



Comprehensive School Improvement Plan

Hacker Elementary School
Clay County

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Manchester, KY 40962

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		Equity Diagnostic

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Our working conditions are all above the district and state average.

Managing Student Conduct 93.2%

Community Engagement and Support 90.9%

School Leadership 94.1%

Our percentage of teacher turn over has decreased from last year. It went from 26.3% to 10.5%.

Our percentage of new and Kentucky Teacher Internship Program (KTIP) teachers still remains at 5.9%.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

No barriers have been identified which prevent students to receive equitable access to effective educators within the school.

There are no root causes since we have no barriers.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		3 year goals

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Increase achievement for all students in the non-duplicated gap group from 33% in 2012 to 66.5 in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 48.4% to 55% by 06/01/2017 as measured by K-PREP.

Strategy1:

Professional Development - Teachers will complete professional development in their subject areas

Category:

Research Cited:

Activity - PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of sources will be utilized to improve the effectiveness of teachers. Sources of PD may include District PD, regional PD, PD360 and offerings from KET.	Professional Learning	01/02/2017	12/29/2017	\$0 - No Funding Required	Judy Smith, Michael Stubblefield, Kira Napier

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Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share with other staff members during weekly PLCs, information that will help to improve student achievement.	Academic Support Program	01/02/2017	12/29/2017	\$0 - No Funding Required	Michael Stubblefield Kristie Harris Certified classroom staff

Goal 2:

Evaluate all teachers in Professional Growth and Effectiveness System

Measurable Objective 1:

collaborate to fully implement the Professional Growth and Effectiveness system by 06/02/2017 as measured by District CEP/State Guidelines.

Strategy1:

Professional Learning - Teachers will created Professional Growth goals and student growth goals. They will be monitored by the principal throughout the year.

Category: Teacher PGES

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be allowed more direct control of professional development, through the use of professional growth plan and online PD sources.	Professional Learning	08/22/2016	06/02/2017	\$0 - No Funding Required	All Certified Staff

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will determine an enduring skill that the students need to master. They will take a mastery test, then the teacher will make a rubric to determine where they are and how much they need to grow by the end of the year. The teacher will implement activities throughout the year to enable the students to meet their proficiency goal.	Professional Learning	08/22/2016	06/02/2017	\$0 - No Funding Required	All Certified Staff

Activity - Professional Growth Goal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will created a Professional Growth goal they plan to meet by the end of the school year.	Professional Learning	08/22/2016	06/02/2017	\$0 - No Funding Required	All Certified Staff

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Hacker parents from using a survey

SBDM council: Michael Stubblefield Principal, Suzette Asher (teacher), Tracey Craft (teacher), Kristie Harris (teacher), Susan Curry (parent), Jennifer Begley (parent)

FRC Coordinator- Katie Cornett

Relationship Building

Overall Rating: 2.71

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.2	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
2.3	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
2.4	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
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	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
2.7	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.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 2.71

	Statement or Question	Response	Rating
3.1	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).	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, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	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).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	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
3.6	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
3.7	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

Overall Rating: 2.0

	Statement or Question	Response	Rating
4.1	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 are invited to attend basic district training. No effort to include other parents on SBDM committees.	Novice

	Statement or Question	Response	Rating
4.2	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
4.3	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 sends council minutes to largest parent organization with no follow-up.	Novice

	Statement or Question	Response	Rating
4.4	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
4.5	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
4.6	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 treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	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

Overall Rating: 2.83

	Statement or Question	Response	Rating
5.1	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.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
5.2	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
5.3	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
5.4	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
5.5	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
5.6	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.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 2.67

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - 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 as 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.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities 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 as participation in 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.	Proficient

	Statement or Question	Response	Rating
6.2	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.	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.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
6.4	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.	School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Proficient

	Statement or Question	Response	Rating
6.6	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

Overall Rating: 2.67

	Statement or Question	Response	Rating
7.1	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
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	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
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
7.5	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
7.6	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 maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

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

Areas of strength is that parents and other stakeholders report that they are actively welcomed when they visit he school. School staff offers varied ways that parents can share information with teachers about their children's learning needs.

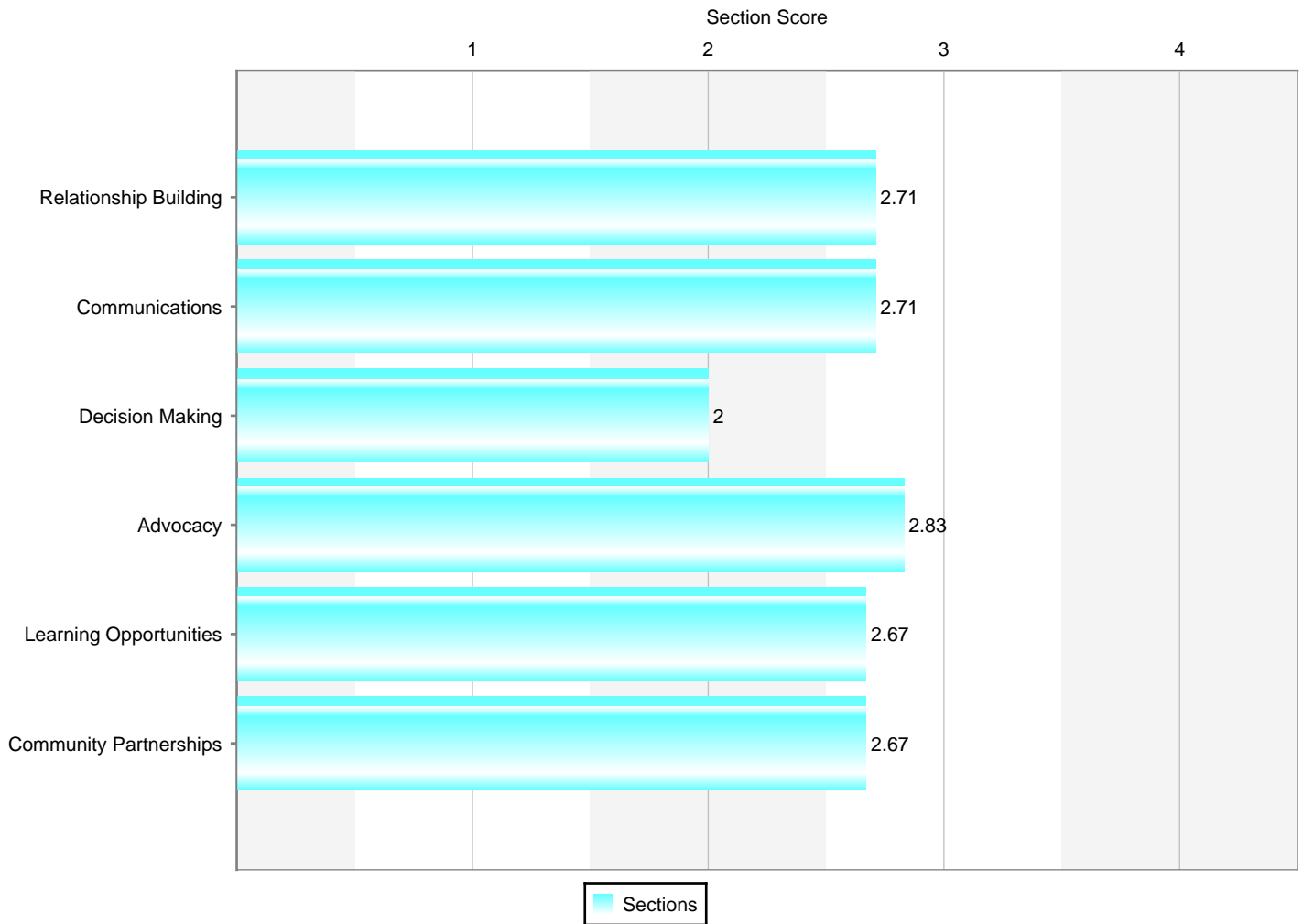
School staff makes systematic use of written communications to help parents understand their own children's academic progress.

An area of weakness is for school staff to give parents clear, complete information on the procedures for resolving concerns and filing complaints.

An another area of weakness is that the school does not have a classroom observation policy, which allows families to come into a classroom and observe.

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.

The stakeholders include the teachers of Hacker Elementary. They analyzed the KPREP data to look for strengths and weaknesses. The Primary K-3 teachers also analyzed MAPs data. Parents responded to the FRYSC survey and Hacker ASSIST survey. Our Promise Neighborhood, Save the Children representatives and SBDM parents were also involved in the process. The meetings were scheduled during PLCs, during school, and after school.

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

The principal selected an upper grade teacher, lower grade teacher, special education teacher, media specialist, and instructional coach to lead the committee. Parents answered surveys. Teachers analyzed data. SBDM parents reviewed the surveys and plan. The district liaison and DAC provided tools to analyzed data.

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 SBDM council has to approve the finished plan. The final improvement plan will be available electronically on the school's website.

Phase I - 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?**

With K-PREP we are trying to answer the questions:

"What are our areas of strengths?"

"What are the areas that need improvement?"

"How is each grade level scoring on K-PREP?"

"How does our school compare to the district and state?"

Overall our Accountability index was 64.9, which put us in the Needs Improvement category.

Reading and Math combined proficient/distinguished was 58.9. Our delivery target was 63.2, which we did not meet.

Males combined proficient/distinguished was 63.0 with a delivery target of 61.2. This target was met.

Females combined proficient/distinguished was 52.0 with a delivery target of 65.8. This was -13.8 deficit.

For reading our percent of reading proficient/distinguished was as follows: 3rd 68.8% (above district and state), 4th 63.9% (above district, above state), 5th 51.5% (above district and below state) 6th 72.5% (above district and state).

For math our proficient/distinguished are as follows: 3rd 62.5% (above district and state), 4th 52.8% (above district and state), 5th 39.4% (above district, below state) 6th 60% (above district and state). The data tells us the percentage of students who have reached proficiency and those who have not. The data does not tell us the specific topics with the content areas that may need work. For example, 5th grade Math was our lowest area, but that data doesn't tell us the exact portion that could have been the problem areas. The K-PREP also gives us information on each subgroup such as gender, race, free/reduced, and disabilities. The data does not tell us about individual students within each group.

In the parent survey we were trying to answer the questions: "How do parents feel about the school and teachers?"

The TELL survey enables the committee to answer the question: "How do teachers feel about their school?"

The teacher thought, "Overall, my school is a good place to work and learn".

71.4% teachers thought they had time available to collaborate with colleagues.

70.0% of the teachers thought an appropriate amount of time is provided for professional development.

With MAPs we can answer the questions:

"How many students are on level?"

"How far is the 3rd grade from meeting their 90% on level goal?"

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?

An area of strength is reading in 3rd, 4th, 5th, and 6th. We scored above the state and district in each of those grades. Another area of strength is math in grades 3rd, 4th, and 6th. We scored above the state and district in each of those grades. Social Studies, Writing and Language Arts were also above the district and state level.

6th grade reading score was 17 more than the state. Language Arts in the 4th was 17.5 above the state. Language Arts in the 6th was 18.8 above the state. Writing in the 6th was 24.5 above the state. We feel that these are reasons to celebrate.

We continue to have a two hour reading block in the k-3 grades, reading mastery, corrective reading, Education City, Study Island and I-ready. We have purchased IXL this year. We are also still utilizing common core reading and math books, and purchased simple solution Reading Comprehension, Grammar, and Social Studies. The principal will continue to monitor instruction.

In the TELL survey: The teacher thought, "Overall, my school is a good place to work and learn"

Opportunities for Improvement

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

5th grade math continues to be an area identified for improvement. The past 3 years, the trend has been that the 5th scores are lower than the state average. The females performed way below their delivery target by -13.8. We are purchasing more resources to be used with this target grade level and females. A support block will be created to give extra help to the 5th grade students. The principal will also be monitoring it more closely.

In the Val-Ed survey:

70.0% of the teachers thought an appropriate amount of time is provided for professional development.

Conclusion

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

We have reason to celebrate with our test scores in Language Arts (grammar) at both 4th and 6th grade. We also have reason to celebrate with our test scores in reading at grades 3rd and 4th. 6th grade writing improved from last year. We are going to continue with the programs we have in place to continue showing achievement.

Our areas for improvement is Math 5th grade (females), and Reading 5th. We are purchasing new materials to be utilized in the classroom to enhance the curriculum and instruction. The principal will monitor instruction and assessment closely. A retired teacher will continue to work with the 5th grade math students who are struggling. Maps testing data will be looked at closely on the winter assessment to see if students are retaining information.

2016-2017 CSIP Plan

Overview

Plan Name

2016-2017 CSIP Plan

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 average combined reading and math K-Prep scores for elementary students from 58.9% to 63% in 2017.	Objectives: 1 Strategies: 5 Activities: 16	Organizational	\$18084
2	Increase achievement for all students in the non-duplicated gap group from 33% in 2012 to 66.5 in 2017	Objectives: 1 Strategies: 5 Activities: 11	Organizational	\$8200
3	To identify specific strategies to increase student achievement in Arts and Humanities, PL/CS and Writing	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$10364
4	Evaluate all teachers in Professional Growth and Effectiveness System	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: Increase the average combined reading and math K-Prep scores for elementary students from 58.9% to 63% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores from 58.9% to 63% at Hacker Elementary School by 05/31/2017 as measured by The 2015 K-Prep scores.

Strategy 1:

Literacy Initiative - All staff will access and disseminate resources to support literacy planning in schools

Category:

Activity - Provide on-going support for Imagine It!	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All new Primary Reading Personnel will attend summer training for Imagine It! All Reading Personnel will attend updates.	Academic Support Program	01/02/2017	12/29/2017	\$0	Other	Michael Stubblefield Judy Smith Kristie Harris
Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Principal and Curriculum Coach will monitor K-3 primary teachers. After monitoring, each grade level teams will make necessary adjustments, if needed. The Principal will also monitor the 4th-6th elementary teachers to insure they are teaching the common core curriculum.	Academic Support Program	08/22/2016	12/29/2017	\$0	No Funding Required	Michael Stubblefield Kristie Harris
Activity - Grammar & Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kentucky Writing Project is an online resource available to Hacker teachers. Each lesson is grade specific and contains a writing lesson.	Academic Support Program	01/02/2017	12/29/2017	\$0	Title I Schoolwide	Kristie Harris Kira Napier Gemma parks Kari Hibbard
Activity - (NR) Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
(NR) Students falling below the 20th percentile will receive instruction in reading through Reading Mastery or Corrective Reading.	Academic Support Program	08/15/2016	06/08/2018	\$1000	Title I Schoolwide	Michael Stubblefield Kristie Harris Reading Mastery Staff Corrective Reading Staff

Comprehensive School Improvement Plan

Hacker Elementary School

Activity - Implementation of Writing Program Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans.	Academic Support Program	01/02/2017	12/29/2017	\$0	No Funding Required	Michael Stubblefield Kira Napier Kari Hibbard Gemma Parks Tracey Craft

Strategy 2:

Curriculum Assessment and Alignment - Ensure that teachers implement the curriculum using best practices for instruction and assessment. Monitoring the implementation will occur throughout the year.

Category:

Activity - Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that teachers implement the curriculum using best practices for instruction and assessment.	Professional Learning	01/02/2017	12/29/2017	\$0	No Funding Required	Michael Stubblefield Kristie Harris

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and Instructional Coach will monitor implementation of Best Practices throughout the year.	Academic Support Program	01/02/2017	12/29/2017	\$0	No Funding Required	Michael Stubblefield Kristie Harris

Activity - Curriculum Map	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor curriculum alignment by highlighting and dating the curriculum map and reading matrix as it is taught.	Policy and Process	01/02/2017	12/29/2017	\$0	No Funding Required	Michael Stubblefield Kristie Harris District Curriculum Coaches Classroom Teachers

Strategy 3:

Math Initiative - Curriculum coach and district math leaders will monitor implementation of math curriculum

Category: Continuous Improvement

Activity - (NR) Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Hacker Elementary School

(NR) Students will access Study Island, Education City and IXL during school/ at home, to supplement the Core Curriculum with guided independent practice. Students will also access I-Ready at school, to supplement Core Curriculum with guided independent practice. Discovery Education is used to enrich instruction.	Academic Support Program	01/02/2017	12/29/2017	\$8784	Grant Funds, Text Books	Michael Stubblefield Math Teachers Computer Lab Teacher Kristie Harris
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Activity - Support and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support and monitor the implementation of math content and practice standards to maintain fidelity.	Academic Support Program	01/02/2017	12/29/2017	\$0	No Funding Required	Michael Stubblefield K-2 Primary Teachers Kristie Harris Kelly Asher Aaron Asher

Activity - (NR) Supplemental Small Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
(NR) A retired teacher and our Promise Neighborhood Academic specialist will work with small groups of students in 3rd-6th grade, identified by K-Prep scores and teacher recommendations, was needing intervention.	Academic Support Program	01/02/2017	12/29/2017	\$8300	Other	Michael Stubblefield Kristie Harris Kelly Asher Aaron Asher Mary Nicholson Amy Gilbert

Activity - Support Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped by analyzing test scores to target student growth based on last year's KPREP scores. Focus will be put on improving student growth within the stanines and grouping will reflect this. Emphasis will also be placed on identifying gaps between Male and Female learners.	Academic Support Program	11/28/2016	12/29/2017	\$0	No Funding Required	Michael Stubblefield Kristie Harris Classroom Teachers

Strategy 4:

School Readiness - Pre-School and Early Steps programs will be utilized to prepare incoming Kindergarten students for success in the classroom

Category:

Activity - Screeners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all Kindergarteners at school entry with the common statewide screener (BRIGANCE) as well as the Imagine It! screener.	Policy and Process	08/22/2016	06/02/2017	\$0	No Funding Required	Kristie Harris, Kindergarten teachers, Amy Gilbert

Comprehensive School Improvement Plan

Hacker Elementary School

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Professional Learning	08/22/2016	06/02/2017	\$0	No Funding Required	Michael Stubblefield Kristie Harris Amanda Wolfe Marguerite Roberts

Strategy 5:

RTI/KSI - an intervention team will be established to look at academic and behavioral data for the school

Category: Integrated Methods for Learning

Activity - Tier 1 Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade levels, and/or content level departments will meet during PLCs to consider large areas of student needs (Tier 1).The teams will then develop plans to address gaps in instructional planning or learner needs, based on the standards.	Academic Support Program	01/02/2017	12/29/2017	\$0	No Funding Required	Michael Stubblefield All teachers

Activity - Tier 2 and Tier 3 Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to implement a plan for Tier 2 and Tier 3 intervention services. RTI members will meet on a regular basis to determine if the student's needs are being met with the current Tier 2 or Tier 3 interventions; adjustments are made as needed.	Academic Support Program	01/02/2017	12/29/2017	\$0	No Funding Required	Michael Stubblefield All staff

Goal 2: Increase achievement for all students in the non-duplicated gap group from 33% in 2012 to 66.5 in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 48.4% to 55% by 06/01/2017 as measured by K-PREP.

Strategy 1:

Best Practice - Teachers will employ Best Practices to teach all student groups

Category: Professional Learning & Support

Activity - (NR) Achievement Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Hacker Elementary School

(NR) Non-duplicated gap student achievement will be monitored using MAP, common assessments, K-Prep, Discovery Ed, and other classroom assessments.	Academic Support Program	01/02/2017	12/29/2017	\$0	No Funding Required	Michael Stubblefield Kristie Harris 3rd-6th teachers
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Activity - (NR) Staff Assignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assignment of staff will be completed to best serve the non-duplicated gap students.	Policy and Process	01/02/2017	12/29/2017	\$0	No Funding Required	Michael Stubblefield SBDM Council

Strategy 2:

(NR) Support Block - Based on MAP assessment, as well as K-PREP and teacher recommendations, students needing extra support in math and reading will receive additional instruction.

Category: Learning Systems

Activity - (NR) Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
(NR) Students needing supplemental instruction in reading will be placed either in Reading Mastery or Corrective Reading.	Academic Support Program	01/02/2017	12/29/2017	\$0	No Funding Required	Kristie Harris, All classroom teachers

Activity - (NR) Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
(NR) Students needing assistance in math skills will receive individual support during the school day. This will be done through either Study Island, IXL, I-Ready, or small group instruction with our retired teacher tutor, or Academic Specialist.	Academic Support Program	01/02/2017	12/29/2017	\$8000	State Funds	Kristie Harris Lab instructor Mary Nicholson Amy Gilbert

Strategy 3:

Progress Monitoring - Reading & Math - Progress monitoring for math and reading will take place.

Category: Learning Systems

Activity - (NR) Short Responses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Hacker Elementary School

(NR) Short Responses will be utilized as a progress monitoring tool for reading and math. The 3rd-6th grade teachers will turn in Short Responses to the principal monthly.	Academic Support Program	01/02/2017	12/29/2017	\$0	No Funding Required	Michael Stubblefield Kelly Asher 5/6 Math Suzette Asher 5/6 Reading Aaron Asher 3/4 Math Krista Smith 3/4 Reading Gemma Parks 3 Reading
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Activity - (NR) MAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
(NR) MAP testing will be done 3 times a year and the data will be utilized to determine student's progress in reading and math in grades K-3rd. It will be done twice in grades 4th-6th.	Academic Support Program	08/22/2016	06/02/2017	\$0	No Funding Required	Kristie Harris-Curriculum Coach K-6th Teachers Philip Burchell

Strategy 4:

Professional Development - Teachers will complete professional development in their subject areas

Category:

Activity - PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A variety of sources will be utilized to improve the effectiveness of teachers. Sources of PD may include District PD, regional PD, PD360 and offerings from KET.	Professional Learning	01/02/2017	12/29/2017	\$0	No Funding Required	Judy Smith, Michael Stubblefield, Kira Napier

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share with other staff members during weekly PLCs, information that will help to improve student achievement.	Academic Support Program	01/02/2017	12/29/2017	\$0	No Funding Required	Michael Stubblefield Kristie Harris Certified classroom staff

Strategy 5:

(NR) Parent Involvement - Involve parents in the child's education.

Category: Stakeholder Engagement

Comprehensive School Improvement Plan

Hacker Elementary School

Activity - Parent Call-Out Phone System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*Parent Call-Out Phone System keeps parents informed of upcoming school activities and school closing. *Outside school sign in front of school displays upcoming school activities, events, and closures for parents to see.	Parent Involvement	01/02/2017	12/29/2017	\$0	No Funding Required	Michael Stubblefield Lindsey Fultz Kristie Harris Lindsey Culver
Activity - Parent/Teacher Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*During open house parents are informed on how their child is doing and upcoming activities. *Notify parents of their child being placed in RTI. *Communicate with parents by email, phone, or notes about their child. *Notify parents of student progress in interventions.	Parent Involvement	01/02/2017	12/29/2017	\$0	No Funding Required	All certified staff
Activity - Newsletter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will produce monthly newsletter to inform parents of school activities, academic games, sporting events, websites, lunch menu, and student achievements.	Parent Involvement	01/02/2017	12/29/2017	\$200	General Fund	Lindsey Culver Lindsey Fultz

Goal 3: To identify specific strategies to increase student achievement in Arts and Humanities, PL/CS and Writing

Measurable Objective 1:

collaborate to identify specific strategies to increase student achievement in Arts/Humanities, PL/CS, and Writing by 05/31/2016 as measured by The Program Review Rubric.

Strategy 1:

Program Review/Artists and Programs - Work with the FRC and Promise Neighborhood to bring in supplemental programs and /or artists to the classrooms

Category:

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To collaborate to bring in programs to enhance instruction in the areas of Arts/Humanities, Practical Living/Career Studies and Writing.	Academic Support Program	01/02/2017	12/15/2017	\$2639	Grant Funds	Katie Cornett
Activity - Promise Neighborhood	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Hacker Elementary School

To enhance the Arts/Humanities, Practical Living and Career Studies and Writing, through resident artists, supplemental programs and/or field trips.	Academic Support Program	01/02/2017	06/02/2017	\$7725	Grant Funds	Amy Gilbert, Natalie Gabbard (Berea), classroom teachers
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Strategy 2:

Program Review - The staff will examine work samples collected and will utilize this evidence to conduct a program review.

Category: Continuous Improvement

Activity - Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Examine the rubrics used in Program Review. Consider the existing sources of evidence to inform the overall program assessment.	Professional Learning	08/15/2016	06/09/2017	\$0	No Funding Required	Michael Stubblefield Kelly Asher Gemma Parks Jennifer Miller Kira Hibbard Kristie Harris

Goal 4: Evaluate all teachers in Professional Growth and Effectiveness System

Measurable Objective 1:

collaborate to fully implement the Professional Growth and Effectiveness system by 06/02/2017 as measured by District CEP/State Guidelines.

Strategy 1:

Professional Learning - Teachers will created Professional Growth goals and student growth goals. They will be monitored by the principal throughout the year.

Category: Teacher PGES

Activity - Professional Growth Goal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will created a Professional Growth goal they plan to meet by the end of the school year.	Professional Learning	08/22/2016	06/02/2017	\$0	No Funding Required	All Certified Staff
Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Hacker Elementary School

Teachers will determine an enduring skill that the students need to master. They will take a mastery test, then the teacher will make a rubric to determine where they are and how much they need to grow by the end of the year. The teacher will implement activities throughout the year to enable the students to meet their proficiency goal.	Professional Learning	08/22/2016	06/02/2017	\$0	No Funding Required	All Certified Staff
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be allowed more direct control of professional development, through the use of professional growth plan and online PD sources.	Professional Learning	08/22/2016	06/02/2017	\$0	No Funding Required	All Certified Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
(NR) Technology	(NR) Students will access Study Island, Education City and IXL during school/ at home, to supplement the Core Curriculum with guided independent practice. Students will also access I-Ready at school, to supplement Core Curriculum with guided independent practice. Discovery Education is used to enrich instruction.	Academic Support Program	01/02/2017	12/29/2017	\$4870	Michael Stubblefield Math Teachers Computer Lab Teacher Kristie Harris
Total					\$4870	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Provide on-going support for Imagine It!	All new Primary Reading Personnel will attend summer training for Imagine It! All Reading Personnel will attend updates.	Academic Support Program	01/02/2017	12/29/2017	\$0	Michael Stubblefield Judy Smith Kristie Harris
(NR) Supplemental Small Groups	(NR) A retired teacher and our Promise Neighborhood Academic specialist will work with small groups of students in 3rd-6th grade, identified by K-Prep scores and teacher recommendations, was needing intervention.	Academic Support Program	01/02/2017	12/29/2017	\$8300	Michael Stubblefield Kristie Harris Kelly Asher Aaron Asher Mary Nicholson Amy Gilbert
Total					\$8300	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive School Improvement Plan

Hacker Elementary School

Promise Neighborhood	To enhance the Arts/Humanities, Practical Living and Career Studies and Writing, through resident artists, supplemental programs and/or field trips.	Academic Support Program	01/02/2017	06/02/2017	\$7725	Amy Gilbert, Natalie Gabbard (Berea), classroom teachers
Family Resource Center	To collaborate to bring in programs to enhance instruction in the areas of Arts/Humanities, Practical Living/Career Studies and Writing.	Academic Support Program	01/02/2017	12/15/2017	\$2639	Katie Cornett
(NR) Technology	(NR) Students will access Study Island, Education City and IXL during school/ at home, to supplement the Core Curriculum with guided independent practice. Students will also access I-Ready at school, to supplement Core Curriculum with guided independent practice. Discovery Education is used to enrich instruction.	Academic Support Program	01/02/2017	12/29/2017	\$3914	Michael Stubblefield Math Teachers Computer Lab Teacher Kristie Harris
Total					\$14278	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
(NR) Math	(NR) Students needing assistance in math skills will receive individual support during the school day. This will be done through either Study Island, IXL, I-Ready, or small group instruction with our retired teacher tutor, or Academic Specialist.	Academic Support Program	01/02/2017	12/29/2017	\$8000	Kristie Harris Lab instructor Mary Nicholson Amy Gilbert
Total					\$8000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Newsletter	School will produce monthly newsletter to inform parents of school activities, academic games, sporting events, websites, lunch menu, and student achievements.	Parent Involvement	01/02/2017	12/29/2017	\$200	Lindsey Culver Lindsey Fultz
Total					\$200	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive School Improvement Plan

Hacker Elementary School

(NR) Direct Instruction	(NR) Students falling below the 20th percentile will receive instruction in reading through Reading Mastery or Corrective Reading.	Academic Support Program	08/15/2016	06/08/2018	\$1000	Michael Stubblefield Kristie Harris Reading Mastery Staff Corrective Reading Staff
Grammar & Writing	Kentucky Writing Project is an online resource available to Hacker teachers. Each lesson is grade specific and contains a writing lesson.	Academic Support Program	01/02/2017	12/29/2017	\$0	Kristie Harris Kira Napier Gemma parks Kari Hibbard
Total					\$1000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Growth Goal	Teachers will created a Professional Growth goal they plan to meet by the end of the school year.	Professional Learning	08/22/2016	06/02/2017	\$0	All Certified Staff
PLC	Teachers will share with other staff members during weekly PLCs, information that will help to improve student achievement.	Academic Support Program	01/02/2017	12/29/2017	\$0	Michael Stubblefield Kristie Harris Certified classroom staff
Rubrics	Examine the rubrics used in Program Review. Consider the existing sources of evidence to inform the overall program assessment.	Professional Learning	08/15/2016	06/09/2017	\$0	Michael Stubblefield Kelly Asher Gemma Parks Jennifer Miller Kira Hibbard Kristie Harris
Implementation of Writing Program Reviews	School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans.	Academic Support Program	01/02/2017	12/29/2017	\$0	Michael Stubblefield Kira Napier Kari Hibbard Gemma Parks Tracey Craft
Student Growth Goals	Teachers will determine an enduring skill that the students need to master. They will take a mastery test, then the teacher will make a rubric to determine where they are and how much they need to grow by the end of the year. The teacher will implement activities throughout the year to enable the students to meet their proficiency goal.	Professional Learning	08/22/2016	06/02/2017	\$0	All Certified Staff

Comprehensive School Improvement Plan

Hacker Elementary School

Tier 1 Data Analysis	Grade levels, and/or content level departments will meet during PLCs to consider large areas of student needs (Tier 1).The teams will then develop plans to address gaps in instructional planning or learner needs, based on the standards.	Academic Support Program	01/02/2017	12/29/2017	\$0	Michael Stubblefield All teachers
Professional Development	Teachers will be allowed more direct control of professional development, through the use of professional growth plan and online PD sources.	Professional Learning	08/22/2016	06/02/2017	\$0	All Certified Staff
(NR) Short Responses	(NR) Short Responses will be utilized as a progress monitoring tool for reading and math. The 3rd-6th grade teachers will turn in Short Responses to the principal monthly.	Academic Support Program	01/02/2017	12/29/2017	\$0	Michael Stubblefield Kelly Asher 5/6 Math Suzette Asher 5/6 Reading Aaron Asher 3/4 Math Krista Smith 3/4 Reading Gemma Parks 3 Reading
PD	A variety of sources will be utilized to improve the effectiveness of teachers. Sources of PD may include District PD, regional PD, PD360 and offerings from KET.	Professional Learning	01/02/2017	12/29/2017	\$0	Judy Smith, Michael Stubblefield, Kira Napier
(NR) Achievement Analysis	(NR) Non-duplicated gap student achievement will be monitored using MAP, common assessments, K-Prep, Discovery Ed, and other classroom assessments.	Academic Support Program	01/02/2017	12/29/2017	\$0	Michael Stubblefield Kristie Harris 3rd-6th teachers
Parent Call-Out Phone System	*Parent Call-Out Phone System keeps parents informed of upcoming school activities and school closing. *Outside school sign in front of school displays upcoming school actives, events, and closures for parents to see.	Parent Involvement	01/02/2017	12/29/2017	\$0	Michael Stubblefield Lindsey Fultz Kristie Harris Lindsey Culver
(NR) MAP	(NR) MAP testing will be done 3 times a year and the data will be utilized to determine student's progress in reading and math in grades K-3rd. It will be done twice in grades 4th-6th.	Academic Support Program	08/22/2016	06/02/2017	\$0	Kristie Harris- Curriculum Coach K-6th Teachers Philip Burchell
Parent/Teacher Communication	*During open house parents are informed on how their child is doing and upcoming activities. *Notify parents of their child being placed in RTI. *Communicate with parents by email, phone, or notes about their child. *Notify parents of student progress in interventions.	Parent Involvement	01/02/2017	12/29/2017	\$0	All certified staff

Comprehensive School Improvement Plan

Hacker Elementary School

Screeners	Assess all Kindergarteners at school entry with the common statewide screener (BRIGANCE) as well as the Imagine It! screener.	Policy and Process	08/22/2016	06/02/2017	\$0	Kristie Harris, Kindergarten teachers, Amy Gilbert
Data Analysis	Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Professional Learning	08/22/2016	06/02/2017	\$0	Michael Stubblefield Kristie Harris Amanda Wolfe Marguerite Roberts
Monitoring	The principal and Instructional Coach will monitor implementation of Best Practices throughout the year.	Academic Support Program	01/02/2017	12/29/2017	\$0	Michael Stubblefield Kristie Harris
(NR) Staff Assignment	Assignment of staff will be completed to best serve the non-duplicated gap students.	Policy and Process	01/02/2017	12/29/2017	\$0	Michael Stubblefield SBDM Council
Curriculum Map	Teachers will monitor curriculum alignment by highlighting and dating the curriculum map and reading matrix as it is taught.	Policy and Process	01/02/2017	12/29/2017	\$0	Michael Stubblefield Kristie Harris District Curriculum Coaches Classroom Teachers
(NR) Reading	(NR) Students needing supplemental instruction in reading will be placed either in Reading Mastery or Corrective Reading.	Academic Support Program	01/02/2017	12/29/2017	\$0	Kristie Harris, All classroom teachers
Support Block	Students will be grouped by analyzing test scores to target student growth based on last year's KPREP scores. Focus will be put on improving student growth within the stanines and grouping will reflect this. Emphasis will also be placed on identifying gaps between Male and Female learners.	Academic Support Program	11/28/2016	12/29/2017	\$0	Michael Stubblefield Kristie Harris Classroom Teachers
Monitoring	The Principal and Curriculum Coach will monitor K-3 primary teachers. After monitoring, each grade level teams will make necessary adjustments, if needed. The Principal will also monitor the 4th-6th elementary teachers to insure they are teaching the common core curriculum.	Academic Support Program	08/22/2016	12/29/2017	\$0	Michael Stubblefield Kristie Harris
Best Practices	Ensure that teachers implement the curriculum using best practices for instruction and assessment.	Professional Learning	01/02/2017	12/29/2017	\$0	Michael Stubblefield Kristie Harris
Support and Monitoring	Support and monitor the implementation of math content and practice standards to maintain fidelity.	Academic Support Program	01/02/2017	12/29/2017	\$0	Michael Stubblefield K-2 Primary Teachers Kristie Harris Kelly Asher Aaron Asher

Comprehensive School Improvement Plan

Hacker Elementary School

Tier 2 and Tier 3 Analysis	Continue to implement a plan for Tier 2 and Tier 3 intervention services. RTI members will meet on a regular basis to determine if the student's needs are being met with the current Tier 2 or Tier 3 interventions; adjustments are made as needed.	Academic Support Program	01/02/2017	12/29/2017	\$0	Michael Stubblefield All staff
Total					\$0	

Phase II - KDE Assurances - Schools

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	KPREP was reviewed, Maps Data was reviewed, Parent Survey was conducted by school and FRYSC, the Val-Ed survey was also reviewed.	

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	The school developed intervention strategies in reading and math. Intervention was done through Reading Mastery, Corrective Reading, Study Island, Education City, IXL, and I-Ready. Intervention was also done through an Academic Specialist, a retired teacher and support block.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Hacker had open house meet and greet night before school started for incoming kindergarten. During this time students and parents meet the teacher, staff, tour the building and discuss the process of "getting ready for school".	

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	The school has a research based reading program, SRA Imagine It! It is K-5. This program allows for an hour a day specialized reading workshop so students experiencing the greatest degree of difficulty mastering the state's academic achievement standards get provided additional instruction. We also use Reading Mastery and Corrective Reading which are direct instruction that are research based. Study Island, Education City, and I-Ready are three online resources that target reading, math, or language arts. It allows individualized lessons for students.	

Comprehensive School Improvement Plan

Hacker Elementary School

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Applicants for certified employment are screened through an online application system. The credentials have to be keyed in and examined by the SBDM to ensure they are highly qualified before an interview can be offered.	

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	Hacker Elementary is a school wide Title 1 school. Title 1 part A funds were allocated and spent only on allowable programs and activities. Title 1 allocations are given to SBDM for discussion and approval. Financial records are kept at district level and budget expenditures/updates are discussed with principal.	

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	The school has planned and implemented strategies to increase parent involvement. Open house events, call out system, school website, and a Facebook page. The current compact and policy will continue.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	The school has reviewed the ten school wide planning components and has incorporated them into the school improvement plan.	

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	The staff developed professional development plans in the spring to determine the appropriate activities they needed to meet the instructional needs of their students. Once the individual needs and school needs were determined, the staff worked with the district PD supervisor to coordinate these activities.	

Comprehensive School Improvement Plan

Hacker 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 implementation of the CSIP is monitored regularly by the principal and the curriculum coach. Some progress notes were entered into ASSIST. State test results are reviewed and discussed with the staff, upon public release, and instructional changes were made based on weaknesses found.	

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	A comprehensive needs assessment was done that included academic achievement data. Hacker is a schoolwide Title 1 school, so all students are eligible for Title 1 services and are served with Title 1 allocations.	

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

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	Hacker is a school wide Title 1 school, therefore we do not have targeted assistance activities.	

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	Hacker is not a targeted assistance school, therefore ALL students have access to any support activities and regular education programs.	

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

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	As a school wide Title 1 school, Hacker plans and monitors ALL students and uses the results to inform and improve instructional strategies and to determine professional development needs.	

Comprehensive School Improvement Plan

Hacker 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	All paraprofessionals in the school are highly qualified under requirements of ESEA, however they do not work with targeted assistance programs. They are eligible to work with ALL students, since we are school wide Title 1.	

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	Hacker elementary allocated and spent federal program funds to serve ALL students, since we are a Title 1 school wide program. Financial records for Title 1 Part A, programs are maintained at the District level with reports being sent to schools upon request.	

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.	No	We are not a targeted assistance school. We are school wide Title 1.	

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	We are not a targeted assistance school.	

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.	No	We are not a targeted assistance school. All staff are provided appropriate professional development.	

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	The school will plan and implement an annual evaluation to discuss the CSIP and student achievement and make adjustments to instruction as needed.	

Comprehensive School Improvement Plan

Hacker Elementary School

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 (provide the website link below).	Yes	The CSIP for Hacker will be approved by SBDM and made available for stakeholders to examine on our school website and linked to the district website. www.clay.kyschools.us	

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	Parents are notified when their children are taught for four or more consecutive weeks by teachers who are not qualified. Due to not having enough certified subs it may be unavoidable, then parents would be notified.	

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	Professional development for staff is 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.	

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes	The school does not use Title 1 funds for nurses, media specialists, or counselors. However, if this were to happen, we would have documentation to support a need.	

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	All para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher, providing instruction rather than clerical work.	

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	All para educators are under the direct supervision of a HQ teacher and can provide instruction to all students.	

Comprehensive School Improvement Plan

Hacker Elementary School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes	The para-educators have a schedule of non-instructional duties demonstrating that the duties are on a limited basis only.	

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	Para-educators do work with targeted students, we are school wide Title 1.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	N/A	Hacker does not use Title 1 funds to meet cap size requirements.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	Hacker does not use Title 1 funds to meet cap size requirements.	

Phase II - KDE Compliance and Accountability - 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 TELLKY Survey results.

Goal 1:

Evaluate all teachers in Professional Growth and Effectiveness System

Measurable Objective 1:

collaborate to fully implement the Professional Growth and Effectiveness system by 06/02/2017 as measured by District CEP/State Guidelines.

Strategy1:

Professional Learning - Teachers will created Professional Growth goals and student growth goals. They will be monitored by the principal throughout the year.

Category: Teacher PGES

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be allowed more direct control of professional development, through the use of professional growth plan and online PD sources.	Professional Learning	08/22/2016	06/02/2017	\$0 - No Funding Required	All Certified Staff

Activity - Professional Growth Goal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will created a Professional Growth goal they plan to meet by the end of the school year.	Professional Learning	08/22/2016	06/02/2017	\$0 - No Funding Required	All Certified Staff

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will determine an enduring skill that the students need to master. They will take a mastery test, then the teacher will make a rubric to determine where they are and how much they need to grow by the end of the year. The teacher will implement activities throughout the year to enable the students to meet their proficiency goal.	Professional Learning	08/22/2016	06/02/2017	\$0 - No Funding Required	All Certified Staff

Comprehensive School Improvement Plan

Hacker Elementary School

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

Goal 1:

Increase the average combined reading and math K-Prep scores for elementary students from 58.9% to 63% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores from 58.9% to 63% at Hacker Elementary School by 05/31/2017 as measured by The 2015 K-Prep scores.

Strategy1:

Math Initiative - Curriculum coach and district math leaders will monitor implementation of math curriculum

Category: Continuous Improvement

Research Cited:

Activity - (NR) Supplemental Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
(NR) A retired teacher and our Promise Neighborhood Academic specialist will work with small groups of students in 3rd-6th grade, identified by K-Prep scores and teacher recommendations, was needing intervention.	Academic Support Program	01/02/2017	12/29/2017	\$8300 - Other	Michael Stubblefield Kristie Harris Kelly Asher Aaron Asher Mary Nicholson Amy Gilbert

Activity - (NR) Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
(NR) Students will access Study Island, Education City and IXL during school/ at home, to supplement the Core Curriculum with guided independent practice. Students will also access I-Ready at school, to supplement Core Curriculum with guided independent practice. Discovery Education is used to enrich instruction.	Academic Support Program	01/02/2017	12/29/2017	\$4870 - Text Books \$3914 - Grant Funds	Michael Stubblefield Math Teachers Computer Lab Teacher Kristie Harris

Activity - Support and Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and monitor the implementation of math content and practice standards to maintain fidelity.	Academic Support Program	01/02/2017	12/29/2017	\$0 - No Funding Required	Michael Stubblefield K-2 Primary Teachers Kristie Harris Kelly Asher Aaron Asher

Strategy2:

School Readiness - Pre-School and Early Steps programs will be utilized to prepare incoming Kindergarten students for success in the classroom

Category:

Research Cited:

Comprehensive School Improvement Plan

Hacker Elementary School

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Professional Learning	08/22/2016	06/02/2017	\$0 - No Funding Required	Michael Stubblefield Kristie Harris Amanda Wolfe Marguerite Roberts

Activity - Screeners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all Kindergarteners at school entry with the common statewide screener (BRIGANCE) as well as the Imagine It! screener.	Policy and Process	08/22/2016	06/02/2017	\$0 - No Funding Required	Kristie Harris, Kindergarten teachers, Amy Gilbert

Strategy3:

Curriculum Assessment and Alignment - Ensure that teachers implement the curriculum using best practices for instruction and assessment. Monitoring the implementation will occur throughout the year.

Category:

Research Cited:

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and Instructional Coach will monitor implementation of Best Practices throughout the year.	Academic Support Program	01/02/2017	12/29/2017	\$0 - No Funding Required	Michael Stubblefield Kristie Harris

Activity - Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that teachers implement the curriculum using best practices for instruction and assessment.	Professional Learning	01/02/2017	12/29/2017	\$0 - No Funding Required	Michael Stubblefield Kristie Harris

Activity - Curriculum Map	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor curriculum alignment by highlighting and dating the curriculum map and reading matrix as it is taught.	Policy and Process	01/02/2017	12/29/2017	\$0 - No Funding Required	Michael Stubblefield Kristie Harris District Curriculum Coaches Classroom Teachers

Strategy4:

RTI/KSI - an intervention team will be established to look at academic and behavioral data for the school

Category: Integrated Methods for Learning

Research Cited:

Comprehensive School Improvement Plan

Hacker Elementary School

Activity - Tier 2 and Tier 3 Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement a plan for Tier 2 and Tier 3 intervention services. RTI members will meet on a regular basis to determine if the student's needs are being met with the current Tier 2 or Tier 3 interventions; adjustments are made as needed.	Academic Support Program	01/02/2017	12/29/2017	\$0 - No Funding Required	Michael Stubblefield All staff

Activity - Tier 1 Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade levels, and/or content level departments will meet during PLCs to consider large areas of student needs (Tier 1).The teams will then develop plans to address gaps in instructional planning or learner needs, based on the standards.	Academic Support Program	01/02/2017	12/29/2017	\$0 - No Funding Required	Michael Stubblefield All teachers

Strategy5:

Literacy Initiative - All staff will access and disseminate resources to support literacy planning in schools

Category:

Research Cited:

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Principal and Curriculum Coach will monitor K-3 primary teachers. After monitoring, each grade level teams will make necessary adjustments, if needed. The Principal will also monitor the 4th-6th elementary teachers to insure they are teaching the common core curriculum.	Academic Support Program	08/22/2016	12/29/2017	\$0 - No Funding Required	Michael Stubblefield Kristie Harris

Activity - (NR) Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
(NR) Students falling below the 20th percentile will receive instruction in reading through Reading Mastery or Corrective Reading.	Academic Support Program	08/15/2016	06/08/2018	\$1000 - Title I Schoolwide	Michael Stubblefield Kristie Harris Reading Mastery Staff Corrective Reading Staff

Activity - Implementation of Writing Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans.	Academic Support Program	01/02/2017	12/29/2017	\$0 - No Funding Required	Michael Stubblefield Kira Napier Kari Hibbard Gemma Parks Tracey Craft

Activity - Grammar & Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kentucky Writing Project is an online resource available to Hacker teachers. Each lesson is grade specific and contains a writing lesson.	Academic Support Program	01/02/2017	12/29/2017	\$0 - Title I Schoolwide	Kristie Harris Kira Napier Gemma parks Kari Hibbard

Comprehensive School Improvement Plan

Hacker Elementary School

Activity - Provide on-going support for Imagine It!	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new Primary Reading Personnel will attend summer training for Imagine It! All Reading Personnel will attend updates.	Academic Support Program	01/02/2017	12/29/2017	\$0 - Other	Michael Stubblefield Judy Smith Kristie Harris

All children-were screened for kindergarten readiness. If yes, name the assessment.

Goal 1:

Increase the average combined reading and math K-Prep scores for elementary students from 58.9% to 63% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores from 58.9% to 63% at Hacker Elementary School by 05/31/2017 as measured by The 2015 K-Prep scores.

Strategy1:

School Readiness - Pre-School and Early Steps programs will be utilized to prepare incoming Kindergarten students for success in the classroom

Category:

Research Cited:

Activity - Screeners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all Kindergarteners at school entry with the common statewide screener (BRIGANCE) as well as the Imagine It! screener.	Policy and Process	08/22/2016	06/02/2017	\$0 - No Funding Required	Kristie Harris, Kindergarten teachers, Amy Gilbert

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Professional Learning	08/22/2016	06/02/2017	\$0 - No Funding Required	Michael Stubblefield Kristie Harris Amanda Wolfe Marguerite Roberts

Narrative:

These assessments are used for kindergarten readiness

Elgin Screener

Brigance

Comprehensive School Improvement Plan

Hacker Elementary School

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

Goal 1:

Increase the average combined reading and math K-Prep scores for elementary students from 58.9% to 63% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores from 58.9% to 63% at Hacker Elementary School by 05/31/2017 as measured by The 2015 K-Prep scores.

Strategy1:

School Readiness - Pre-School and Early Steps programs will be utilized to prepare incoming Kindergarten students for success in the classroom

Category:

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Professional Learning	08/22/2016	06/02/2017	\$0 - No Funding Required	Michael Stubblefield Kristie Harris Amanda Wolfe Marguerite Roberts

Activity - Screeners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all Kindergarteners at school entry with the common statewide screener (BRIGANCE) as well as the Imagine It! screener.	Policy and Process	08/22/2016	06/02/2017	\$0 - No Funding Required	Kristie Harris, Kindergarten teachers, Amy Gilbert

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 average combined reading and math K-Prep scores for elementary students from 58.9% to 63% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores from 58.9% to 63% at Hacker Elementary School by 05/31/2017 as measured by The 2015 K-Prep scores.

Strategy1:

Comprehensive School Improvement Plan

Hacker Elementary School

Curriculum Assessment and Alignment - Ensure that teachers implement the curriculum using best practices for instruction and assessment. Monitoring the implementation will occur throughout the year.

Category:

Research Cited:

Activity - Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that teachers implement the curriculum using best practices for instruction and assessment.	Professional Learning	01/02/2017	12/29/2017	\$0 - No Funding Required	Michael Stubblefield Kristie Harris

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and Instructional Coach will monitor implementation of Best Practices throughout the year.	Academic Support Program	01/02/2017	12/29/2017	\$0 - No Funding Required	Michael Stubblefield Kristie Harris

Activity - Curriculum Map	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor curriculum alignment by highlighting and dating the curriculum map and reading matrix as it is taught.	Policy and Process	01/02/2017	12/29/2017	\$0 - No Funding Required	Michael Stubblefield Kristie Harris District Curriculum Coaches Classroom Teachers

Strategy2:

School Readiness - Pre-School and Early Steps programs will be utilized to prepare incoming Kindergarten students for success in the classroom

Category:

Research Cited:

Activity - Screeners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all Kindergarteners at school entry with the common statewide screener (BRIGANCE) as well as the Imagine It! screener.	Policy and Process	08/22/2016	06/02/2017	\$0 - No Funding Required	Kristie Harris, Kindergarten teachers, Amy Gilbert

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Professional Learning	08/22/2016	06/02/2017	\$0 - No Funding Required	Michael Stubblefield Kristie Harris Amanda Wolfe Marguerite Roberts

Strategy3:

Math Initiative - Curriculum coach and district math leaders will monitor implementation of math curriculum

Category: Continuous Improvement

Comprehensive School Improvement Plan

Hacker Elementary School

Research Cited:

Activity - (NR) Supplemental Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
(NR) A retired teacher and our Promise Neighborhood Academic specialist will work with small groups of students in 3rd-6th grade, identified by K-Prep scores and teacher recommendations, was needing intervention.	Academic Support Program	01/02/2017	12/29/2017	\$8300 - Other	Michael Stubblefield Kristie Harris Kelly Asher Aaron Asher Mary Nicholson Amy Gilbert

Activity - Support and Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and monitor the implementation of math content and practice standards to maintain fidelity.	Academic Support Program	01/02/2017	12/29/2017	\$0 - No Funding Required	Michael Stubblefield K-2 Primary Teachers Kristie Harris Kelly Asher Aaron Asher

Activity - (NR) Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
(NR) Students will access Study Island, Education City and IXL during school/ at home, to supplement the Core Curriculum with guided independent practice. Students will also access I-Ready at school, to supplement Core Curriculum with guided independent practice. Discovery Education is used to enrich instruction.	Academic Support Program	01/02/2017	12/29/2017	\$3914 - Grant Funds \$4870 - Text Books	Michael Stubblefield Math Teachers Computer Lab Teacher Kristie Harris

Strategy4:

Literacy Initiative - All staff will access and disseminate resources to support literacy planning in schools

Category:

Research Cited:

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Principal and Curriculum Coach will monitor K-3 primary teachers. After monitoring, each grade level teams will make necessary adjustments, if needed. The Principal will also monitor the 4th-6th elementary teachers to insure they are teaching the common core curriculum.	Academic Support Program	08/22/2016	12/29/2017	\$0 - No Funding Required	Michael Stubblefield Kristie Harris

Activity - (NR) Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
(NR) Students falling below the 20th percentile will receive instruction in reading through Reading Mastery or Corrective Reading.	Academic Support Program	08/15/2016	06/08/2018	\$1000 - Title I Schoolwide	Michael Stubblefield Kristie Harris Reading Mastery Staff Corrective Reading Staff

Comprehensive School Improvement Plan

Hacker Elementary School

Activity - Implementation of Writing Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans.	Academic Support Program	01/02/2017	12/29/2017	\$0 - No Funding Required	Michael Stubblefield Kira Napier Kari Hibbard Gemma Parks Tracey Craft

Activity - Grammar & Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kentucky Writing Project is an online resource available to Hacker teachers. Each lesson is grade specific and contains a writing lesson.	Academic Support Program	01/02/2017	12/29/2017	\$0 - Title I Schoolwide	Kristie Harris Kira Napier Gemma parks Kari Hibbard

Activity - Provide on-going support for Imagine It!	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new Primary Reading Personnel will attend summer training for Imagine It! All Reading Personnel will attend updates.	Academic Support Program	01/02/2017	12/29/2017	\$0 - Other	Michael Stubblefield Judy Smith Kristie Harris

Strategy5:

RTI/KSI - an intervention team will be established to look at academic and behavioral data for the school

Category: Integrated Methods for Learning

Research Cited:

Activity - Tier 1 Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade levels, and/or content level departments will meet during PLCs to consider large areas of student needs (Tier 1).The teams will then develop plans to address gaps in instructional planning or learner needs, based on the standards.	Academic Support Program	01/02/2017	12/29/2017	\$0 - No Funding Required	Michael Stubblefield All teachers

Activity - Tier 2 and Tier 3 Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement a plan for Tier 2 and Tier 3 intervention services. RTI members will meet on a regular basis to determine if the student's needs are being met with the current Tier 2 or Tier 3 interventions; adjustments are made as needed.	Academic Support Program	01/02/2017	12/29/2017	\$0 - No Funding Required	Michael Stubblefield All staff

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase achievement for all students in the non-duplicatd gap group from 33% in 2012 to 66.5 in 2017

Comprehensive School Improvement Plan

Hacker Elementary School

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 48.4% to 55% by 06/01/2017 as measured by K-PREP.

Strategy1:

Progress Monitoring - Reading & Math - Progress monitoring for math and reading will take place.

Category: Learning Systems

Research Cited:

Activity - (NR) Short Responses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
(NR) Short Responses will be utilized as a progress monitoring tool for reading and math. The 3rd-6th grade teachers will turn in Short Responses to the principal monthly.	Academic Support Program	01/02/2017	12/29/2017	\$0 - No Funding Required	Michael Stubblefield Kelly Asher 5/6 Math Suzette Asher 5/6 Reading Aaron Asher 3/4 Math Krista Smith 3/4 Reading Gemma Parks 3 Reading

Activity - (NR) MAP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
(NR) MAP testing will be done 3 times a year and the data will be utilized to determine student's progress in reading and math in grades K-3rd. It will be done twice in grades 4th-6th.	Academic Support Program	08/22/2016	06/02/2017	\$0 - No Funding Required	Kristie Harris- Curriculum Coach K-6th Teachers Philip Burchell

Strategy2:

Best Practice - Teachers will employ Best Practices to teach all student groups

Category: Professional Learning & Support

Research Cited:

Activity - (NR) Staff Assignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assignment of staff will be completed to best serve the non-duplicated gap students.	Policy and Process	01/02/2017	12/29/2017	\$0 - No Funding Required	Michael Stubblefield SBDM Council

Activity - (NR) Achievement Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
(NR) Non-duplicated gap student achievement will be monitored using MAP, common assessments, K-Prep, Discovery Ed, and other classroom assessments.	Academic Support Program	01/02/2017	12/29/2017	\$0 - No Funding Required	Michael Stubblefield Kristie Harris 3rd-6th teachers

Strategy3:

(NR) Parent Involvement - Involve parents in the child's education.

Category: Stakeholder Engagement

Comprehensive School Improvement Plan

Hacker Elementary School

Research Cited:

Activity - Parent Call-Out Phone System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Parent Call-Out Phone System keeps parents informed of upcoming school activities and school closing. *Outside school sign in front of school displays upcoming school activities, events, and closures for parents to see.	Parent Involvement	01/02/2017	12/29/2017	\$0 - No Funding Required	Michael Stubblefield Lindsey Fultz Kristie Harris Lindsey Culver

Activity - Newsletter	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will produce monthly newsletter to inform parents of school activities, academic games, sporting events, websites, lunch menu, and student achievements.	Parent Involvement	01/02/2017	12/29/2017	\$200 - General Fund	Lindsey Culver Lindsey Fultz

Activity - Parent/Teacher Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*During open house parents are informed on how their child is doing and upcoming activities. *Notify parents of their child being placed in RTI. *Communicate with parents by email, phone, or notes about their child. *Notify parents of student progress in interventions.	Parent Involvement	01/02/2017	12/29/2017	\$0 - No Funding Required	All certified staff

Strategy4:

(NR) Support Block - Based on MAP assessment, as well as K-PREP and teacher recommendations, students needing extra support in math and reading will receive additional instruction.

Category: Learning Systems

Research Cited:

Activity - (NR) Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
(NR) Students needing assistance in math skills will receive individual support during the school day. This will be done through either Study Island, IXL, I-Ready, or small group instruction with our retired teacher tutor, or Academic Specialist.	Academic Support Program	01/02/2017	12/29/2017	\$8000 - State Funds	Kristie Harris Lab instructor Mary Nicholson Amy Gilbert

Activity - (NR) Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
(NR) Students needing supplemental instruction in reading will be placed either in Reading Mastery or Corrective Reading.	Academic Support Program	01/02/2017	12/29/2017	\$0 - No Funding Required	Kristie Harris, All classroom teachers

Strategy5:

Comprehensive School Improvement Plan

Hacker Elementary School

Professional Development - Teachers will complete professional development in their subject areas

Category:

Research Cited:

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share with other staff members during weekly PLCs, information that will help to improve student achievement.	Academic Support Program	01/02/2017	12/29/2017	\$0 - No Funding Required	Michael Stubblefield Kristie Harris Certified classroom staff

Activity - PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of sources will be utilized to improve the effectiveness of teachers. Sources of PD may include District PD, regional PD, PD360 and offerings from KET.	Professional Learning	01/02/2017	12/29/2017	\$0 - No Funding Required	Judy Smith, Michael Stubblefield, Kira Napier

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

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

Goal 1:

To identify specific strategies to increase student achievement in Arts and Humanities, PL/CS and Writing

Measurable Objective 1:

collaborate to identify specific strategies to increase student achievement in Arts/Humanities, PL/CS, and Writing by 05/31/2016 as measured by The Program Review Rubric.

Strategy1:

Program Review - The staff will examine work samples collected and will utilize this evidence to conduct a program review.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Hacker Elementary School

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine the rubrics used in Program Review. Consider the existing sources of evidence to inform the overall program assessment.	Professional Learning	08/15/2016	06/09/2017	\$0 - No Funding Required	Michael Stubblefield Kelly Asher Gemma Parks Jennifer Miller Kira Hibbard Kristie Harris

Strategy2:

Program Review/Artists and Programs - Work with the FRC and Promise Neighborhood to bring in supplemental programs and /or artists to the classrooms

Category:

Research Cited:

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To collaborate to bring in programs to enhance instruction in the areas of Arts/Humanities, Practical Living/Career Studies and Writing.	Academic Support Program	01/02/2017	12/15/2017	\$2639 - Grant Funds	Katie Cornett

Activity - Promise Neighborhood	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To enhance the Arts/Humanities, Practical Living and Career Studies and Writing, through resident artists, supplemental programs and/or field trips.	Academic Support Program	01/02/2017	06/02/2017	\$7725 - Grant Funds	Amy Gilbert, Natalie Gabbard (Berea), classroom teachers

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?

Hacker Elementary is located in rural southeastern Kentucky, along the banks of the Little Goose River. We are approximately 6 miles from the city of Manchester. Our student population of approximately two hundred ninety-five, range from Pre school to 6th grade.

Among our instructional staff we have 12 regular classroom teachers. 2 full time Special Education teachers, 1 Speech Pathologist, 1 Preschool teacher, 1 Media Specialist, 1 Physical Education teacher, 1 Reading Recovery teacher, 1 Save the Children coordinator, and 1 Instructional Coach. Our school also houses one computer lab. In addition to our certified staff, we have 4 instructional assistants. In addition to our certified and classified staff , we also have an Early Steps to Success coordinator. This is a program funded by Save the Children and targets children birth to three years. Another addition to our staff is an Academic Specialist, through Promise Neighborhood, which targets borderline students to help them increase to proficient.

Over the past 4 years our enrollment has had a steady increase. By using the new bridge our new entrance to campus has helped relieve the traffic on the main road.

Our community may not be the most affluent, but we are very fortunate to have students that come from families that believe education is important and that working hard will help you to succeed in life.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

At Hacker we hold ALL students to the highest expectations.

Our vision at Hacker Elementary, is to instill in ALL children, a desire to learn. Casting aside all barriers, may we keep in mind that all children deserve to experience success in the classroom and reap the rewards of a quality education. Our Vision Statement states: Our vision at Hacker Elementary is to instill in All children a desire to learn. Casting aside any barriers, may we Keep in our minds that all children deserve to Experience success in the classroom and reap the Rewards of a quality education.

Our Mission Statement states: We are instructional leaders determined to care about and teach all students.

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.

At Hacker, one of our goals is to be one of the top 100 schools in the state by 2017. In 2013 we were recognized as a Progressing, Distinguished school by KDE. Hacker was also ranked in the 91st percentile on the K-PREP assessment with a score of 70.5; this classified us not only as a Distinguished school, but also a High Performing, High-Progressing school.

In 2014, we scored in the 96th percentile and were recognized as a Distinguished School.

In 2015, we scored in the 91st percentile and was once again recognized as a Distinguished School.

Even though we were a Distinguished school, we did not meet our AMO goal which was, 77.2, we scored 73.9. A decrease in our score from the previous year of 76.7. We are going to strive as a school to increase our overall score next year.

This year our 3rd grade Math scored the top percentage in the county with 62.5%.

This year our 4th grade Language Arts scored the top percentage in the county with 69.4%.

This year our 5th grade Social Studies scored the top percentage in the county with 72.7%.

We improved in reading from last year's scores.

3rd grade Reading 2014-2015--66.7 to 2015-2016--68.8

4th grade Reading 2014-2015--51.3 to 2015-2016--63.9

6th grade Math 2014-2015--59.5 to 2015-2016--60.0

4th grade Language 2014-15--56.4 to 2015-2016--69.4

6th grade Language 2014-2015--42.9 to 2015-2016--60.0

6th grade Writing 2014-2015--64.3 to 2015-2016--72.5

Other areas of notability would be our extra-curricular activities. We have a very competitive Academic team. Our students have consistently place in the top academic areas in the 6th Grade Showcase and Governor's competitions. Our boys basketball team has won the county championship 4 out of the last 7 years. Our football team is growing more competitive each year; they have placed 2nd and 3rd in the county championship the last two years, this year they won the championship for both the A and B teams. The cheer squad is consistently competitive and places within the top three at the annual Cheer Challenge. We have a JV golf team and they are all Hacker kids, and they were runner up in the regional conference. We have numerous students that participate in impact archery, and compete weekly and win competitions. Numerous students also are involved with impact kayaking.

In addition to our school sponsored extra curricular activities, we have several students involved in Community Events. We have participants in the local community, performing musicians ranging from the violin, piano, guitar, dance troops, gymnastics, and athletic travel teams that include baseball, softball, and basketball.

Additional Information

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

At Hacker we strive to maintain a family like atmosphere. Parent and community involvement are welcomed and encouraged. We have several community partners that are actively involved in our school. Promise Neighborhood, Save the Children, Daniel Boone, Cancer Coalition, Cumberland River Comprehensive Care Center, Grace Health Clinic, local churches, and Clay County Public Library are among our most active community school partners.

During the 2015-16 school year, the FRC brought in several programs and learning opportunities for our students. Bethany Church has partnered with the FRC to assist with the Backpack Program. This program distributes food on a weekly basis to needy families.

According to the TELL survey, the faculty feels like there is good communication between school and families. Students are held to high standards and high expectations for not only their academics, but also their behavior. Over 80% believe that we have strong teacher leadership. Our teachers are held to high standards and our instruction is data driven. Teachers felt there needed to be more for collaboration with their peers and they felt that the amount of paperwork had increased instead of decreased. Overall, 95% of the faculty felt that Hacker was a good place to work and learn.