



2023-2024 Phase One: Executive Summary for Schools

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Hanson Elementary School

Matt Beshear

121 Veterans Drive
Hanson, Kentucky, 42413
United States of America

Table of Contents

2023-2024 Phase One: Executive Summary for Schools 3

2023-2024 Phase One: Executive Summary for Schools

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?

Hanson Elementary School is located in the small community of Hanson, Kentucky, and we have just this year moved into a 72,627 square foot, approximately \$23 million facility with state of the art technology and safety features. We are home to 465 Hanson Hunters in kindergarten through 5th grades and 28 in preschool, for a total of 493 students. We have seen a decline in enrollment due to the loss of coal mining jobs and an increase in transient families. Approximately 48.0% of our students are categorized as economically disadvantaged. Our population consists of approximately 14.6% minority students, and approximately 18.3% of our students receive special education services. Our faculty has embraced the implementation of Positive Behavior Supports and Interventions (PBIS). We are now in the Tier II/III implementation phase of PBIS. Many of our classrooms are rich in whole-brain strategies, as well as many other research based strategies. Our faculty is comprised of 30 teachers with 79.3% of them having a Master's Degree, Rank I, or Specialist. Included in this population are six teachers that have been certified by the National Board for Professional Teaching Standards. This is our eleventh year with a Title I Schoolwide School Program. The Kentucky System of Intervention (KSI) along with the Title I program strives to meet the needs of all learners. In addition, the gifted and talented program of Hopkins County services 9% of our students. Technology has increased a great deal over the past few years. We have acquired updated document cameras, ViewSonic Interactive Display Boards for each classroom, and 805 technological instructional devices for students, including desk tops, Chromebooks, and iPads, and 783 of the devices available are WI-FI enabled, and WI-FI access in every classroom. We now have one-to-one Chromebook to student ratio. Hanson Elementary has a rich heritage of family and community support. We log about 800-1000 hours of volunteer service each year when we are not restricted to a closed campus due to the COVID pandemic. We welcome parent volunteers, community members, and several retired teachers weekly to provide additional support to our faculty, staff, and students. We have a very active PTA organization. These parents hold meetings, conduct the Fall Festival, Field Day, Kentucky Kids Day celebration, and many additional events. In addition, they raise valuable funds that are spent to improve the education and climate of our school for our students. Our faculty members believe that giving back is a priority. We support Relay for Life, Bowl for Kids Sake, United Way, Toy Drive, our local Veterans Center, FRYSC, the Christian Food Bank, Breaking Break, the Salvation Army, and a variety of other charitable organizations. Our Title I program hosts themed family academic involvement nights with a large turnout at each. We continue to support the mission and vision of Hopkins County to unite as one team to learn and inspire while preparing today's students to succeed in tomorrow's world.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Hanson Elementary has many stakeholders. For instance, two parents, who represent the parent/guardian population, serve on the SBDM council. These parent committee members are selected from the school's parent body to represent their interests through a voting process. In addition, three teachers are voted to represent the faculty and staff on the SBDM council. They participate in school meetings and discussions on various matters. All teachers and staff play a critical role in the improvement planning process. They are involved through faculty/staff meetings and professional learning communities. Several faculty and staff serve in professional organizations in the community and on committees at the district level. Surveys and suggestion boxes are used to collect their input. Their feedback is carefully considered in decision-making. Students are also essential stakeholders. Their input is gathered through student council meetings and surveys. They also have open class discussions. Local community members are engaged through participation on committees, special programs, and projects. Their feedback is collected through surveys and open discussions and meetings. We also have the Rachel's Rewards Program, which is funded on community donations, and the monies are managed by a community-based committee to supplement the needs of Hanson, especially in areas that service our students with disabilities population. Hanson Elementary ensures stakeholder involvement and engagement in the improvement planning process through a combination of meetings, surveys, open forums, and decision-making mechanisms like voting. This feedback is carefully reviewed and considered during the planning process. It is used to shape the school's improvement goals and strategies, and the feedback collected from these sources is vital in shaping the school's improvement initiatives, fostering engagement, and encouraging continued involvement from all stakeholders. The school maintains open lines of communication with all stakeholders. An "open-door policy" with the school's leadership and transparency fosters trust and encourages continued involvement. The school recognizes and appreciates the contributions of its stakeholders.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

The purpose of the staff at Hanson Elementary School is "With Hearts of Gold, we provide an environment which enables and encourages all students to acquire the basic skills needed for knowing and growing." The values that support this purpose include: caring for the whole child beyond academics, working to meet the students' social, emotional, intellectual, and physical needs, working as one team to plan and execute the best methods for educating all students at Hanson Elementary, and including all stakeholders in the development and education of our students. With

Hearts of Gold, means loving the students unconditionally and never forgetting that we are raising our future. Having Hearts of Gold means our teachers and staff are invested in helping all kids and families become better than they were or thought they could be so that they can become moral and ethical people as adults.

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.

Hanson Elementary's achievement scores continue to be higher than many schools in Kentucky, with an overall performance rating of high, which is in the green category, with an Overall Indicator Score of 81.0 for the 2023 KSA state testing cycle based on the Kentucky Department of Education's current system. Our overall score of 81.0 also placed us as the third highest performing elementary school in our district and the top 16% of the state. Our Reading & Mathematics Indicator Score was 84.8, rating us in the high category (green). Our Science, Social Studies, and Writing Indicator Score was 75.1, rating us in the very high category (blue). Our Quality of School Climate and Safety Indicator Score was 92.7, rating us in the very high category (blue). Our Reading score was 75.8. Our Mathematics score was 80.4. Our Science score was 80.1. Our Social Studies score was 67.6, and our Combined Writing score was 80.7. The percent of students scoring proficient/distinguished in reading was 57%, compared to 52% in 2022. The percent of students scoring proficient/distinguished in mathematics was 63%, compared to 47% in 2022. The percent of students scoring proficient/distinguished in science was 57%, compared to 38% in 2022. The percent of students scoring proficient/distinguished in social studies was 46%, compared to 57% in 2022. The percent of students scoring proficient/distinguished in combined writing was 61%, compared to 66% in 2022. An analysis of the 2022 KSA subgroup data varies on discrepancy by subject area. In Reading, there was not significance between those that are economically disadvantaged and all students, but students with disabilities scored 5% points less for proficient/distinguished than all students. In Mathematics, there was a 10 point difference between the economically disadvantaged (37%) and all students (47%) for those scoring proficient/ distinguished. The discrepancy for our students with disabilities and the economically disadvantaged was not significant in the areas of Reading or Math on the 2023 KSA. According to KDE, we have no significant achievement gaps. We continue to individualize instruction as needed to reduce any gaps and ensure all students learn at a high level, with an emphasis on differentiation and skills instruction. We identify students who need to make growth and employ strategies to help them achieve their goals. We have ESS for students in the closing the achievement gap group who are at high probability for moving to the next achievement category. Homework Club is available for any other students who are struggling with concepts or topics. Both ESS and Homework Club will be utilized to help move students forward in achievement and narrow the gap between target groups and the highest performing group. Teachers are utilizing Google Drive to streamline the collaborative process. Teachers are tracking gap students within Infinite Campus and on all state, district, and school assessments. The special education teachers have implemented a variety of teaching strategies including the

following: modeling, using multiple examples with guided practice, reteaching, whole brain strategies (mirror words) and kinesthetic learning (e.g. using music, movement, and chants), spiraling instruction, corrective feedback with reteaching, choral reading, echo reading, using small groups and partnering, preteaching vocabulary, using foldables, teaching reading strategies (using them and providing visual reminders), using visuals in class, using manipulatives in math to make learning concrete, teaching students to underline and circle key information in reading and in math word problems, using graphic organizers and exemplars in writing, and having students monitor their progress in math and reading.

- The Reading performance for all HES students – Spring MAP 2023 - 57.7% of students scored proficient and distinguished, which is a 15 percentage point increase from the fall. However, we did not meet our goal of 60%. On the KSA, our Reading Indicator Score increased from 72.8 in 2022 to 75.8 in 2023, which is a 3 point increase, and our percent proficient/distinguished increased from 52% in 2022 to 57% in 2023, which is a 5 point increase.
- The Mathematics performance for all HES students - Spring MAP 2023 - 53.8% of students scored proficient and distinguished, which is a 7.3 percentage point increase from the fall. However, we did not meet our goal of 60%. On the KSA, our Math Indicator Score increased from 69.9 in 2022 to 80.4 in 2023, which is a 10.5 point increase, and our percent proficient/distinguished increased from 47% in 2022 to 63% in 2023, which is a 16 point increase.
- The Science performance for all HES students - On the KSA, our Science Indicator Score increased from 69.9 in 2022 to 80.4 in 2023, which is a 12.8 point increase, and our percent proficient/distinguished increased from 38% in 2022 to 57% in 2023, which is a 19 point increase. We surpassed our goal of 43% by 14 points.
- The Social Studies performance for all HES students - On the KSA, our Social Studies Indicator Score decreased from 79 in 2022 to 67.6 in 2023, which is an 11.4 point decrease, and our percent proficient/distinguished decreased from 57% in 2022 to 46% in 2023, which is an 11 point decrease. We did not meet our goal of 62%.
- The Combined Writing performance for all HES students - On the KSA, our Combined Writing Indicator Score decreased from 85.1 in 2022 to 80.7 in 2023, which is a 4.4 point decrease, and our percent proficient/distinguished decreased from 66% in 2022 to 61% in 2023, which is a 5 point decrease. We did not meet our goal of 70%.
- The performance of the HES students with disabilities subgroup in Reading - On the KSA, this subgroup's Reading Indicator Score increased from 69.1 in 2022 to 73.7 in 2023, a 4.6 point increase, and those scoring proficient/distinguished increased from 47% in 2022 to 53% in 2023, which is a 6 point increase, exceeding our goal of 52% by 1 point.
- The performance of the HES students with disabilities subgroup in Reading - On the KSA, this subgroup's Reading Indicator Score increased from 69.1 in 2022 to 73.7 in 2023, a 4.6 point increase, and those scoring proficient/distinguished increased from 47% in 2022 to 53% in 2023, which is a 6 point increase, exceeding our goal of 52% by 1 point.

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- The performance of the HES economically disadvantaged students subgroup in Reading - On the KSA, this subgroup's Reading Indicator Score increased from 69.2 in 2022 to 69.8 in 2023, a 0.6 point increase, and those scoring proficient/distinguished increased from 51% in 2022 to 52% in 2023, which is a 1 point increase. We did not meet our goal of 57%.
 - The performance of the HES students with disabilities subgroup in Mathematics- On the KSA, this subgroup's Math Indicator Score increased from 50.7 in 2022 to 82.2 in 2023, a 31.5 point increase, and those scoring proficient/distinguished increased from 24% in 2022 to 66% in 2023, which is a 42 point increase, exceeding our goal of 52% by 37 points.
 - The performance of the HES economically disadvantaged students subgroup in Mathematics - On the KSA, this subgroup's Math Indicator Score increased from 61.7 in 2022 to 74.1 in 2023, a 12.4 point increase, and those scoring proficient/distinguished increased from 37% in 2022 to 59% in 2023, which is a 22 point increase, exceeding our goal of 42% by 17 points.
 - Since returning from COVID and virtual learning, we have made the culture and climate of Hanson our priority, as both the staff and students needed this after that difficult time. We have consistently seen improvement. This year we had the privilege to move into a 72,627 square foot, approximately \$23 million facility with state of the art technology and safety features. While making such a large move into a new facility and our old building that had been the home of the Hanson Hunters since 1928 being demolished has its own stressors, it has also been an exciting time that united both the school and our surrounding community. We have had to come together to plan the procedures and expectations in a new building where everything is new, including the traffic pattern, as well as supervision for arrival and dismissal and lunch procedures. This new experience and opportunity seems to have inspired the faculty and staff. We still want to build the family atmosphere and develop the leadership skills of our students. PBIS (Positive Behavior Intervention System) is used at Hanson as a schoolwide system. We have experienced a continued decrease in behavior referrals, increasing the time students spend learning in the classroom. We had 57 office referrals in the first 4 months of school in 2022 as compared to 49 the first 4 months in 2023. The implementations of our 6 Houses/1 School system has been a driving factor of holding students more accountable socially and academically and has blended well with our PBIS system that is already in place. This House System allows students and staff to develop positive connections to the schools, leadership opportunities, and relationship building. This new system of 6 Houses/1 School is our focus for our culture this year. As evidenced in our increased Quality of School Climate & Safety Indicator Score from 80.9 in 2022 to 92.7 in 2023 (an 11.8 point increase), we are going to continue what worked last year, as well as our new plan of implementing the House System. We also are excited about the space we have to invite families and the community back into our school for events, celebrations, and assemblies. Hanson holds two Family Involvement nights per year. During the 2022-2023 school year, ----- Teachers also make great efforts to communicate with parents through phone calls, ParentSquare messages, social media posts, communication folders, and positive postcards mailed home. Our objective is to continue to develop the culture of Hanson and foster a safe and inclusive

environment where students feel valued, respected, and motivated to learn. We want to continue to be a place where diversity is celebrated, and collaborative efforts create a supportive community for both personal and academic growth as there is always room for improvement and new things to learn.

- Our absentee percentage increased from 2019-2020 to 2021, and when students are absent, it is usually for a longer period of time. Prior to the COVID 19 pandemic in the 2019-2020 school year, students were making significant progress, and historically, Hanson has had a high attendance rate. We even placed first in our district last year for the high attendance day competition in September 2022. Nonetheless, our absentee percentage showed an increase from the 2019-2020 school year (2.06%) to the 2021-2022 school year (5.79%) and again to the 2022-2023 school year (6.13%). This increase seems to be a leftover of the pandemic. Families seem to not prioritize attendance as they did pre-pandemic, and in addition, many seem not familiar with our truancy guidelines. Attending school regularly is crucial because it helps students build a consistent learning routine, fosters a sense of responsibility, and ensures they don't miss vital instructions and interactions with teachers and peers. Regular attendance sets a positive foundation for academic success and a bright future in professional settings. To this end, the School Counselor has started sending a letter thoroughly explaining the importance of school attendance, as well as outlining the entire Hopkins County Schools truancy guidelines upon the first unexcused absence, in addition to taking the steps as laid out in the HCS program. We are hopeful with teacher, counselor, and Family Resource Center contacts, in addition to educating families that our attendance will increase. The average absentee percentage thus far this 2023-2024 school year has decreased to 5.32%.
- During the 2021-2022 school year, Hanson had 30 teachers with a student to teacher ratio of 1:16, an average of 12.9 years school experience, and a 9.7% teacher turnover rate. During the 2022-2023 school year, Hanson had 28 teachers with a student to teacher ratio of 1:15, an average of 15.73 years school experience, and a 16.7% teacher turnover rate.

Additional Information

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

In order to communicate more effectively with all stakeholders, we regularly use ParentSquare to share information and communicate schoolwide and with groups within our school community, weekly announcements, weekly administrative emails to the faculty and staff, are utilizing grade level Facebook groups, sending periodic positive postcards home, and teachers use ParentSquare to share classroom information and to communicate one-on-one with parents/guardians. We have also started a schoolwide Facebook page to share information. In addition, teachers and staff are using ZOOM and telephone communication to keep families informed and involved. We also utilize STUDER and other survey data results when they are made available to address the following: student needs, parent needs, curriculum needs,

professional development needs, communication needs, facility needs, and other needs as determined by the data.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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