08/22/2012	05/31/2014	\$3300 - State Funds \$1200 - Title I Part A	RTI Specialists, Teachers, Principal, and Instructional Assistants

Strategy2:

Best Practice - School will employ a math enhancement teacher to teach math in small groups in a resource/collaborative settings. Math Enhancement Teacher will also use manipulatives and other appropriate materials to support and enhance instruction.

Category:

Research Cited:

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Hager Elementary School

Activity - Math Tutoring/Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will work with students in grades 3rd, 4th, 5th, and 6th. Math enhancement teacher will collaborate with classroom teachers and RTI Specialists to meet the needs of individual students.	Tutoring			08/22/2012	05/31/2014	\$50000 - Title II Part A	SBDM Council, Principal

Measurable Objective 5:

collaborate to increase achievement at Hager Elementary for students with disabilities to 27% proficiency in mathematics by 05/31/2013 as measured by student performance on state assessment.

Strategy1:

Progress Monitoring - Teachers will review MAP Data, common assessments, and classroom summative assessments to determine individual student progress and make decisions on best teaching practices. Teachers will have opportunities to discuss student progress during professional learning communities and grade level common planning times. MAP tests will be scheduled a minimum of 3 times per year. MAP Survey tests will be also be available for teachers to use. Common assessments will be given throughout the school year to monitor student progress in learning grade level standards. Summative assessments are used frequently to monitor student mastery of concepts and skills.

Category:

Research Cited:

Activity - Monitor Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress will be monitored by student participation in various assessments. Progress will be communicated to parents.	Academic Support Program			08/22/2012	12/31/2013	\$0 - No Funding Required	Special Ed Teachers, Teachers, Principal

Goal 3:

Hager will provide support for students in making healthy lifestyle choices by increasing parental awareness and involvement concerning student health and wellness.

Measurable Objective 1:

collaborate to decrease the amount of at-risk/overweight students by indicating that healthier lifestyles are being practiced. Hager in 2012-13 had 40% at-risk/overweight with a goal of 39% or below by 05/31/2014 as measured by Body Mass Index data and School Health Survey results.

Strategy1:

Adoption of Assessment Tool - We will adopt an assessment tool to determine each individual child's level of physical activity which will be assessed on a yearly basis.

Category:

Research Cited:

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Activity - Student Assessment of Fitness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the adopted assessment tool student's physical activity levels will be assessed at the beginning and end of the school year. Students will be given atleast 190 minutes of physical activity time during a typical school week. Each student will have access to two supervised PE classes a week.	Academic Support Program			08/14/2013	05/30/2014	\$18000 - Title I Schoolwide	Physical Education Teachers, Classroom Teachers and Principal

Strategy2:

Policy Compliance - The principal will complete yearly assessments to ensure compliance with district as well as school policy. The principal will be responsible for reporting the school's compliance to the SBDM council and Superintendent/or designee. The Food Service Director will ensure compliance with nutrition policies within the school food service operations.

Category:

Research Cited:

Activity - Assessment of Policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Policy assessment will be repeated annually to review policy compliance, assess progress, and determine areas in need of improvement. As part of the review, the school will review our nutrition and physical activity policies and revise as needed.	Policy and Process			01/01/2013	05/30/2014	\$0 - No Funding Required	Principal and Food Service Director

Strategy3:

Coordinated School Health Committee - The school will develop a school health council to develop, implement, monitor, and review or make recommendations for school nutrition and physical activity policies. School will have a nutrition and physical activity wellness policy that provides for moderate to vigorous physical activity daily for students.

Category:

Research Cited:

Activity - Monitor Coordinated School Health Committee Progress	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation and progress of the CSHC through participation and involvement in the CSHC. The CSHC will report to Hager's SBDM Council and should set goals for nutrition education, physical activity, and nutrition guidelines. The CSHC will monitor the implementation progress of the school wellness policy.	Policy and Process			08/14/2013	05/30/2014	\$0 - No Funding Required	Principal, CSHC members, SBDM

Goal 4:

Demonstrate proficiency in all required program reviews.

Measurable Objective 1:

demonstrate a proficiency in the Arts and Humanities, Practical Living/Career Studies, Writing and K-3 Program Reviews by 06/01/2014 as measured by program review rubrics and criteria.

Strategy1:

Program Review PLC's - Program review PLC's will occur intentionally each month.

Category:

Research Cited:

Activity - Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC meetings will be ongoing throughout the year. PLC team members will review progress, rubric, and evidence throughout the year.	Academic Support Program			08/14/2013	06/01/2014	\$0 - No Funding Required	Program Review PLC Teams and Principal

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each program review team will monitor program progress and complete the scoring rubric at the middle and at end of the school year. All needs improvement areas will be addressed if identified during the monitoring process.	Policy and Process			08/14/2013	06/01/2014	\$0 - No Funding Required	Program Review Teams and Principal

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

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

Measurable Objective 1:
collaborate to increase achievement at Hager Elementary for a combined proficiency of 75.6% in Reading and Math by 05/31/2014 as measured by student performance on state assessment.

Strategy1:
Formative Assessment - Teachers will incorporate state-like assessments that correspond with the Common Core State Standards for Reading and Math.
Category:
Research Cited:

Activity - Monitoring Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of assessments through PLC's and standard mastery checklists	Policy and Process			08/14/2013	05/31/2014	\$0 - No Funding Required	Teachers and Principal

Activity - Fluency Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given fluency assessments (WCPM) and the Dibels Oral Reading Fluency Assessments to determine progress and growth throughout the school year. Results are communicated to parents and teachers monitor individual student progress.	Academic Support Program			08/22/2012	05/31/2014	\$0 - No Funding Required	Instructional Assistants, Classroom Teachers, Reading Intervention Teacher, Principal

Strategy2:
Kindergarten Readiness - School will seek home-school relationships prior to a student enrolling in kindergarten. The teachers and school will communicate expectations for entry level kindergarten students to parents prior to the beginning of enrollment.
Category:
Research Cited:

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Activity - Kindergarten Readiness Packets	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will have kindergarten readiness packets available for all parents to pickup during registration week. The packet will contain material and content that all families should review and practice with their child prior to entry into school.	Academic Support Program			03/17/2014	05/31/2014	\$0 - No Funding Required	Office Staff and Principal

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will discuss the content knowledge required to enter school ready for Kindergarten. Teachers will also share strategies to teach the required content.	Parent Involvement			03/14/2014	05/31/2014	\$0 - No Funding Required	Classroom Teachers, Principal and FYSC Staff

Activity - Kindercamp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students will spend a 1/2 day at Hager learning classroom and school procedures. This event will occur before the beginning of school.	Academic Support Program			08/08/2014	08/08/2014	\$400 - Title I Schoolwide	K Teachers and Instructional Assistants Principal

Strategy3:

Integration of Technology - Students will be given many opportunities to utilize various technology resources at school and home to increase and support student learning. Examples of various technology resources include: Study Island, Reading Eggs, BrainPOP, Math Facts in a Flash, Learnzillion, SMART Exchange, Accelerated Reader, Kentucky Virtual Library, CIITS, Boyd County Online Public Library, KET and various internet resources.

Category:

Research Cited:

Activity - Implementation of Technology in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed daily technology usage within the classroom by enhancing instruction through SMARTBOARDS, document cameras and audio enhancement systems. Students will be provided with opportunities for use of educational software and be given opportunities to access technology.	Technology			08/22/2012	05/31/2014	\$2100 - School Council Funds	Teachers, Staff and Principal

Strategy4:

Conceptual Learning - Teachers will attend various professional development opportunities in Reading and Math when offered. Professional development activities include modeled lessons, resources, strategies, and implementation support. Teachers will attend sessions provided by district consultants.

Category:

Research Cited: Angela Hilterbrandt, Vonda Stamm, Tammy Wall, PIMSER Network, KEDC Math Cadre

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers gain knowledge, resources, and implementation ideas through professional development offerings. K/1 Math teachers within the district will attend meetings to focus on specific content and intervention strategies.	Professional Learning			08/22/2012	05/31/2014	\$0 - District Funding	District and Building Administrators, District Consultants, Teachers

Strategy5:

Program Reviews - Effectively engage all staff in the program review process. Ideas to provide cross-curricular opportunities for Math and Reading in all program reviews will be discussed. Provide opportunities for staff to collaborate with review team members. Teachers are trusted to make sound professional decisions about instruction and have an appropriate amount of influence on the decision making process.

Category:

Research Cited:

Activity - Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet periodically to identify appropriate evidence and gather evidence for ratings. Examine the rubrics used in the program review process and consider evidence to inform the overall program assessment.	Policy and Process			08/22/2012	05/31/2014	\$0 - No Funding Required	All Staff

Activity - Program Review Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze gaps in particular program areas to determine next steps for continuous improvement.	Policy and Process			08/22/2012	05/31/2014	\$0 - No Funding Required	All Staff

Strategy6:

Professional Learning Communities - Professional Learning Communities will occur at the school and district level. PLC's are grouped based on specific grade levels, content areas, and programs. Time will be provided during the school day for school personnel to collaborate and discuss student learning and academic programs. PLC's will also focus on identifying specific strategies to increase distinguished programs in the arts and humanities, PL/CS, and writing programs. Specific plans will be made to impact student learning through regular PLC meetings.

Category:

Research Cited: Solution Tree Consulting-Richard DuFour

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Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review data from assessments to make instructional decisions and develop instructional strategies and activities to address student gaps and needs.	Academic Support Program			08/22/2012	05/31/2014	\$0 - No Funding Required	Teachers, Principal and District Administration/Staff

Strategy7:

MAP Goal Setting - Teachers will set goals for each student on the MAP assessment for math and reading.

Category:

Research Cited:

Activity - Map Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Baseline data will be established after the first test. Teachers will set goals for the winter and spring test during the school year. Parents and students will be informed of goals and results will be communicated throughout the year. It is our hope that students will develop an ownership for personal growth in the areas of math and reading.	Academic Support Program			08/14/2013	05/31/2014	\$0 - No Funding Required	Teachers and Principal

Strategy8:

Response to Intervention (RTI) - Teachers, Response to Intervention Specialists, and paraprofessionals will provide enhancement and remediation in math and reading. Response to Intervention will occur in grades K-6th. MAP data, common assessments, teacher input and classroom observation will determine individual student needs for enhancement and remediation. Progress will be monitored through assessments, PLC's, MAP Analysis.

Category:

Research Cited: Northwest Evaluation Association, IDEA, Title 1

Activity - Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped based on needs after review of various assessments and data	Class Size Reduction			08/22/2012	12/31/2013	\$11000 - Title I Schoolwide	RTI Specialists, Teachers, Principal, Instructional Assistants

Activity - MAP Analysis-Review Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make necessary adjustments to RTI instructional target areas/concepts based on group and individual needs. Data will be reviewed in PLC's and plans will be developed to address gaps in instructional planning based on learning needs according standards.	Academic Support Program			08/22/2012	05/31/2014	\$7000 - Title I Schoolwide	RTI Teachers, Classroom teachers, Math Enhancement Teacher, Reading Intervention Teacher and Principal

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Strategy9:

CIITS - CIITS will be used to enhance student learning outcomes, locate instructional resources, assess student knowledge, and for the implementation of PGES.

Category:

Research Cited:

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided training to implement CIITS for instructional planning, creation and sharing of instructional resources, analysis of data and the teacher evaluation process.	Professional Learning			08/22/2012	05/31/2014	\$0 - State Funds	All Teachers, Principal, Director of Technology, Supervisor of Instruction and District Technology Resource Teacher

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase achievement at Hager Elementary for free-reduced students to 60.6% proficiency in mathematics by 05/31/2014 as measured by student performance on state assessment.

Strategy1:

Best Practice - School will employ a math enhancement teacher to teach math in small groups in a resource/collaborative settings. Math Enhancement Teacher will also use manipulatives and other appropriate materials to support and enhance instruction.

Category:

Research Cited:

Activity - Math Tutoring/Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will work with students in grades 3rd, 4th, 5th, and 6th. Math enhancement teacher will collaborate with classroom teachers and RTI Specialists to meet the needs of individual students.	Tutoring			08/22/2012	05/31/2014	\$50000 - Title II Part A	SBDM Council, Principal

Strategy2:

Response to Intervention (RTI) -

Teachers and Response to Intervention Specialists will provide enhancement and remediation in math and reading. Response to Intervention will occur in grades 1st-6th. MAP data, common assessments, teacher input and classroom observation will determine individual student needs for enhancement and remediation. Progress will be monitored through assessments, PLC's, and grade level meetings.

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Category:

Research Cited:

Activity - Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped based on needs after review of various assessments and data	Class Size Reduction			08/22/2012	05/31/2014	\$3300 - State Funds \$1200 - Title I Part A	RTI Specialists, Teachers, Principal, and Instructional Assistants

Measurable Objective 2:

collaborate to increase achievement at Hager Elementary for free-reduced students to 67.4% proficiency in reading by 05/31/2014 as measured by student performance on state assessment.

Strategy1:

Response to Intervention - Teachers and Response to Intervention Specialists will provide enhancement and remediation in math and reading. Response to Intervention will occur in grades 1st-6th. MAP data, common assessments, teacher input and classroom observation will determine individual student needs for enhancement and remediation. Progress will be monitored through assessments, PLC's, and standard mastery checklists.

Category:

Research Cited:

Activity - Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped based on needs after review of various assessments and data.	Class Size Reduction			08/22/2012	05/31/2014	\$1200 - Title I Schoolwide \$3300 - State Funds	RTI Specialists, Teachers, Principal, and Instructional Assistants

Strategy2:

Best Practices in Reading - School will employ a reading intervention teacher to teach reading in small groups and individual students in the resource room.

Category:

Research Cited:

Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use leveled readers to teacher various reading strategies. Teacher will work with students in grades K-3 and collaborate with classroom teachers.	Direct Instruction			08/14/2013	05/31/2014	\$45000 - Title I Schoolwide	SBDM Council, classroom teachers, and Reading Intervention Teacher

Measurable Objective 3:

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collaborate to increase achievement at Hager Elementary for students with disabilities to 27% proficiency in mathematics by 05/31/2013 as measured by student performance on state assessment.

Strategy1:

Progress Monitoring - Teachers will review MAP Data, common assessments, and classroom summative assessments to determine individual student progress and make decisions on best teaching practices. Teachers will have opportunities to discuss student progress during professional learning communities and grade level common planning times. MAP tests will be scheduled a minimum of 3 times per year. MAP Survey tests will be also be available for teachers to use. Common assessments will be given throughout the school year to monitor student progress in learning grade level standards. Summative assessments are used frequently to monitor student mastery of concepts and skills.

Category:

Research Cited:

Activity - Monitor Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress will be monitored by student participation in various assessments. Progress will be communicated to parents.	Academic Support Program			08/22/2012	12/31/2013	\$0 - No Funding Required	Special Ed Teachers, Teachers, Principal

Measurable Objective 4:

collaborate to increase achievement at Hager Elementary for students with disabilities to 42.2% proficiency in reading by 05/31/2014 as measured by student performance on state assessment.

Strategy1:

Progress Monitoring - Teachers will review MAP Data, common assessments, and classroom summative assessments to determine individual student progress and make decisions on best teaching practices. Teachers will have opportunities to discuss student progress during professional learning communities and grade level common planning times. MAP tests will be scheduled a minimum of 3 times per year. MAP Survey tests will be also be available for teachers to use. Common assessments will be given throughout the school year to monitor student progress in learning grade level standards. Summative assessments are used frequently to monitor student mastery of concepts and skills.

Category:

Research Cited:

Activity - Monitor Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress will be monitored by student participation in various assessments. Progress will be communicated to parents.	Academic Support Program			08/22/2012	12/31/2013	\$0 - No Funding Required	Special Education Teachers, Math Enhancement Teachers, RTI Teachers and Principal

Measurable Objective 5:

collaborate to increase achievement at Hager Elementary for all student groups to 57.9% proficiency in Math and Reading by 05/31/2013 as measured by student performance on state assessment.

measured by student performance on state assessments.

Strategy1:

Progress Monitoring - Teachers will review MAP Data, common assessments, and classroom summative assessments to determine individual student progress and make decisions on best teaching practices. Teachers will have opportunities to discuss student progress during professional learning communities and grade level common planning times. MAP tests will be scheduled a minimum of 3 times per year. MAP Survey tests will be also be available for teachers to use. Common assessments will be given throughout the school year to monitor student progress in learning grade level standards. Summative assessments are used frequently to monitor student mastery of concepts and skills.

Category:

Research Cited:

Activity - Monitor Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will set goals for Math and Reading and have conferences regarding progress. Goal-setting worksheets will be used and signed by both the parent and student.	Academic Support Program			08/22/2012	05/31/2014	\$0 - No Funding Required	Classroom Teachers

Activity - MAP Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Measurement of Academic Progress Tests will be given 3 times per school year. Results will be communicated to parents and students. Teachers will use results to monitor student growth and plan appropriate activities.	Academic Support Program			08/22/2012	05/31/2014	\$0 - District Funding	All Staff

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:

Increase teacher capacity for implementation of PGES to 100% by June 30, 2014.

Measurable Objective 1:

collaborate to develop an understanding of the Professional Growth Effectiveness System by 05/31/2014 as measured by documenting teacher participation in PGES activities and trainings..

Strategy1:

Professional Learning - Principal will collaborate with district administrators to develop and plan PGES scale-up activities for the rollout of PGES.

Category:

Research Cited:

Activity - Certification	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will gain certification in PGES.	Career Preparation/ Orientation			02/01/2013	07/31/2013	\$0 - No Funding Required	Principal

Narrative:

All teachers are determined to be highly qualified before being hired. In the event, that a long-term certified substitute is needed, they also meet highly qualified status. Para-educators are supervised by highly qualified teachers. Approximately 1/3 of the school's para-educators have teaching certification.

Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals

High Quality Professional Development for Principals, Teachers, and Paraprofessionals

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

Measurable Objective 1:
collaborate to increase achievement at Hager Elementary for a combined proficiency of 75.6% in Reading and Math by 05/31/2014 as measured by student performance on state assessment.

Strategy1:
Conceptual Learning - Teachers will attend various professional development opportunities in Reading and Math when offered. Professional development activities include modeled lessons, resources, strategies, and implementation support. Teachers will attend sessions provided by district consultants.

Category:
Research Cited: Angela Hilterbrandt, Vonda Stamm, Tammy Wall, PIMSER Network, KEDC Math Cadre

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers gain knowledge, resources, and implementation ideas through professional development offerings. K/1 Math teachers within the district will attend meetings to focus on specific content and intervention strategies.	Professional Learning			08/22/2012	05/31/2014	\$0 - District Funding	District and Building Administrators, District Consultants, Teachers

Goal 2:
Increase teacher capacity for implementation of PGES to 100% by June 30, 2014.

Measurable Objective 1:
collaborate to develop an understanding of the Professional Growth Effectiveness System by 05/31/2014 as measured by documenting teacher participation in PGES activities and trainings..

Strategy1:
Professional Learning - Principal will collaborate with district administrators to develop and plan PGES scale-up activities for the rollout of PGES.

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Category:

Research Cited:

Activity - Certification	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will gain certification in PGES.	Career Preparation/Orientation			02/01/2013	07/31/2013	\$0 - No Funding Required	Principal

Goal 3:

Increase the percentage of agreement by teachers on the TELL survey statements related to professional development.

Measurable Objective 1:

collaborate to increase the % of teachers who agree that PD is differentiated from 80% to 85% and the % of teachers who agree that professional development is evaluated and results are communicated to teachers from 64% to 75% by 05/31/2015 as measured by the Tell Survey.

Strategy1:

School Professional Development Plan - The SBDM Council's Professional Development Committee will poll all teachers and determine content and grade level professional development needs. The principal will discuss progress on individual teacher professional growth plans and make professional development decisions based on individual needs as well.

Category:

Research Cited:

Activity - Professional Development Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committee and principal will collect data on professional development needs. School level PD will be based on grade, content or teacher need.	Policy and Process			01/01/2014	05/31/2015	\$1000 - District Funding	SBDM Committee, Classroom Teachers and Principal

Strategy2:

Professional Development Evaluation - Evaluations will be available at all district and school professional development sessions.

Category:

Research Cited:

Activity - Evaluation Input/Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete an evaluation on all professional development sessions. All professional development input data will be compiled and shared with attendees.	Professional Learning			01/01/2014	05/31/2015	\$0 - No Funding Required	District PD Coordinator, PD Presenters and Principal

Narrative:

District is providing 24 additional hours of math professional development to all K-1 teachers and primary special education teachers. Hager provided a drama professional development training before the school year as the need was identified in the Arts and Humanities program review. Three staff members have attended professional development opportunities in the area of economics as the need was identified in the PL/CS program review. District level professional development occurs throughout the year for the new science standards, technology and the needs of the special education department.

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

Increase teacher capacity for implementation of PGES to 100% by June 30, 2014.

Measurable Objective 1:

collaborate to develop an understanding of the Professional Growth Effectiveness System by 05/31/2014 as measured by documenting teacher participation in PGES activities and trainings..

Strategy1:

Professional Learning - Principal will collaborate with district administrators to develop and plan PGES scale-up activities for the rollout of PGES.

Category:

Research Cited:

Activity - Certification	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will gain certification in PGES.	Career Preparation/ Orientation			02/01/2013	07/31/2013	\$0 - No Funding Required	Principal

Narrative:

Certified vacancies are posted on the district website. Vacancies are also posted on the Kentucky Department of Education website. The principal and hiring committee at the school level review teacher applications and contact personal references. After reviewing applications, resumes and checking references a pool of applicants are selected to interview. The first interviews are a question and answer session and require a response to a writing prompt. The second interview requires the teacher candidate to teach a lesson to a small group of students in a specific content area as requested by the hiring committee.

Component 6: Parent Involvement

Parent Involvement

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

Measurable Objective 1:
collaborate to increase achievement at Hager Elementary for a combined proficiency of 75.6% in Reading and Math by 05/31/2014 as measured by student performance on state assessment.

Strategy1:
Kindergarten Readiness - School will seek home-school relationships prior to a student enrolling in kindergarten. The teachers and school will communicate expectations for entry level kindergarten students to parents prior to the beginning of enrollment.

Category:

Research Cited:

Activity - Kindercamp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students will spend a 1/2 day at Hager learning classroom and school procedures. This event will occur before the beginning of school.	Academic Support Program			08/08/2014	08/08/2014	\$400 - Title I Schoolwide	K Teachers and Instructional Assistants Principal

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will discuss the content knowledge required to enter school ready for Kindergarten. Teachers will also share strategies to teach the required content.	Parent Involvement			03/14/2014	05/31/2014	\$0 - No Funding Required	Classroom Teachers, Principal and FYSC Staff

Activity - Kindergarten Readiness Packets	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will have kindergarten readiness packets available for all parents to pickup during registration week. The packet will contain material and content that all families should review and practice with their child prior to entry into school.	Academic Support Program			03/17/2014	05/31/2014	\$0 - No Funding Required	Office Staff and Principal

Narrative:

Parent Involvement policies and the learning compact are reviewed annually at a parent meeting. The specific policies and compact are distributed at the beginning of the year for parents, students and teachers to review. Compacts are referenced in parent-teacher conferences and also during student classes. Additional efforts are made to make sure the parents of incoming kindergarten students are aware of expectations and opportunities for parent involvement.

Component 7: Transition to Kindergarten

Transition to Kindergarten

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

Measurable Objective 1:
collaborate to increase achievement at Hager Elementary for a combined proficiency of 75.6% in Reading and Math by 05/31/2014 as measured by student performance on state assessment.

Strategy1:
Kindergarten Readiness - School will seek home-school relationships prior to a student enrolling in kindergarten. The teachers and school will communicate expectations for entry level kindergarten students to parents prior to the beginning of enrollment.

Category:

Research Cited:

Activity - Kindergarten Readiness Packets	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will have kindergarten readiness packets available for all parents to pickup during registration week. The packet will contain material and content that all families should review and practice with their child prior to entry into school.	Academic Support Program			03/17/2014	05/31/2014	\$0 - No Funding Required	Office Staff and Principal

Activity - Kindercamp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students will spend a 1/2 day at Hager learning classroom and school procedures. This event will occur before the beginning of school.	Academic Support Program			08/08/2014	08/08/2014	\$400 - Title I Schoolwide	K Teachers and Instructional Assistants Principal

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will discuss the content knowledge required to enter school ready for Kindergarten. Teachers will also share strategies to teach the required content.	Parent Involvement			03/14/2014	05/31/2014	\$0 - No Funding Required	Classroom Teachers, Principal and FYSC Staff

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

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

Measurable Objective 1:
collaborate to increase achievement at Hager Elementary for a combined proficiency of 75.6% in Reading and Math by 05/31/2014 as measured by student performance on state assessment.

Strategy1:
Formative Assessment - Teachers will incorporate state-like assessments that correspond with the Common Core State Standards for Reading and Math.

Category:

Research Cited:

Activity - Monitoring Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of assessments through PLC's and standard mastery checklists	Policy and Process			08/14/2013	05/31/2014	\$0 - No Funding Required	Teachers and Principal

Activity - Fluency Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given fluency assessments (WCPM) and the Dibels Oral Reading Fluency Assessments to determine progress and growth throughout the school year. Results are communicated to parents and teachers monitor individual student progress.	Academic Support Program			08/22/2012	05/31/2014	\$0 - No Funding Required	Instructional Assistants, Classroom Teachers, Reading Intervention Teacher, Principal

Strategy2:
CIITS - CIITS will be used to enhance student learning outcomes, locate instructional resources, assess student knowledge, and for the implementation of PGES.

Category:

Research Cited:

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Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided training to implement CIITS for instructional planning, creation and sharing of instructional resources, analysis of data and the teacher evaluation process.	Professional Learning			08/22/2012	05/31/2014	\$0 - State Funds	All Teachers, Principal, Director of Technology, Supervisor of Instruction and District Technology Resource Teacher

Strategy3:

Response to Intervention (RTI) - Teachers, Response to Intervention Specialists, and paraprofessionals will provide enhancement and remediation in math and reading. Response to Intervention will occur in grades K-6th. MAP data, common assessments, teacher input and classroom observation will determine individual student needs for enhancement and remediation. Progress will be monitored through assessments, PLC's, MAP Analysis.

Category:

Research Cited: Northwest Evaluation Association, IDEA, Title 1

Activity - MAP Analysis-Review Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make necessary adjustments to RTI instructional target areas/concepts based on group and individual needs. Data will be reviewed in PLC's and plans will be developed to address gaps in instructional planning based on learning needs according standards.	Academic Support Program			08/22/2012	05/31/2014	\$7000 - Title I Schoolwide	RTI Teachers, Classroom teachers, Math Enhancement Teacher, Reading Intervention Teacher and Principal

Activity - Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped based on needs after review of various assessments and data	Class Size Reduction			08/22/2012	12/31/2013	\$11000 - Title I Schoolwide	RTI Specialists, Teachers, Principal, Instructional Assistants

Strategy4:

MAP Goal Setting - Teachers will set goals for each student on the MAP assessment for math and reading.

Category:

Research Cited:

Activity - Map Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Baseline data will be established after the first test. Teachers will set goals for the winter and spring test during the school year. Parents and students will be informed of goals and results will be communicated throughout the year. It is our hope that students will develop an ownership for personal growth in the areas of math and reading.	Academic Support Program			08/14/2013	05/31/2014	\$0 - No Funding Required	Teachers and Principal

Strategy5:

Professional Learning Communities - Professional Learning Communities will occur at the school and district level. PLC's are grouped based on specific grade levels, content areas, and programs. Time will be provided during the school day for school personnel to collaborate and discuss student learning and academic programs. PLC's will also focus on identifying specific strategies to increase distinguished programs in the arts and humanities, PL/CS, and writing programs. Specific plans will be made to impact student learning through regular PLC meetings.

Category:

Research Cited: Solution Tree Consulting-Richard DuFour

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review data from assessments to make instructional decisions and develop instructional strategies and activities to address student gaps and needs.	Academic Support Program			08/22/2012	05/31/2014	\$0 - No Funding Required	Teachers, Principal and District Administration/Staff

Strategy6:

Conceptual Learning - Teachers will attend various professional development opportunities in Reading and Math when offered. Professional development activities include modeled lessons, resources, strategies, and implementation support. Teachers will attend sessions provided by district consultants.

Category:

Research Cited: Angela Hilterbrandt, Vonda Stamm, Tammy Wall, PIMSER Network, KEDC Math Cadre

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers gain knowledge, resources, and implementation ideas through professional development offerings. K/1 Math teachers within the district will attend meetings to focus on specific content and intervention strategies.	Professional Learning			08/22/2012	05/31/2014	\$0 - District Funding	District and Building Administrators, District Consultants, Teachers

Strategy7:

Integration of Technology - Students will be given many opportunities to utilize various technology resources at school and home to increase and support student learning. Examples of various technology resources include: Study Island, Reading Eggs, BrainPOP, Math Facts in a Flash, Learnzillion, SMART Exchange, Accelerated Reader, Kentucky Virtual Library, CIITS, Boyd County Online Public Library, KET and various internet resources.

Category:

Research Cited:

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Activity - Implementation of Technology in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed daily technology usage within the classroom by enhancing instruction through SMARTBOARDS, document cameras and audio enhancement systems. Students will be provided with opportunities for use of educational software and be given opportunities to access technology.	Technology			08/22/2012	05/31/2014	\$2100 - School Council Funds	Teachers, Staff and Principal

Strategy8:

Program Reviews - Effectively engage all staff in the program review process. Ideas to provide cross-curricular opportunities for Math and Reading in all program reviews will be discussed. Provide opportunities for staff to collaborate with review team members. Teachers are trusted to make sound professional decisions about instruction and have an appropriate amount of influence on the decision making process.

Category:

Research Cited:

Activity - Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet periodically to identify appropriate evidence and gather evidence for ratings. Examine the rubrics used in the program review process and consider evidence to inform the overall program assessment.	Policy and Process			08/22/2012	05/31/2014	\$0 - No Funding Required	All Staff

Activity - Program Review Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze gaps in particular program areas to determine next steps for continuous improvement.	Policy and Process			08/22/2012	05/31/2014	\$0 - No Funding Required	All Staff

Strategy9:

Kindergarten Readiness - School will seek home-school relationships prior to a student enrolling in kindergarten. The teachers and school will communicate expectations for entry level kindergarten students to parents prior to the beginning of enrollment.

Category:

Research Cited:

Activity - Kindergarten Readiness Packets	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will have kindergarten readiness packets available for all parents to pickup during registration week. The packet will contain material and content that all families should review and practice with their child prior to entry into school.	Academic Support Program			03/17/2014	05/31/2014	\$0 - No Funding Required	Office Staff and Principal

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Activity - Kindercamp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students will spend a 1/2 day at Hager learning classroom and school procedures. This event will occur before the beginning of school.	Academic Support Program			08/08/2014	08/08/2014	\$400 - Title I Schoolwide	K Teachers and Instructional Assistants Principal

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will discuss the content knowledge required to enter school ready for Kindergarten. Teachers will also share strategies to teach the required content.	Parent Involvement			03/14/2014	05/31/2014	\$0 - No Funding Required	Classroom Teachers, Principal and FYSC Staff

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase achievement at Hager Elementary for free-reduced students to 60.6% proficiency in mathematics by 05/31/2014 as measured by student performance on state assessment.

Strategy1:

Response to Intervention (RTI) -

Teachers and Response to Intervention Specialists will provide enhancement and remediation in math and reading. Response to Intervention will occur in grades 1st-6th. MAP data, common assessments, teacher input and classroom observation will determine individual student needs for enhancement and remediation. Progress will be monitored through assessments, PLC's, and grade level meetings.

Category:

Research Cited:

Activity - Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped based on needs after review of various assessments and data	Class Size Reduction			08/22/2012	05/31/2014	\$3300 - State Funds \$1200 - Title I Part A	RTI Specialists, Teachers, Principal, and Instructional Assistants

Strategy2:

Best Practice - School will employ a math enhancement teacher to teach math in small groups in a resource/collaborative settings. Math Enhancement Teacher will also use manipulatives and other appropriate materials to support and enhance instruction.

Category:

Research Cited:

Activity - Math Tutoring/Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will work with students in grades 3rd, 4th, 5th, and 6th. Math enhancement teacher will collaborate with classroom teachers and RTI Specialists to meet the needs of individual students.	Tutoring			08/22/2012	05/31/2014	\$50000 - Title II Part A	SBDM Council, Principal

Measurable Objective 2:

collaborate to increase achievement at Hager Elementary for students with disabilities to 27% proficiency in mathematics by 05/31/2013 as measured by student performance on state assessment.

Strategy1:

Progress Monitoring - Teachers will review MAP Data, common assessments, and classroom summative assessments to determine individual student progress and make decisions on best teaching practices. Teachers will have opportunities to discuss student progress during professional learning communities and grade level common planning times. MAP tests will be scheduled a minimum of 3 times per year. MAP Survey tests will be also be available for teachers to use. Commom assessments will be given throughout the school year to monitor student progress in learning grade level standards. Summative assessments are used frequently to monitor student mastery of concepts and skills.

Category:

Research Cited:

Activity - Monitor Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress will be monitored by student participation in various assessments. Progress will be communicated to parents.	Academic Support Program			08/22/2012	12/31/2013	\$0 - No Funding Required	Special Ed Teachers, Teachers, Principal

Measurable Objective 3:

collaborate to increase acheivement at Hager Elementary for all student groups to 57.9% proficiency in Math and Reading by 05/31/2013 as measured by student performance on state assessments.

Strategy1:

Progress Monitoring - Teachers will review MAP Data, common assessments, and classroom summative assessments to determine individual student progress and make decisions on best teaching practices. Teachers will have opportunities to discuss student progress during professional learning communities and grade level common planning times. MAP tests will be scheduled a minimum of 3 times per year. MAP Survey tests will be also be available for teachers to use. Common assessments will be given throughout the school year to monitor student progress in learning grade level standards. Summative assessments are used frequently to monitor student mastery of concepts and skills.

Category:

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Research Cited:

Activity - MAP Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Measurement of Academic Progress Tests will be given 3 times per school year. Results will be communicated to parents and students. Teachers will use results to monitor student growth and plan appropriate activities.	Academic Support Program			08/22/2012	05/31/2014	\$0 - District Funding	All Staff

Activity - Monitor Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will set goals for Math and Reading and have conferences regarding progress. Goal-setting worksheets will be used and signed by both the parent and student.	Academic Support Program			08/22/2012	05/31/2014	\$0 - No Funding Required	Classroom Teachers

Measurable Objective 4:

collaborate to increase achievement at Hager Elementary for free-reduced students to 67.4% proficiency in reading by 05/31/2014 as measured by student performance on state assessment.

Strategy1:

Response to Intervention - Teachers and Response to Intervention Specialists will provide enhancement and remediation in math and reading. Response to Intervention will occur in grades 1st-6th. MAP data, common assessments, teacher input and classroom observation will determine individual student needs for enhancement and remediation. Progress will be monitored through assessments, PLC's, and standard mastery checklists.

Category:

Research Cited:

Activity - Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped based on needs after review of various assessments and data.	Class Size Reduction			08/22/2012	05/31/2014	\$1200 - Title I Schoolwide \$3300 - State Funds	RTI Specialists, Teachers, Principal, and Instructional Assistants

Strategy2:

Best Practices in Reading - School will employ a reading intervention teacher to teach reading in small groups and individual students in the resource room.

Category:

Research Cited:

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Hager Elementary School

Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use leveled readers to teacher various reading strategies. Teacher will work with students in grades K-3 and collaborate with classroom teachers.	Direct Instruction			08/14/2013	05/31/2014	\$45000 - Title I Schoolwide	SBDM Council, classroom teachers, and Reading Intervention Teacher

Measurable Objective 5:

collaborate to increase achievement at Hager Elementary for students with disabilities to 42.2% proficiency in reading by 05/31/2014 as measured by student performance on state assessment.

Strategy1:

Progress Monitoring - Teachers will review MAP Data, common assessments, and classroom summative assessments to determine individual student progress and make decisions on best teaching practices. Teachers will have opportunities to discuss student progress during professional learning communities and grade level common planning times. MAP tests will be scheduled a minimum of 3 times per year. MAP Survey tests will be also be available for teachers to use. Commom assessments will be given throughout the school year to monitor student progress in learning grade level standards. Summative assessments are used frequently to monitor student mastery of concepts and skills.

Category:

Research Cited:

Activity - Monitor Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress will be monitored by student participation in various assessments. Progress will be communicated to parents.	Academic Support Program			08/22/2012	12/31/2013	\$0 - No Funding Required	Special Education Teachers, Math Enhancement Teachers, RTI Teachers and Principal

Goal 3:

Demonstrate proficieny in all required program reviews.

Measurable Objective 1:

demonstrate a proficiency in the Arts and Humanities, Practical Living/Career Studies, Writing and K-3 Program Reviews by 06/01/2014 as measured by program review rubrics and criteria.

Strategy1:

Program Review PLC's - Program review PLC's will occur intentionally each month.

Category:

Research Cited:

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Activity - Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC meetings will be ongoing throughout the year. PLC team members will review progress, rubric, and evidence throughout the year.	Academic Support Program			08/14/2013	06/01/2014	\$0 - No Funding Required	Program Review PLC Teams and Principal

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each program review team will monitor program progress and complete the scoring rubric at the middle and at end of the school year. All needs improvement areas will be addressed if identified during the monitoring process.	Policy and Process			08/14/2013	06/01/2014	\$0 - No Funding Required	Program Review Teams and Principal

Narrative:

PLC's in math, reading, and program review areas assist in creating intentional discussions about assessments and data analysis.

Component 9: Activities to Ensure that Students Meet State Academic Standards

Activities to Ensure that Students Meet State Academic Standards

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

Measurable Objective 1:
collaborate to increase achievement at Hager Elementary for a combined proficiency of 75.6% in Reading and Math by 05/31/2014 as measured by student performance on state assessment.

Strategy1:
Professional Learning Communities - Professional Learning Communities will occur at the school and district level. PLC's are grouped based on specific grade levels, content areas, and programs. Time will be provided during the school day for school personnel to collaborate and discuss student learning and academic programs. PLC's will also focus on identifying specific strategies to increase distinguished programs in the arts and humanities, PL/CS, and writing programs. Specific plans will be made to impact student learning through regular PLC meetings.

Category:
Research Cited: Solution Tree Consulting-Richard DuFour

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review data from assessments to make instructional decisions and develop instructional strategies and activities to address student gaps and needs.	Academic Support Program			08/22/2012	05/31/2014	\$0 - No Funding Required	Teachers, Principal and District Administration/Staff

Strategy2:
MAP Goal Setting - Teachers will set goals for each student on the MAP assessment for math and reading.
Category:
Research Cited:

KDE Title I Report

Hager Elementary School

Activity - Map Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Baseline data will be established after the first test. Teachers will set goals for the winter and spring test during the school year. Parents and students will be informed of goals and results will be communicated throughout the year. It is our hope that students will develop an ownership for personal growth in the areas of math and reading.	Academic Support Program			08/14/2013	05/31/2014	\$0 - No Funding Required	Teachers and Principal

Strategy3:

Response to Intervention (RTI) - Teachers, Response to Intervention Specialists, and paraprofessionals will provide enhancement and remediation in math and reading. Response to Intervention will occur in grades K-6th. MAP data, common assessments, teacher input and classroom observation will determine individual student needs for enhancement and remediation. Progress will be monitored through assessments, PLC's, MAP Analysis.

Category:

Research Cited: Northwest Evaluation Association, IDEA, Title 1

Activity - MAP Analysis-Review Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make necessary adjustments to RTI instructional target areas/concepts based on group and individual needs. Data will be reviewed in PLC's and plans will be developed to address gaps in instructional planning based on learning needs according standards.	Academic Support Program			08/22/2012	05/31/2014	\$7000 - Title I Schoolwide	RTI Teachers, Classroom teachers, Math Enhancement Teacher, Reading Intervention Teacher and Principal

Activity - Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped based on needs after review of various assessments and data	Class Size Reduction			08/22/2012	12/31/2013	\$11000 - Title I Schoolwide	RTI Specialists, Teachers, Principal, Instructional Assistants

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase achievement at Hager Elementary for free-reduced students to 67.4% proficiency in reading by 05/31/2014 as measured by student performance on state assessment.

Strategy1:

Best Practices in Reading - School will employ a reading intervention teacher to teach reading in small groups and individual students in

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Hager Elementary School

the resource room.

Category:

Research Cited:

Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use leveled readers to teach various reading strategies. Teacher will work with students in grades K-3 and collaborate with classroom teachers.	Direct Instruction			08/14/2013	05/31/2014	\$45000 - Title I Schoolwide	SBDM Council, classroom teachers, and Reading Intervention Teacher

Strategy2:

Response to Intervention - Teachers and Response to Intervention Specialists will provide enhancement and remediation in math and reading. Response to Intervention will occur in grades 1st-6th. MAP data, common assessments, teacher input and classroom observation will determine individual student needs for enhancement and remediation. Progress will be monitored through assessments, PLC's, and standard mastery checklists.

Category:

Research Cited:

Activity - Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped based on needs after review of various assessments and data.	Class Size Reduction			08/22/2012	05/31/2014	\$1200 - Title I Schoolwide \$3300 - State Funds	RTI Specialists, Teachers, Principal, and Instructional Assistants

Measurable Objective 2:

collaborate to increase achievement at Hager Elementary for students with disabilities to 42.2% proficiency in reading by 05/31/2014 as measured by student performance on state assessment.

Strategy1:

Progress Monitoring - Teachers will review MAP Data, common assessments, and classroom summative assessments to determine individual student progress and make decisions on best teaching practices. Teachers will have opportunities to discuss student progress during professional learning communities and grade level common planning times. MAP tests will be scheduled a minimum of 3 times per year. MAP Survey tests will be also be available for teachers to use. Common assessments will be given throughout the school year to monitor student progress in learning grade level standards. Summative assessments are used frequently to monitor student mastery of concepts and skills.

Category:

Research Cited:

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Hager Elementary School

Activity - Monitor Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress will be monitored by student participation in various assessments. Progress will be communicated to parents.	Academic Support Program			08/22/2012	12/31/2013	\$0 - No Funding Required	Special Education Teachers, Math Enhancement Teachers, RTI Teachers and Principal

Measurable Objective 3:

collaborate to increase achievement at Hager Elementary for free-reduced students to 60.6% proficiency in mathematics by 05/31/2014 as measured by student performance on state assessment.

Strategy1:

Best Practice - School will employ a math enhancement teacher to teach math in small groups in a resource/collaborative settings. Math Enhancement Teacher will also use manipulatives and other appropriate materials to support and enhance instruction.

Category:

Research Cited:

Activity - Math Tutoring/Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will work with students in grades 3rd, 4th, 5th, and 6th. Math enhancement teacher will collaborate with classroom teachers and RTI Specialists to meet the needs of individual students.	Tutoring			08/22/2012	05/31/2014	\$50000 - Title II Part A	SBDM Council, Principal

Strategy2:

Response to Intervention (RTI) -

Teachers and Response to Intervention Specialists will provide enhancement and remediation in math and reading. Response to Intervention will occur in grades 1st-6th. MAP data, common assessments, teacher input and classroom observation will determine individual student needs for enhancement and remediation. Progress will be monitored through assessments, PLC's, and grade level meetings.

Category:

Research Cited:

Activity - Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped based on needs after review of various assessments and data	Class Size Reduction			08/22/2012	05/31/2014	\$3300 - State Funds \$1200 - Title I Part A	RTI Specialists, Teachers, Principal, and Instructional Assistants

Measurable Objective 4:

collaborate to increase achievement at Hager Elementary for all student groups to 57.9% proficiency in Math and Reading by 05/31/2013 as measured by student performance on state assessments.

Strategy1:

Progress Monitoring - Teachers will review MAP Data, common assessments, and classroom summative assessments to determine individual student progress and make decisions on best teaching practices. Teachers will have opportunities to discuss student progress during professional learning communities and grade level common planning times. MAP tests will be scheduled a minimum of 3 times per year. MAP Survey tests will be also be available for teachers to use. Common assessments will be given throughout the school year to monitor student progress in learning grade level standards. Summative assessments are used frequently to monitor student mastery of concepts and skills.

Category:

Research Cited:

Activity - Monitor Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will set goals for Math and Reading and have conferences regarding progress. Goal-setting worksheets will be used and signed by both the parent and student.	Academic Support Program			08/22/2012	05/31/2014	\$0 - No Funding Required	Classroom Teachers

Activity - MAP Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Measurement of Academic Progress Tests will be given 3 times per school year. Results will be communicated to parents and students. Teachers will use results to monitor student growth and plan appropriate activities.	Academic Support Program			08/22/2012	05/31/2014	\$0 - District Funding	All Staff

Measurable Objective 5:

collaborate to increase achievement at Hager Elementary for students with disabilities to 27% proficiency in mathematics by 05/31/2013 as measured by student performance on state assessment.

Strategy1:

Progress Monitoring - Teachers will review MAP Data, common assessments, and classroom summative assessments to determine individual student progress and make decisions on best teaching practices. Teachers will have opportunities to discuss student progress during professional learning communities and grade level common planning times. MAP tests will be scheduled a minimum of 3 times per year. MAP Survey tests will be also be available for teachers to use. Common assessments will be given throughout the school year to monitor student progress in learning grade level standards. Summative assessments are used frequently to monitor student mastery of concepts and skills.

Category:

Research Cited:

KDE Title I Report

Hager Elementary School

Activity - Monitor Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress will be monitored by student participation in various assessments. Progress will be communicated to parents.	Academic Support Program			08/22/2012	12/31/2013	\$0 - No Funding Required	Special Ed Teachers, Teachers, Principal

Narrative:

Math Enhancement and Reading Intervention teachers lead PLC's with the principal each month. At-risk students and struggling students are always discussed during these meetings. Progress is also communicated between teachers.

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

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

Measurable Objective 1:
collaborate to increase achievement at Hager Elementary for a combined proficiency of 75.6% in Reading and Math by 05/31/2014 as measured by student performance on state assessment.

Strategy1:
Program Reviews - Effectively engage all staff in the program review process. Ideas to provide cross-curricular opportunities for Math and Reading in all program reviews will be discussed. Provide opportunities for staff to collaborate with review team members. Teachers are trusted to make sound professional decisions about instruction and have an appropriate amount of influence on the decision making process.

Category:

Research Cited:

Activity - Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet periodically to identify appropriate evidence and gather evidence for ratings. Examine the rubrics used in the program review process and consider evidence to inform the overall program assessment.	Policy and Process			08/22/2012	05/31/2014	\$0 - No Funding Required	All Staff

Activity - Program Review Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze gaps in particular program areas to determine next steps for continuous improvement.	Policy and Process			08/22/2012	05/31/2014	\$0 - No Funding Required	All Staff

Strategy2:
MAP Goal Setting - Teachers will set goals for each student on the MAP assessment for math and reading.

Category:

Research Cited:

KDE Title I Report

Hager Elementary School

Activity - Map Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Baseline data will be established after the first test. Teachers will set goals for the winter and spring test during the school year. Parents and students will be informed of goals and results will be communicated throughout the year. It is our hope that students will develop an ownership for personal growth in the areas of math and reading.	Academic Support Program			08/14/2013	05/31/2014	\$0 - No Funding Required	Teachers and Principal

Strategy3:

Response to Intervention (RTI) - Teachers, Response to Intervention Specialists, and paraprofessionals will provide enhancement and remediation in math and reading. Response to Intervention will occur in grades K-6th. MAP data, common assessments, teacher input and classroom observation will determine individual student needs for enhancement and remediation. Progress will be monitored through assessments, PLC's, MAP Analysis.

Category:

Research Cited: Northwest Evaluation Association, IDEA, Title 1

Activity - MAP Analysis-Review Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make necessary adjustments to RTI instructional target areas/concepts based on group and individual needs. Data will be reviewed in PLC's and plans will be developed to address gaps in instructional planning based on learning needs according standards.	Academic Support Program			08/22/2012	05/31/2014	\$7000 - Title I Schoolwide	RTI Teachers, Classroom teachers, Math Enhancement Teacher, Reading Intervention Teacher and Principal

Activity - Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped based on needs after review of various assessments and data	Class Size Reduction			08/22/2012	12/31/2013	\$11000 - Title I Schoolwide	RTI Specialists, Teachers, Principal, Instructional Assistants

Strategy4:

CIITS - CIITS will be used to enhance student learning outcomes, locate instructional resources, assess student knowledge, and for the implementation of PGES.

Category:

Research Cited:

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Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided training to implement CIITS for instructional planning, creation and sharing of instructional resources, analysis of data and the teacher evaluation process.	Professional Learning			08/22/2012	05/31/2014	\$0 - State Funds	All Teachers, Principal, Director of Technology, Supervisor of Instruction and District Technology Resource Teacher

Strategy5:

Intergration of Technology - Students will be given many opportunities to utilize various technology resources at school and home to increase and support student learning. Examples of various technology resources include: Study Island, Reading Eggs, BrainPOP, Math Facts in a Flash, Learnzillion, SMART Exchange, Accelerated Reader, Kentucky Virtual Library, CIITS, Boyd County Online Public Library, KET and various internet resources.

Category:

Research Cited:

Activity - Implementation of Technology in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed daily technology usage within the classroom by enhancing instruction through SMARTBOARDS, document cameras and audio enhancement systems. Students will be provided with opportunities for use of educational software and be given opportunities to access technology.	Technology			08/22/2012	05/31/2014	\$2100 - School Council Funds	Teachers, Staff and Principal

Strategy6:

Formative Assessment - Teachers will incorporate state-like assessments that correspond with the Common Core State Standards for Reading and Math.

Category:

Research Cited:

Activity - Monitoring Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of assessments through PLC's and standard mastery checklists	Policy and Process			08/14/2013	05/31/2014	\$0 - No Funding Required	Teachers and Principal

Activity - Fluency Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given fluency assessments (WCPM) and the Dibels Oral Reading Fluency Assessments to determine progress and growth throughout the school year. Results are communicated to parents and teachers monitor individual student progress.	Academic Support Program			08/22/2012	05/31/2014	\$0 - No Funding Required	Instructional Assistants, Classroom Teachers, Reading Intervention Teacher, Principal

Strategy7:

Conceptual Learning - Teachers will attend various professional development opportunities in Reading and Math when offered. Professional development activities include modeled lessons, resources, strategies, and implementation support. Teachers will attend sessions provided by district consultants.

Category:

Research Cited: Angela Hilterbrandt, Vonda Stamm, Tammy Wall, PIMSER Network, KEDC Math Cadre

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers gain knowledge, resources, and implementation ideas through professional development offerings. K/1 Math teachers within the district will attend meetings to focus on specific content and intervention strategies.	Professional Learning			08/22/2012	05/31/2014	\$0 - District Funding	District and Building Administrators, District Consultants, Teachers

Strategy8:

Kindergarten Readiness - School will seek home-school relationships prior to a student enrolling in kindergarten. The teachers and school will communicate expectations for entry level kindergarten students to parents prior to the beginning of enrollment.

Category:

Research Cited:

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will discuss the content knowledge required to enter school ready for Kindergarten. Teachers will also share strategies to teach the required content.	Parent Involvement			03/14/2014	05/31/2014	\$0 - No Funding Required	Classroom Teachers, Principal and FYSC Staff

Activity - Kindergarten Readiness Packets	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will have kindergarten readiness packets available for all parents to pickup during registration week. The packet will contain material and content that all families should review and practice with their child prior to entry into school.	Academic Support Program			03/17/2014	05/31/2014	\$0 - No Funding Required	Office Staff and Principal

Activity - Kindercamp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students will spend a 1/2 day at Hager learning classroom and school procedures. This event will occur before the beginning of school.	Academic Support Program			08/08/2014	08/08/2014	\$400 - Title I Schoolwide	K Teachers and Instructional Assistants Principal

Strategy9:

Professional Learning Communities - Professional Learning Communities will occur at the school and district level. PLC's are grouped based on specific grade levels, content areas, and programs. Time will be provided during the school day for school personnel to collaborate and discuss student learning and academic programs. PLC's will also focus on identifying specific strategies to increase distinguished programs in the arts and humanities, PL/CS, and writing programs. Specific plans will be made to impact student learning through regular PLC meetings.

Category:

Research Cited: Solution Tree Consulting-Richard DuFour

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review data from assessments to make instructional decisions and develop instructional strategies and activities to address student gaps and needs.	Academic Support Program			08/22/2012	05/31/2014	\$0 - No Funding Required	Teachers, Principal and District Administration/Staff

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase achievement at Hager Elementary for all student groups to 57.9% proficiency in Math and Reading by 05/31/2013 as measured by student performance on state assessments.

Strategy1:

Progress Monitoring - Teachers will review MAP Data, common assessments, and classroom summative assessments to determine individual student progress and make decisions on best teaching practices. Teachers will have opportunities to discuss student progress during professional learning communities and grade level common planning times. MAP tests will be scheduled a minimum of 3 times per year. MAP Survey tests will be also be available for teachers to use. Common assessments will be given throughout the school year to monitor student progress in learning grade level standards. Summative assessments are used frequently to monitor student mastery of concepts and skills.

Category:

Research Cited:

Activity - Monitor Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will set goals for Math and Reading and have conferences regarding progress. Goal-setting worksheets will be used and signed by both the parent and student.	Academic Support Program			08/22/2012	05/31/2014	\$0 - No Funding Required	Classroom Teachers

Activity - MAP Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Measurement of Academic Progress Tests will be given 3 times per school year. Results will be communicated to parents and students. Teachers will use results to monitor student growth and plan appropriate activities.	Academic Support Program			08/22/2012	05/31/2014	\$0 - District Funding	All Staff

Measurable Objective 2:

collaborate to increase achievement at Hager Elementary for free-reduced students to 60.6% proficiency in mathematics by 05/31/2014 as measured by student performance on state assessment.

Strategy1:

Response to Intervention (RTI) -

Teachers and Response to Intervention Specialists will provide enhancement and remediation in math and reading. Response to Intervention will occur in grades 1st-6th. MAP data, common assessments, teacher input and classroom observation will determine individual student needs for enhancement and remediation. Progress will be monitored through assessments, PLC's, and grade level meetings.

Category:

Research Cited:

Activity - Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped based on needs after review of various assessments and data	Class Size Reduction			08/22/2012	05/31/2014	\$1200 - Title I Part A \$3300 - State Funds	RTI Specialists, Teachers, Principal, and Instructional Assistants

Strategy2:

Best Practice - School will employ a math enhancement teacher to teach math in small groups in a resource/collaborative settings. Math Enhancement Teacher will also use manipulatives and other appropriate materials to support and enhance instruction.

Category:

Research Cited:

Activity - Math Tutoring/Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will work with students in grades 3rd, 4th, 5th, and 6th. Math enhancement teacher will collaborate with classroom teachers and RTI Specialists to meet the needs of individual students.	Tutoring			08/22/2012	05/31/2014	\$50000 - Title II Part A	SBDM Council, Principal

Measurable Objective 3:

collaborate to increase achievement at Hager Elementary for students with disabilities to 42.2% proficiency in reading by 05/31/2014 as measured by student performance on state assessment.

Strategy1:

Progress Monitoring - Teachers will review MAP Data, common assessments, and classroom summative assessments to determine individual student progress and make decisions on best teaching practices. Teachers will have opportunities to discuss student progress during professional learning communities and grade level common planning times. MAP tests will be scheduled a minimum of 3 times per year. MAP Survey tests will be also be available for teachers to use. Common assessments will be given throughout the school year to monitor student progress in learning grade level standards. Summative assessments are used frequently to monitor student mastery of concepts and skills.

Category:

Research Cited:

Activity - Monitor Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress will be monitored by student participation in various assessments. Progress will be communicated to parents.	Academic Support Program			08/22/2012	12/31/2013	\$0 - No Funding Required	Special Education Teachers, Math Enhancement Teachers, RTI Teachers and Principal

Measurable Objective 4:

collaborate to increase achievement at Hager Elementary for free-reduced students to 67.4% proficiency in reading by 05/31/2014 as measured by student performance on state assessment.

Strategy1:

Best Practices in Reading - School will employ a reading intervention teacher to teach reading in small groups and individual students in the resource room.

Category:

Research Cited:

Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use leveled readers to teach various reading strategies. Teacher will work with students in grades K-3 and collaborate with classroom teachers.	Direct Instruction			08/14/2013	05/31/2014	\$45000 - Title I Schoolwide	SBDM Council, classroom teachers, and Reading Intervention Teacher

Strategy2:

Response to Intervention - Teachers and Response to Intervention Specialists will provide enhancement and remediation in math and reading. Response to Intervention will occur in grades 1st-6th. MAP data, common assessments, teacher input and classroom observation will determine individual student needs for enhancement and remediation. Progress will be monitored through assessments, PLC's, and

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standard mastery checklists.

Category:

Research Cited:

Activity - Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped based on needs after review of various assessments and data.	Class Size Reduction			08/22/2012	05/31/2014	\$1200 - Title I Schoolwide \$3300 - State Funds	RTI Specialists, Teachers, Principal, and Instructional Assistants

Measurable Objective 5:

collaborate to increase achievement at Hager Elementary for students with disabilities to 27% proficiency in mathematics by 05/31/2013 as measured by student performance on state assessment.

Strategy1:

Progress Monitoring - Teachers will review MAP Data, common assessments, and classroom summative assessments to determine individual student progress and make decisions on best teaching practices. Teachers will have opportunities to discuss student progress during professional learning communities and grade level common planning times. MAP tests will be scheduled a minimum of 3 times per year. MAP Survey tests will be also be available for teachers to use. Common assessments will be given throughout the school year to monitor student progress in learning grade level standards. Summative assessments are used frequently to monitor student mastery of concepts and skills.

Category:

Research Cited:

Activity - Monitor Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress will be monitored by student participation in various assessments. Progress will be communicated to parents.	Academic Support Program			08/22/2012	12/31/2013	\$0 - No Funding Required	Special Ed Teachers, Teachers, Principal

Goal 3:

Hager will provide support for students in making healthy lifestyle choices by increasing parental awareness and involvement concerning student health and wellness.

Measurable Objective 1:

collaborate to decrease the amount of at-risk/overweight students by indicating that healthier lifestyles are being practiced. Hager in 2012-13 had 40% at-risk/overweight with a goal of 39% or below by 05/31/2014 as measured by Body Mass Index data and School Health Survey results.

Strategy1:

Policy Compliance - The principal will complete yearly assessments to ensure compliance with district as well as school policy. The principal
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will be responsible for reporting the school's compliance to the SBDM council and Superintendent/or designee. The Food Service Director will ensure compliance with nutrition policies within the school food service operations.

Category:

Research Cited:

Activity - Assessment of Policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Policy assessment will be repeated annually to review policy compliance, assess progress, and determine areas in need of improvement. As part of the review, the school will review our nutrition and physical activity policies and revise as needed.	Policy and Process			01/01/2013	05/30/2014	\$0 - No Funding Required	Principal and Food Service Director

Strategy2:

Adoption of Assessment Tool - We will adopt an assessment tool to determine each individual child's level of physical activity which will be assessed on a yearly basis.

Category:

Research Cited:

Activity - Student Assessment of Fitness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the adopted assessment tool student's physical activity levels will be assessed at the beginning and end of the school year. Students will be given atleast 190 minutes of physical activity time during a typical school week. Each student will have access to two supervised PE classes a week.	Academic Support Program			08/14/2013	05/30/2014	\$18000 - Title I Schoolwide	Physical Education Teachers, Classroom Teachers and Principal

Strategy3:

Coordinated School Health Committee - The school will develop a school health council to develop, implement, monitor, and review or make recommendations for school nutrition and physical activity policies. School will have a nutrition and physical activity wellness policy that provides for moderate to vigorous physical activity daily for students.

Category:

Research Cited:

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Activity - Monitor Coordinated School Health Committee Progress	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation and progress of the CSHC through participation and involvement in the CSHC. The CSHC will report to Hager's SBDM Council and should set goals for nutrition education, physical activity, and nutrition guidelines. The CSHC will monitor the implementation progress of the school wellness policy.	Policy and Process			08/14/2013	05/30/2014	\$0 - No Funding Required	Principal, CSHC members, SBDM

Goal 4:

Increase teacher capacity for implementation of PGES to 100% by June 30, 2014.

Measurable Objective 1:

collaborate to develop an understanding of the Professional Growth Effectiveness System by 05/31/2014 as measured by documenting teacher participation in PGES activities and trainings..

Strategy1:

Professional Learning - Principal will collaborate with district administrators to develop and plan PGES scale-up activities for the rollout of PGES.

Category:

Research Cited:

Activity - Certification	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will gain certification in PGES.	Career Preparation/ Orientation			02/01/2013	07/31/2013	\$0 - No Funding Required	Principal

Goal 5:

Increase the percentage of agreement by teachers on the TELL survey statements related to professional development.

Measurable Objective 1:

collaborate to increase the % of teachers who agree that PD is differentiated from 80% to 85% and the % of teachers who agree that professional development is evaluated and results are communicated to teachers from 64% to 75% by 05/31/2015 as measured by the Tell Survey.

Strategy1:

Professional Development Evaluation - Evaluations will be available at all district and school professional development sessions.

Category:

Research Cited:

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Activity - Evaluation Input/Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete an evaluation on all professional development sessions. All professional development input data will be compiled and shared with attendees.	Professional Learning			01/01/2014	05/31/2015	\$0 - No Funding Required	District PD Coordinator, PD Presenters and Principal

Strategy2:

School Professional Development Plan - The SBDM Council's Professional Development Committee will poll all teachers and determine content and grade level professional development needs. The principal will discuss progress on individual teacher professional growth plans and make professional development decisions based on individual needs as well.

Category:

Research Cited:

Activity - Professional Development Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committee and principal will collect data on professional development needs. School level PD will be based on grade, content or teacher need.	Policy and Process			01/01/2014	05/31/2015	\$1000 - District Funding	SBDM Committee, Classroom Teachers and Principal

Goal 6:

Demonstrate proficiency in all required program reviews.

Measurable Objective 1:

demonstrate a proficiency in the Arts and Humanities, Practical Living/Career Studies, Writing and K-3 Program Reviews by 06/01/2014 as measured by program review rubrics and criteria.

Strategy1:

Program Review PLC's - Program review PLC's will occur intentionally each month.

Category:

Research Cited:

Activity - Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC meetings will be ongoing throughout the year. PLC team members will review progress, rubric, and evidence throughout the year.	Academic Support Program			08/14/2013	06/01/2014	\$0 - No Funding Required	Program Review PLC Teams and Principal

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Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each program review team will monitor program progress and complete the scoring rubric at the middle and at end of the school year. All needs improvement areas will be addressed if identified during the monitoring process.	Policy and Process			08/14/2013	06/01/2014	\$0 - No Funding Required	Program Review Teams and Principal

Narrative:

Also included are Title II-Part A, IDEA, Title IV Safe & Drugg Free Schools and Communities, and Title X-Part C (Homeless Ed.).